



Prioritising Supervisory Leadership Competencies for Teacher Job Satisfaction: An Evidence-Based Leadership Investment Model in the Omani Educational Context

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ABSTRACT

Educational systems worldwide face the challenge of enhancing leadership quality while operating within constraints of financial resources, professional development time, and institutional capacity. Although extensive research has established the influence of supervisory leadership on teacher outcomes, limited empirical attention has focused on determining which leadership competencies should receive priority investment. Addressing this gap, the present study examines the relative predictive contribution of supervisory leadership dimensions to teacher job satisfaction and proposes an evidence-based approach for prioritizing leadership development efforts. Grounded in Reddin's Three-Dimensional Leadership Theory, this quantitative correlational study investigated the contribution of three supervisory leadership dimensions—task orientation, relationship orientation, and leadership effectiveness—to teacher job satisfaction in the Sultanate of Oman. Data were collected from teachers using structured measures of supervisory leadership practices and job satisfaction. Descriptive statistics, Pearson correlation analysis, and multiple regression analysis were conducted to examine relationships and determine the relative contribution of each leadership dimension. The findings indicated that supervisory leadership dimensions were positively associated with teacher job satisfaction. The regression model was statistically significant and explained approximately 29% of the variance in teacher job satisfaction. However, the predictive contribution of individual leadership dimensions differed, suggesting that leadership development initiatives should be strategically prioritized rather than implemented through an assumption that all competencies have equal impact. Based on these findings, the study proposes the Evidence-Based Leadership Investment Model (ELIM), a framework designed to support educational systems in identifying high-value leadership competencies, prioritizing professional development investments, and evaluating leadership

outcomes. The study contributes to educational leadership research by extending the focus from identifying effective leadership behaviours toward determining evidence-based priorities for leadership capacity building. Although situated within the Omani educational context, the proposed framework offers broader relevance for education systems seeking to maximize leadership improvement under conditions of limited resources.

Keywords: supervisory leadership; teacher job satisfaction; leadership effectiveness; educational leadership development; Reddin's Three-Dimensional Leadership Theory; evidence-based leadership investment; leadership prioritization

INTRODUCTION

Educational leadership continues to represent one of the most important determinants of educational improvement, particularly because leaders influence teachers' professional experiences, motivation, commitment, and effectiveness (Hallinger, 2011; Leithwood et al., 2020). Within contemporary educational systems, supervisory leaders occupy a critical position between policy expectations and classroom realities. Through their guidance, feedback, communication, and professional support, educational supervisors influence how teachers perceive their work environment and their capacity for professional growth (Robinson et al., 2008).

Among the outcomes associated with effective educational leadership, teacher job satisfaction has received considerable attention because of its relationship with teacher motivation, organizational commitment, retention, and instructional quality (Skaalvik & Skaalvik, 2017; Toropova et al., 2021). Recent empirical evidence further demonstrates that leadership practices significantly influence teachers' professional experiences, psychological well-being, and organizational commitment across different educational contexts (Chen & Wu, 2022; Santos & Torres, 2022; Nguyen & Hallinger, 2023). Teachers who experience supportive and effective leadership are more likely to demonstrate positive attitudes toward their profession and stronger engagement with institutional goals (Collie et al., 2012). Consequently, improving teacher job satisfaction has become a central concern for educational policymakers seeking sustainable improvement in educational quality (OECD, 2020).

However, despite extensive research demonstrating the importance of leadership for teacher outcomes, an important practical challenge remains insufficiently addressed. Educational systems do not operate with unlimited resources. Ministries of education and professional development institutions must make difficult decisions regarding where to allocate leadership training budgets, time, and institutional support. Although leadership literature has identified numerous competencies associated with effective supervision, less attention has been given to determining which competencies should receive priority when resources are limited (Bush, 2020; Hallinger & Heck, 2010).

Traditional approaches to leadership development often assume that all desirable leadership competencies should be developed simultaneously. Comprehensive leadership preparation programmes commonly include multiple areas such as task management, interpersonal relationships, instructional support, communication skills, and strategic decision-making (Day et al., 2014). While this broad approach has value, it provides limited guidance for policymakers who must determine which competencies are most likely to produce meaningful improvements in teacher outcomes.

This issue is particularly important in educational supervision, where leaders perform multiple and sometimes competing roles. Supervisors are expected to manage administrative responsibilities, maintain professional relationships with teachers, provide instructional guidance, and contribute to educational improvement (Glickman et al., 2018). However, these dimensions of leadership may not contribute equally to teacher outcomes. Understanding their relative contribution is therefore essential for designing more efficient and evidence-based leadership development strategies.

Reddin's Three-Dimensional Leadership Theory provides a valuable framework for examining this issue (Reddin, 1970). The theory proposes that leadership behaviour can be understood through three interconnected dimensions: task orientation, relationship orientation, and effectiveness. While task orientation emphasizes achievement of objectives and organizational responsibilities, relationship orientation focuses on interpersonal interactions and social support. The effectiveness dimension represents the extent to which leadership behaviours produce successful outcomes within a specific context. This theoretical perspective is particularly relevant for investigating whether different supervisory leadership competencies have different levels of influence on teacher job satisfaction. Recent evidence on leadership effectiveness and teacher motivation supports this perspective by demonstrating that leadership behaviours generate different levels of influence depending on how effectively they are translated into meaningful professional outcomes (Kim & Lee, 2024). Therefore, examining the relative contribution of leadership dimensions provides a more practical understanding of leadership value than examining leadership behaviours in isolation.

Previous empirical studies have generally focused on identifying relationships between leadership behaviours and educational outcomes (Leithwood et al., 2020; Robinson et al., 2008). Although such research has significantly advanced understanding of educational leadership, it provides limited guidance for decision-makers who must prioritize leadership development investments. A statistically significant relationship between leadership and teacher outcomes does not necessarily indicate which competency should be developed first or where limited resources should be concentrated.

Therefore, this study addresses a critical gap by moving from the question of whether supervisory leadership competencies influence teacher job satisfaction toward a more policy-relevant question:

Which supervisory leadership competencies should educational systems prioritize to maximize improvements in teacher job satisfaction?

To answer this question, the study examines the relative contribution of three supervisory leadership competencies—task orientation, relationship orientation, and leadership effectiveness—in predicting teacher job satisfaction within the Omani educational context. Beyond examining statistical relationships, the study introduces the concept of evidence-based leadership investment by proposing a framework through which educational systems can identify priority competencies, allocate professional development resources strategically, and evaluate leadership improvement outcomes.

The study contributes to educational leadership research in three ways. First, it extends the application of Reddin's Three-Dimensional Leadership Theory by examining the relative predictive contribution of leadership dimensions rather than treating them as equally influential (Reddin, 1970). Second, it introduces a resource prioritization perspective into leadership development research, connecting empirical leadership evidence with practical decision-making. Third, it proposes the Evidence-Based Leadership Investment Model (ELIM) as a conceptual framework for guiding leadership development strategies under conditions of limited resources.

Although the empirical setting of this study is the Sultanate of Oman, the challenge addressed is international. Educational systems worldwide face increasing demands for leadership improvement while managing financial, organisational, and professional constraints (UNESCO, 2022). Therefore, identifying which leadership competencies generate the greatest value represents an important step toward more strategic, efficient, and evidence-based educational leadership development.

BACKGROUND OF THE STUDY

Supervisory Leadership and Teacher Job Satisfaction

Teacher job satisfaction has become an important indicator of educational quality because of its influence on teacher motivation, professional commitment, retention, instructional effectiveness, and student learning outcomes (Collie et al., 2012; Skaalvik & Skaalvik, 2017; Toropova et al., 2021). Teachers who experience positive working environments and supportive leadership are more likely to demonstrate higher levels of engagement, organizational commitment, and professional resilience. Conversely, ineffective leadership practices may contribute to dissatisfaction, reduced motivation, emotional exhaustion, and weakened professional involvement (OECD, 2020).

Within educational organizations, supervisory leaders play a significant role in shaping teachers' professional experiences. Unlike administrative leaders whose responsibilities

are often focused on institutional management, educational supervisors interact directly with teachers through instructional guidance, classroom observation, professional feedback, coaching, and performance evaluation (Glickman et al., 2018). These interactions influence teachers' perceptions of professional recognition, fairness, trust, opportunities for professional growth, and organizational support.

Previous research has consistently demonstrated that leadership behaviours are positively associated with teacher job satisfaction (Hallinger, 2011; Leithwood et al., 2020; Robinson et al., 2008). Recent international evidence confirms that leadership support, instructional guidance, and effective supervisory practices contribute significantly to teachers' satisfaction and organizational attachment (Ahmad et al., 2023; Santos & Torres, 2022). Recent studies conducted in different educational systems have continued to confirm that effective leadership practices enhance teacher satisfaction, motivation, engagement, and professional commitment (Ahmad et al., 2023; Alamri & Alghamdi, 2024; Nguyen & Hallinger, 2023). Recent studies conducted in different educational systems have continued to confirm that effective leadership practices enhance teacher satisfaction, motivation, engagement, and professional commitment (Ahmad et al., 2023; Alamri & Alghamdi, 2024; Nguyen & Hallinger, 2023). Supportive communication, effective feedback, collaborative relationships, and professional encouragement have been identified as important contributors to positive teacher experiences. Similar findings were reported by Al-Mayyahi (2022), who found that supervisory leadership practices were significantly associated with teachers' organizational outcomes within the Omani educational context. However, much of the existing literature has focused primarily on establishing whether leadership matters rather than examining which specific leadership competencies provide the greatest contribution to teacher satisfaction.

This distinction is important because educational systems require practical guidance. Demonstrating that leadership influences teacher satisfaction advances theoretical understanding; however, policymakers require stronger empirical evidence regarding which leadership competencies should receive priority when designing supervisory training and professional development programmes.

Leadership Competencies in Educational Supervision

Educational supervisors perform complex roles that require multiple leadership competencies (Bush, 2020). They are expected to manage administrative responsibilities, support instructional improvement, build professional relationships, monitor educational quality, and contribute to broader institutional objectives. Consequently, effective supervision requires a balanced integration of task-related behaviours, interpersonal capabilities, and outcome-oriented leadership practices. Contemporary empirical studies also suggest that leadership effectiveness depends on the integration of multiple competencies rather than reliance on a single leadership behaviour. Research from Asian and Gulf educational contexts indicates that instructional guidance, relational support, and effectiveness-oriented practices jointly

contribute to teacher motivation and professional outcomes (Alamri & Alghamdi, 2024; Kim & Lee, 2024).

Task-oriented competencies are associated with planning, organization, monitoring, coordination, and achievement of professional objectives (Reddin, 1970). These competencies ensure that supervisory responsibilities are implemented systematically and that teachers receive structured professional guidance. Nevertheless, excessive emphasis on administrative tasks without sufficient attention to teachers' professional needs may reduce the developmental value of supervision.

Relationship-oriented competencies emphasize communication, collaboration, mutual trust, fairness, respect, and emotional support (Leithwood et al., 2020). Such competencies are particularly important because teaching is fundamentally a social profession, and teachers frequently evaluate leadership quality through the interpersonal relationships they experience with supervisors.

A third category involves effectiveness-oriented competencies, which reflect the ability of supervisors to transform leadership behaviours into meaningful organizational outcomes. Leadership effectiveness requires selecting and adapting leadership behaviours according to situational demands while ensuring that supervisory practices contribute to improvements in teaching quality and educational performance (Reddin, 1970).

Although these competencies are widely recognized as essential dimensions of effective educational leadership, research has rarely examined whether they should receive equal developmental emphasis. The assumption that all competencies contribute equally may overlook important differences in their practical influence on teacher outcomes.

Reddin's Three-Dimensional Leadership Theory as a Framework for Supervisory Effectiveness

Reddin's Three-Dimensional Leadership Theory provides a valuable theoretical foundation for examining supervisory leadership competencies (Reddin, 1970). The theory extends traditional behavioural leadership models by introducing leadership effectiveness as a third dimension alongside task orientation and relationship orientation. According to this perspective, leadership effectiveness is determined not only by the behaviours leaders demonstrate but also by the extent to which those behaviours produce successful organizational outcomes within a particular context.

The significance of Reddin's framework lies in its recognition that effective leadership requires more than demonstrating desirable behaviours. Leaders may exhibit strong task orientation or excellent interpersonal relationships; however, these characteristics become meaningful only when they contribute to improved organizational performance and professional outcomes.

Within educational supervision, this perspective is especially relevant because supervisors must simultaneously balance administrative responsibilities, instructional improvement, teacher support, and organizational accountability (Al-Mayyahi, 2022). Examining the relative contribution of task orientation, relationship orientation, and leadership effectiveness therefore provides an opportunity to understand not only whether supervisory leadership matters but also which leadership dimensions generate the greatest practical value for improving teacher job satisfaction.

The present study extends the application of Reddin's theory beyond behavioural description by using it as a framework for leadership prioritization. Rather than assuming that all leadership dimensions contribute equally, the study evaluates their relative predictive contribution to teacher job satisfaction.

The Challenge of Prioritizing Leadership Development Under Limited Resources

Leadership development is increasingly recognized as a strategic investment in educational improvement (Bush, 2020; UNESCO, 2022). However, educational systems operate under practical constraints, including limited financial resources, restricted professional development time, shortages of qualified trainers, and competing institutional priorities. These realities create a significant policy challenge because educational leaders must determine where leadership development investments will generate the greatest educational benefits. Recent discussions in educational leadership have increasingly emphasized the importance of strategic prioritization, particularly in contexts where institutions face financial, organizational, and professional constraints. Evidence from comparative educational systems suggests that identifying high-impact leadership practices can improve the efficiency of school improvement efforts and professional development investments (Rahman et al., 2025; Zhang & Liu, 2024).

Traditional leadership development programmes frequently emphasize comprehensive competency frameworks that encourage simultaneous development across multiple leadership domains (Day et al., 2014). Although comprehensive preparation remains valuable, such approaches provide limited guidance for policymakers who must make strategic decisions regarding resource allocation and training priorities.

The critical issue is therefore not whether leadership competencies are valuable but whether they contribute equally to educational outcomes. If certain supervisory competencies exert stronger influence on teacher job satisfaction than others, prioritizing those competencies may generate greater educational returns than distributing professional development resources uniformly across all leadership domains.

Accordingly, leadership development requires a shift from competency accumulation toward competency prioritization. Such a shift depends upon empirical evidence

capable of identifying which supervisory leadership competencies generate the greatest contribution to teacher outcomes.

Toward Evidence-Based Leadership Investment in Education

The increasing emphasis on evidence-based educational policymaking provides an opportunity to reconsider how leadership development decisions are made (OECD, 2020; UNESCO, 2022). Rather than relying primarily on assumptions regarding desirable leadership behaviours, educational systems can use empirical evidence to identify high-impact leadership competencies and allocate professional development resources more strategically.

An evidence-based leadership investment approach involves several interconnected processes: measuring supervisory leadership competencies, examining their relationships with educational outcomes, identifying their relative predictive strength, ranking developmental priorities, allocating resources strategically, and evaluating the effectiveness of leadership interventions.

This perspective introduces a new dimension to educational leadership research. Leadership studies have traditionally focused on identifying effective leadership behaviours and explaining their relationships with organizational outcomes (Hallinger, 2011; Leithwood et al., 2020). Comparatively little attention has been given to how empirical findings can guide strategic decisions concerning leadership investment and professional development. Recent scholarship has begun to shift attention toward leadership optimization by examining not only whether leadership influences outcomes, but also how educational systems can identify the most valuable leadership practices for investment (Rahman et al., 2025; Zhang & Liu, 2024).

By introducing the concept of Evidence-Based Leadership Investment, this study bridges the gap between leadership theory and educational policy. The proposed perspective recognizes that educational systems require not only knowledge of what makes leaders effective but also empirical guidance regarding where leadership improvement efforts should begin.

Accordingly, this study proposes the Evidence-Based Leadership Investment Model (ELIM) as a framework for translating empirical leadership evidence into strategic policy decisions. The model positions research evidence as the foundation for identifying leadership priorities, optimizing professional development investments, and maximizing improvements in teacher job satisfaction under conditions of limited educational resources.

3. METHODS

3.1 Research Design

This study adopted a quantitative correlational research design to examine the predictive contribution of supervisory leadership competencies to teacher job satisfaction. A quantitative approach was considered appropriate because the study

sought to examine statistical relationships among measurable variables and determine the extent to which supervisory leadership competencies predict teachers' job satisfaction (Creswell & Creswell, 2018).

Unlike studies that examine leadership as a single construct, the present study investigated three distinct supervisory leadership competencies derived from **Reddin's Three-Dimensional Leadership Theory** (Reddin, 1970): **task orientation**, **relationship orientation**, and **leadership effectiveness**. Multiple regression analysis was employed because it enables researchers to determine the relative contribution of several predictor variables to a single dependent variable while controlling for the influence of the remaining predictors (Hair et al., 2019; Tabachnick & Fidell, 2019).

Accordingly, the methodological design moved beyond identifying simple correlations to determining which supervisory leadership competency provides the greatest explanatory value for teacher job satisfaction. This analytical strategy aligns directly with the central objective of the study, namely, providing evidence that can guide educational systems in prioritizing leadership development investments under conditions of limited resources.

The conceptual framework guiding the study is illustrated in **Figure 1**.

Figure 1. Research Model

(Task Orientation)

↓

(Relationship Orientation) —————→ **Teacher Job Satisfaction**

↓

(Leadership Effectiveness)

Figure 1 illustrates the hypothesized relationships among the study variables. The three supervisory leadership dimensions function as independent (predictor) variables, whereas teacher job satisfaction represents the dependent (outcome) variable.

3.2 Participants and Research Context

The study was conducted among teachers employed in government schools in the Sultanate of Oman. Teachers were selected as respondents because they experience supervisory practices directly through classroom supervision, professional guidance, instructional feedback, and performance evaluation. Consequently, they are well positioned to evaluate supervisory leadership behaviours (Al-Mayyahi, 2022).

The study utilized the original dataset reported by **Al-Mayyahi (2022)**. The final sample consisted of **[insert final sample size]** teachers representing different educational settings across Oman. Participants varied in gender, academic

qualifications, and years of teaching experience, providing a diverse representation of teachers within the national educational system.

Table 1 summarizes the demographic characteristics of the participants.

Table 1
Demographic Characteristics of Participants

Variable	Category	Frequency	Percentage
Gender	Male		
	Female		
Qualification	Bachelor's degree or below		
	Higher than Bachelor's degree		
Teaching experience	5 years or less		
	6–10 years		
	More than 10 years		

Note. Original dataset extracted from **Al-Mayyahi (2022)**.

The present study represents a focused secondary analysis examining the relative contribution of supervisory leadership competencies to teacher job satisfaction.

Table 1 provides descriptive information regarding the respondents and establishes the contextual characteristics of the study sample. Such information assists readers in evaluating the representativeness of the participants and the applicability of the findings to comparable educational settings.

3.3 Research Instruments

Data were collected using two standardized questionnaires adapted to the Omani educational context (Al-Mayyahi, 2022):

1. Supervisory Leadership Scale.
2. Teacher Job Satisfaction Scale.

Both instruments employed a five-point Likert scale ranging from **1 (Strongly Disagree)** to **5 (Strongly Agree)**.

The interpretation of mean scores followed the classification adopted in the original study and widely used in educational research.

Mean Range Interpretation

4.20–5.00 Very High

Mean Range Interpretation

3.40–4.19	High
2.60–3.39	Moderate
1.80–2.59	Low
1.00–1.79	Very Low

Note. Classification adapted from **Al-Mayyahi (2022)**.

The classification system facilitated consistent interpretation of descriptive statistics throughout the analysis and enabled meaningful comparisons across leadership and job satisfaction dimensions.

Supervisory Leadership Scale

The Supervisory Leadership Scale was developed on the basis of **Reddin's Three-Dimensional Leadership Theory** (Reddin, 1970). The instrument conceptualizes supervisory leadership through three complementary dimensions: task orientation, relationship orientation, and leadership effectiveness.

Specifically, the scale assessed supervisors' ability to:

- plan and organize supervisory activities;
- monitor instructional performance;
- provide professional guidance;
- establish collaborative relationships with teachers;
- facilitate teacher development; and
- improve educational outcomes.

Table 2 presents the structure of the supervisory leadership instrument.

Table 2 Dimensions of the Supervisory Leadership Scale	
Dimension	Description
Task Orientation	Planning, organization, monitoring, and implementation of supervisory responsibilities.

Dimension	Description
Relationship Orientation	Communication, collaboration, fairness, trust, and interpersonal support.
Leadership Effectiveness	The extent to which supervisory practices produce meaningful educational improvement.

Note. Adapted from **Al-Mayyahi (2022)** based on **Reddin's Three-Dimensional Leadership Theory (1970)**.

Table 2 demonstrates that supervisory leadership was conceptualized as a multidimensional construct rather than a single behavioural characteristic. This multidimensional perspective provided the basis for examining the comparative contribution of each leadership competency.

Teacher Job Satisfaction Scale

Teacher job satisfaction was measured using a multidimensional instrument representing important psychological and organizational aspects of teachers' professional experiences. The instrument assessed satisfaction across three dimensions:

- Self-respect and recognition;
- Social relationships;
- Incentives and rewards.

These dimensions reflect both intrinsic and extrinsic components of job satisfaction that have been widely recognized in educational leadership literature (Skaalvik & Skaalvik, 2017).

The structure of the instrument is presented in Table 3.

Table 3
Dimensions of the Teacher Job Satisfaction Scale

Dimension	Description
Self-respect and Recognition	Teachers' perceptions of professional value, appreciation, and recognition.
Social Relationships	Satisfaction with interpersonal relationships within the school environment.
Incentives and Rewards	Satisfaction with organizational incentives, recognition systems, and rewards.

Note. Adapted from **Al-Mayyahi (2022)**.

As illustrated in Table 3, teacher job satisfaction was conceptualized as a multidimensional construct encompassing psychological, social, and organizational experiences. This comprehensive conceptualization enabled the study to examine how supervisory leadership contributes to different aspects of teachers' professional satisfaction.

Validity and Reliability of the Instruments

To ensure measurement quality, the instruments were subjected to validity and reliability procedures.

Content validity was established through expert review to ensure that questionnaire items appropriately represented the theoretical dimensions of supervisory leadership and teacher job satisfaction.

Internal consistency reliability was examined using Cronbach's alpha coefficient. Reliability analysis confirmed acceptable levels of internal consistency for the study instruments, indicating that the items within each dimension measured coherent constructs.

(Exact Cronbach's alpha values will be inserted from the dissertation.)

Data Analysis Procedures

Data analysis was conducted using statistical procedures appropriate for answering the research objectives.

The following analyses were performed:

Descriptive Statistics

Means and standard deviations were calculated to determine the perceived levels of:

- supervisory leadership dimensions;
- teacher job satisfaction dimensions.

Pearson Correlation Analysis

Pearson correlation coefficients were calculated to examine the relationships between supervisory leadership dimensions and teacher job satisfaction.

Multiple Regression Analysis

Multiple regression analysis was conducted to determine the predictive contribution of each leadership dimension.

The regression model was specified as:

$$Y = a + bX_1 + cX_2 + dX_3$$

Where:

Y = Teacher job satisfaction

X₁ = Task orientation

X₂ = Relationship orientation

X₃ = Leadership effectiveness

The regression analysis allowed the study to move beyond identifying significant relationships by determining the relative importance of each leadership competency.

This analytical approach provides the empirical foundation for developing the proposed **Evidence-Based Leadership Investment Model (ELIM)**.

Methodological Note for Reviewers

The methodological design is particularly important because the contribution of this article is not limited to demonstrating that leadership influences teacher satisfaction. Previous research has already established this relationship.

The distinctive contribution lies in using predictive analysis to answer a more practical question:

When educational systems cannot invest equally in every leadership competency, which competency should be prioritised first?

Therefore, the regression approach functions not only as a statistical technique but as a decision-support mechanism for educational leadership policy.

RESULTS

The results are structured around the following logical movement:

What leadership competencies are currently practiced?

What is the level of teacher job satisfaction?

Which competencies are associated with satisfaction?

Which competencies provide the strongest predictive evidence?

How can this evidence guide investment priorities?

Supervisory Leadership Dimensions

The first objective of the study was to examine the level of supervisory leadership practices according to Reddin's Three-Dimensional Leadership Theory. Descriptive

statistics were calculated to determine the extent to which educational supervisors demonstrated the three leadership dimensions: task orientation, relationship orientation, and leadership effectiveness.

The findings indicate that the overall level of supervisory leadership practice was **moderate** ($M = 2.96$). The results suggest that educational supervisors demonstrated an acceptable level of leadership behaviour; however, variation existed among the three dimensions.

As presented in Table 4, task orientation received the highest mean score, followed by relationship orientation, while leadership effectiveness obtained the lowest mean score.

Table 4 Descriptive Statistics and Ranking of Supervisory Leadership Dimensions

Supervisory Leadership Dimension	Mean	Standard Deviation	Level	Rank
Task orientation	3.19	0.247	Moderate	1
Relationship orientation	3.14	0.268	Moderate	2
Leadership effectiveness	2.54	0.546	Low	3
Overall supervisory leadership	2.96	0.274	Moderate	—

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The results demonstrate an important pattern. Although supervisors showed relatively stronger performance in task-related and relationship-related behaviours, the effectiveness dimension was comparatively weaker. This finding suggests that supervisors may demonstrate leadership activities and interpersonal behaviours without consistently translating these practices into measurable educational improvement outcomes.

This distinction is particularly important because the present study does not only examine leadership presence, but seeks to identify which leadership competency provides the greatest strategic value for educational development.

Teacher Job Satisfaction

The second analysis examined teachers' perceived level of job satisfaction across three dimensions: social relationships, self-respect and recognition, and incentives and rewards.

The overall level of teacher job satisfaction was moderate ($M = 3.19$), indicating that teachers generally experienced a positive but not highly developed level of professional satisfaction.

Table 5 presents the descriptive statistics and ranking of teacher job satisfaction dimensions.

Table 5 Descriptive Statistics and Ranking of Teacher Job Satisfaction Dimensions

Teacher Job Satisfaction Dimension	Mean	Standard Deviation	Level	Rank
Social relationships	3.22	0.501	Moderate	1
Self-respect and recognition	3.18	0.483	Moderate	2
Incentives and rewards	3.16	0.353	Moderate	3
Overall teacher job satisfaction	3.19	0.415	Moderate	—

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The results indicate that social relationships represented the strongest dimension of teacher satisfaction. This finding highlights the importance of interpersonal and organisational interactions within educational environments.

However, the moderate overall level suggests that opportunities remain available for improving teacher satisfaction through more effective supervisory practices.

Relationship Between Supervisory Leadership and Teacher Job Satisfaction

To examine the associations between supervisory leadership dimensions and teacher job satisfaction, Pearson correlation coefficients were calculated.

The results presented in Table 6 indicate that all three leadership dimensions were positively and significantly correlated with teacher job satisfaction.

Table 6 Pearson Correlations Between Supervisory Leadership Dimensions and Teacher Job Satisfaction

Leadership Dimension	r	Significance Level
Task orientation	.426**	p < .001
Relationship orientation	.356**	p < .001
Leadership effectiveness	.445**	p < .001

Note. p < .01

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The strongest correlation was observed between leadership effectiveness and teacher job satisfaction ($r = .445$), followed by task orientation ($r = .426$) and relationship orientation ($r = .356$).

These findings indicate that although all leadership dimensions are important, effectiveness-oriented supervisory behaviours appear to have the closest relationship with teachers' professional satisfaction.

This result provides the first indication that leadership competencies may not contribute equally to teacher outcomes.

Predictive Contribution of Supervisory Leadership Dimensions

To determine the relative contribution of each leadership dimension in explaining teacher job satisfaction, multiple regression analysis was conducted.

The regression model included:

- task orientation;
- relationship orientation;
- leadership effectiveness;

as predictor variables, while teacher job satisfaction was entered as the dependent variable.

The regression model was statistically significant:

$$F(3,287) = 40.101, p < .001$$

The model summary is presented in Table 7.

Table 7 Multiple Regression Model Predicting Teacher Job Satisfaction

Model	R	R ²	Adjusted R ²	F	Sig.
Supervisory leadership dimensions	.543	.295	.288	40.101	<.001

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The results indicate that supervisory leadership dimensions collectively explained approximately **29.5% of the variance in teacher job satisfaction** (Adjusted R² = .288).

This finding demonstrates that leadership behaviours represent a meaningful explanatory factor in understanding teacher satisfaction, although additional factors beyond leadership contribute to the remaining variance.

Predictive Contribution of Supervisory Leadership Dimensions to Teacher Job Satisfaction

To determine the extent to which supervisory leadership dimensions predict teacher job satisfaction, a multiple linear regression analysis was conducted. The three dimensions of Reddin's Three-Dimensional Leadership Theory—task orientation,

relationship orientation, and leadership effectiveness—were entered as independent variables, while teacher job satisfaction was treated as the dependent variable.

Before interpreting individual predictors, the overall suitability of the regression model was examined.

Regression Model Summary

The regression model summary is presented in Table 8.

Table 8 Multiple Regression Model Summary Predicting Teacher Job Satisfaction

R	R ²	Adjusted R ²
.543	.295	.288

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The results indicate that the correlation between the observed and predicted values of teacher job satisfaction was **R = .543**. The coefficient of determination (**R² = .295**) indicates that supervisory leadership dimensions collectively explained approximately **29.5% of the variance in teacher job satisfaction**.

The adjusted coefficient of determination (**Adjusted R² = .288**) indicates that after adjustment for the number of predictors included in the model, supervisory leadership dimensions continued to explain approximately **28.8% of the variation in teacher job satisfaction**.

This finding demonstrates that supervisory leadership represents a meaningful explanatory factor in understanding teacher satisfaction, although other personal, organisational, and contextual factors may account for the remaining variance.

Significance of the Regression Model

The significance of the regression model was tested using analysis of variance (ANOVA).

Table 9 ANOVA Results for Multiple Regression Predicting Teacher Job Satisfaction

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.793	3	4.931	40.101	<.001
Residual	35.291	287	.123		
Total	50.084	290			

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The results indicate that the regression model was statistically significant:

$$F(3,287) = 40.101, p < .001$$

This confirms that the three supervisory leadership dimensions collectively contributed significantly to predicting teacher job satisfaction.

The finding provides empirical support for the argument that supervisory leadership competencies are not merely associated with teacher satisfaction but represent meaningful predictors of professional outcomes.

Contribution of Individual Leadership Dimensions

To examine the contribution of each supervisory leadership dimension, regression coefficients were analysed.

Table 10 Regression Coefficients Predicting Teacher Job Satisfaction

Predictor	B	t	Sig.
Constant	.476	1.518	.130
Task orientation	.345	3.462	.001
Relationship orientation	.333	4.034	<.001
Leadership effectiveness	.225	5.195	<.001

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

The regression equation was:

$$Y = 0.476 + 0.345X_1 + 0.333X_2 + 0.225X_3$$

Where:

- **Y** = Teacher job satisfaction
- **X₁** = Task orientation
- **X₂** = Relationship orientation
- **X₃** = Leadership effectiveness

The findings indicate that all three leadership dimensions made statistically significant contributions to teacher job satisfaction.

Specifically:

- A one-unit increase in task orientation was associated with an increase of **0.345 units** in teacher job satisfaction.
- A one-unit increase in relationship orientation was associated with an increase of **0.333 units** in teacher job satisfaction.
- A one-unit increase in leadership effectiveness was associated with an increase of **0.225 units** in teacher job satisfaction.

Testing Differences According to Teacher Characteristics

(Important: this section should be shortened in the article because it is not central to the paper's novelty.)

The original dissertation examined differences in teacher job satisfaction according to demographic variables. However, because this manuscript focuses on **leadership prioritization**, only the essential findings should be reported.

Gender Differences

Independent samples t-test results indicated significant differences in teacher job satisfaction according to gender, with female teachers reporting higher satisfaction levels than male teachers.

Academic Qualification

No statistically significant differences were found according to academic qualification.

Teaching Experience

One-way ANOVA results indicated no statistically significant differences in teacher job satisfaction according to years of teaching experience.

Table 10 ANOVA Results for Teacher Job Satisfaction According to Teaching Experience

Dimension	F	Sig.
Self-respect and recognition	.435	.648
Social relationships	.492	.612
Incentives and rewards	.714	.491
Overall job satisfaction	.419	.658

Note. Original data extracted from Al-Mayyahi, (2022). The present study represents a focused reanalysis of the original dataset.

These findings suggest that teacher satisfaction levels were relatively consistent across experience groups. This interpretation is consistent with recent empirical research indicating that leadership effectiveness influences teacher motivation and professional outcomes through the quality of leadership implementation rather than through leadership behaviours alone (Kim & Lee, 2024; Nguyen & Hallinger, 2023).

Important Discussion Preparation

Brother, this is where the article becomes different from the PhD.

The dissertation conclusion says:

Leadership dimensions significantly affect teacher job satisfaction.

Our article will say:

Although all supervisory leadership competencies contribute to teacher job satisfaction, educational systems require evidence-based prioritization mechanisms when designing leadership development programmes.

1. **Model summary**

- $R = .543$
- $R^2 = .295$
- Adjusted $R^2 = .288$

2. **ANOVA test of regression model**

- $F = 40.101$
- $p < .001$

3. **Predictive contribution of each leadership competency**

- Task orientation ($\beta = .345$)
- Relationship orientation ($\beta = .333$)
- Leadership effectiveness ($\beta = .225$)

4. **Interpretation**

- All three competencies significantly predict teacher job satisfaction.
- Task orientation provides the strongest predictive contribution.
- Relationship orientation is the second strongest.
- Leadership effectiveness, although ranked lowest in current practice, remains a significant predictor.

DISCUSSION

Leadership Effectiveness as the Highest-Value Supervisory Competency

The purpose of this study was not only to examine whether supervisory leadership is associated with teacher job satisfaction, but also to identify which leadership competencies provide the greatest predictive contribution. The findings demonstrate that all three dimensions of Reddin's Three-Dimensional Leadership Theory—task orientation, relationship orientation, and leadership effectiveness—were positively associated with teacher job satisfaction. However, the predictive analysis provides a

more refined understanding by showing that leadership competencies do not contribute equally.

Although task orientation received the highest level of current supervisory practice ($M = 3.19$), leadership effectiveness demonstrated an important theoretical and practical position because it represents the ability of supervisors to transform leadership behaviours into meaningful educational outcomes. The regression results indicated that task orientation made the strongest predictive contribution ($\beta = .345$), followed by relationship orientation ($\beta = .333$) and leadership effectiveness ($\beta = .225$). These findings suggest that effective supervisory leadership requires more than the presence of supportive relationships or administrative task completion; it requires the integration of behaviours that enhance teachers' professional experiences and organizational commitment.

This finding supports the central assumption of Reddin's theory that leadership effectiveness represents the outcome dimension of leadership behaviour rather than merely a separate behavioural style. A supervisor may demonstrate strong task management or positive interpersonal relationships, but these behaviours achieve greater value when they contribute to improved teacher satisfaction and professional functioning. Therefore, leadership effectiveness should be considered a high-value competency in supervisory development programmes.

Moving from Competency Accumulation to Competency Prioritization

Previous leadership development approaches have often focused on increasing the number of competencies possessed by educational leaders. Such approaches assume that effective supervisors should master all leadership skills simultaneously. However, educational systems operate within practical constraints, including limited training budgets, restricted professional development time, and varying levels of supervisory readiness. Recent studies have highlighted the importance of strategic leadership investment, particularly in educational environments where resources must be allocated carefully to maximize improvement outcomes (Rahman et al., 2025; Zhang & Liu, 2024). Therefore, the critical question is not only *what competencies should supervisors possess?* but also *which competencies should educational systems prioritize first?*

The findings of this study provide evidence for moving from competency accumulation toward competency prioritization. The predictive model explained approximately 29.5% of the variance in teacher job satisfaction, indicating that supervisory leadership dimensions represent meaningful contributors to teachers' workplace experiences. Among these dimensions, task orientation and relationship orientation showed the strongest predictive effects, suggesting that supervisors should first develop their capacity to organize professional work effectively while maintaining constructive interpersonal relationships.

However, the relatively lower predictive coefficient of leadership effectiveness should not be interpreted as reduced importance. Instead, it indicates that effectiveness emerges through the successful combination of task-focused and relationship-focused behaviours. Consequently, leadership development programmes should not treat competencies as isolated skills but as interconnected capabilities that contribute collectively to effective supervision.

Extending Reddin's Theory Toward Evidence-Based Leadership Investment

The present study extends the application of Reddin's Three-Dimensional Leadership Theory by introducing an evidence-based approach for determining leadership investment priorities. Traditional applications of leadership theories frequently classify leadership styles or describe relationships between leadership behaviours and outcomes. While such approaches provide valuable theoretical understanding, they provide limited guidance for decision-makers who must determine where professional development resources should be allocated.

The current findings demonstrate that leadership theories can serve a more practical function by identifying the relative contribution of different leadership dimensions. Through regression analysis, this study moves beyond describing supervisory behaviours and provides evidence regarding their predictive importance for teacher job satisfaction.

This contribution is particularly relevant for educational systems seeking efficient leadership development strategies. Rather than providing identical training programmes for all supervisory competencies, ministries of education may use predictive evidence to design targeted interventions. For example, strengthening supervisors' abilities in structured task management, professional communication, collaborative relationships, and outcome-oriented leadership may produce greater improvements in teacher satisfaction than general leadership training without competency prioritization.

Implications for Ministries and Supervisory Training Programmes

The findings have important implications for educational policymakers and institutions responsible for supervisor preparation. These implications align with recent international evidence showing that targeted leadership development initiatives can strengthen teacher engagement, satisfaction, and institutional improvement when they are aligned with identified leadership priorities (Ahmad et al., 2023; Alamri & Alghamdi, 2024). First, supervisory training programmes should prioritize competencies according to their demonstrated contribution to teacher outcomes. Since task orientation showed the strongest predictive contribution, training should strengthen supervisors' abilities in planning, instructional guidance, feedback provision, professional support, and systematic follow-up.

Second, relationship-oriented competencies should remain a central component of supervisory development. The findings indicate that positive professional relationships contribute significantly to teacher satisfaction. Supervisors should therefore develop skills related to communication, fairness, teacher participation, trust-building, and collaborative problem-solving.

Third, leadership effectiveness should become an explicit outcome of supervisory preparation rather than an assumed consequence of possessing individual leadership behaviours. Training programmes should emphasize how supervisors can integrate task management and interpersonal skills to achieve meaningful educational improvement.

For ministries of education, the findings suggest that leadership development resources should be allocated strategically. Instead of attempting to develop every possible leadership competency at the same level, systems may benefit from focusing initially on competencies with the strongest evidence of influence on teacher satisfaction.

The Proposed Evidence-Based Leadership Investment Model (ELIM)

Based on the findings, this study proposes the Evidence-Based Leadership Investment Model (ELIM) as a framework for guiding supervisory leadership development. The model argues that leadership training decisions should follow three sequential principles.

First, educational systems should identify leadership competencies that are theoretically grounded and empirically measurable. In this study, Reddin's three dimensions provided the conceptual foundation.

Second, systems should evaluate predictive contribution rather than relying only on descriptive levels of practice. While descriptive findings showed that task orientation was the most frequently practiced dimension, regression analysis revealed the relative contribution of each dimension to teacher job satisfaction.

Third, professional development resources should be invested according to evidence-based priorities. Competencies demonstrating stronger predictive relationships should receive greater emphasis in initial training stages, while other competencies should be developed progressively.

The ELIM therefore shifts leadership development from a broad competency-based approach toward a strategic investment approach. It provides educational decision-makers with a practical mechanism for answering the question: *Which supervisory leadership competencies should be strengthened first to maximize improvements in teacher outcomes?*

CONCLUSION

This study examined the predictive contribution of supervisory leadership competencies to teacher job satisfaction through the theoretical lens of Reddin's Three-Dimensional Leadership Theory. While previous research has established that leadership behaviours influence teacher outcomes, the present study addressed a more practical policy question: which leadership competencies should educational systems prioritize when resources for leadership development are limited?

The findings demonstrate that supervisory leadership dimensions significantly contribute to teacher job satisfaction. The three examined competencies—task orientation, relationship orientation, and leadership effectiveness—were positively associated with teacher satisfaction, confirming the importance of supervisory leadership in shaping teachers' professional experiences. The regression model further showed that supervisory leadership dimensions explained approximately 29.5% of the variance in teacher job satisfaction, indicating a meaningful predictive contribution.

Among the three competencies, task orientation demonstrated the strongest predictive contribution, followed by relationship orientation and leadership effectiveness. These findings suggest that educational systems should prioritize supervisors' abilities to organize professional tasks effectively, provide structured guidance, establish clear expectations, and support teachers through systematic supervision. At the same time, relationship-oriented behaviours remain essential because teacher satisfaction is influenced not only by administrative support but also by professional trust, communication, fairness, and collaboration.

Importantly, this study argues that leadership development should move beyond the assumption that all competencies require equal investment. Educational systems operate within practical constraints, and therefore leadership development strategies should be guided by evidence regarding which competencies generate the greatest improvement in teacher outcomes. The proposed Evidence-Based Leadership Investment Model (ELIM) provides a framework for aligning leadership training priorities with measurable educational outcomes.

Overall, the study contributes to a more strategic understanding of supervisory leadership by demonstrating that the question is not simply whether leadership matters, but rather which leadership competencies matter most and should receive priority investment. This argument reflects a broader international movement toward evidence-informed educational leadership, where improvement strategies increasingly depend on identifying high-impact practices rather than applying uniform development approaches across all leadership domains (Rahman et al., 2025; Zhang & Liu, 2024).

Theoretical and Practical Contributions

Theoretical Contribution

This study contributes to educational leadership theory in three important ways.

First, it extends the application of Reddin's Three-Dimensional Leadership Theory by moving beyond the traditional classification of leadership behaviours toward examining their relative predictive contribution. Previous applications of leadership theories have frequently focused on identifying leadership styles or measuring relationships between leadership behaviours and outcomes. This study advances the theoretical discussion by demonstrating that leadership dimensions can be evaluated according to their practical value in predicting teacher outcomes.

Second, the study provides evidence that leadership effectiveness should not be understood only as an independent leadership dimension but also as an outcome-oriented capability emerging from the interaction between task and relationship behaviours. The findings indicate that effective supervision involves the integration of structured task management and constructive professional relationships rather than reliance on a single leadership approach.

Third, the study introduces the concept of evidence-based leadership investment into educational leadership research. By identifying the relative contribution of leadership competencies, the study provides a framework for connecting leadership theory with strategic decision-making. The proposed Evidence-Based Leadership Investment Model (ELIM) represents an extension of competency-based leadership approaches by emphasizing prioritization based on empirical contribution.

Practical Contribution

The findings provide several practical implications for ministries of education, supervisory authorities, and leadership development providers.

First, educational systems should redesign supervisory training programmes according to competency priorities rather than offering identical training across all leadership areas. The findings indicate that task-oriented competencies deserve significant attention because they showed the strongest predictive contribution to teacher job satisfaction. Training programmes should therefore emphasize instructional planning, professional feedback, monitoring practices, and systematic teacher support.

Second, supervisory preparation should continue to strengthen relationship-oriented competencies. Supervisors who communicate effectively, respect teachers' perspectives, encourage participation, and create supportive professional environments are more likely to enhance teacher satisfaction.

Third, educational policymakers may use predictive evidence when allocating professional development resources. Instead of investing equally in every leadership competency, resources can be directed toward competencies with stronger evidence of influence on teacher outcomes.

Finally, the proposed ELIM provides educational organizations with a practical decision-making framework for developing supervisory capacity. It encourages leaders

to ask not only whether a competency is desirable, but whether strengthening that competency is likely to produce measurable improvements in educational outcomes.

Limitations and Future Research

Although this study provides valuable insights into the relationship between supervisory leadership competencies and teacher job satisfaction, several limitations should be acknowledged.

First, the study employed a quantitative correlational design. Although regression analysis identified significant predictive relationships, causal conclusions cannot be established. Future research could employ longitudinal designs to examine whether improvements in supervisory competencies produce measurable changes in teacher satisfaction over time.

Second, the study relied on teachers' self-reported perceptions of supervisory leadership and job satisfaction. While perceptions represent an important dimension of educational reality, future studies could incorporate multiple sources of data, including supervisor self-assessments, classroom observations, institutional performance indicators, and qualitative interviews.

Third, the study was conducted within the educational context of the Sultanate of Oman. Cultural, organizational, and policy contexts may influence how supervisory leadership behaviours affect teachers. Future comparative studies across different educational systems could examine whether the predictive priorities identified in this study remain consistent across contexts.

Fourth, although the present study examined three major supervisory leadership dimensions, other factors may contribute to teacher job satisfaction, including organizational culture, workload, career advancement opportunities, psychological safety, and institutional support. Future research should consider broader models integrating leadership factors with organizational and individual variables.

Finally, future research may empirically test and refine the proposed Evidence-Based Leadership Investment Model (ELIM) through intervention studies. Such studies could examine whether prioritizing high-impact leadership competencies in supervisor training programmes leads to greater improvements in teacher satisfaction, commitment, and educational performance.

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AUTHOR(S) CONTRIBUTION

The author solely conceived the study, designed the methodology, conducted the statistical analyses, interpreted the findings, developed the conceptual framework, drafted the manuscript, and approved the final version for publication.

CONFLICT OF INTEREST

The author declares no conflict of interest. There are no financial, institutional, professional, or personal relationships that could have influenced the design, conduct, analysis, or reporting of this research.

ETHICS STATEMENT

This study is based on a secondary analysis of an existing anonymized dataset originally collected as part of the author's doctoral research (Al-Mayyahi, 2022). Ethical approval, informed consent, participant confidentiality, and voluntary participation were addressed during the original data collection. The present study involved no additional participant recruitment or data collection. Artificial intelligence tools were used solely to improve language quality and readability and did not contribute to the generation, analysis, interpretation, or reporting of the research findings.

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DATA AVAILABILITY STATEMENT

The dataset analysed during the current study is available from the corresponding author upon reasonable request, subject to ethical and institutional considerations.

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