THE IMPACT OF DEMOCRATIC LEADERSHIP ON JOB SATISFACTION AMONG TEACHERS IN SOUTH HEBRON DIRECTORATE SCHOOLS

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ABSTRACT

This study aimed to explore the impact of democratic leadership on job satisfaction among teachers in the South Hebron Directorate schools. The study was applied to a random sample representing the study population of teachers in the South Hebron Directorate of Education, with a sample size of 301 teachers from 12 schools. The researcher adopted the descriptive approach as it is the most suitable for the nature of this study, and a questionnaire was used as a tool for data collection and measuring various variables. The study recommended the importance of enhancing the concept of democratic leadership in schools to boost teachers' morale and improve the quality of the educational process. It also encouraged the adoption of democratic leadership styles by administrations, educational areas, and new principals due to their positive and effective impact on job performance. Additionally, the study suggested providing training courses for school principals and new teachers on how to apply the principles of democratic leadership that contribute to creating a positive educational environment and enhance the spirit of cooperation to achieve the school's goals. Finally, the study called for granting school principals more authority and powers to increase their ability to effectively deal with challenges and problems, which contributes to improving the educational process and enhances teachers' job satisfaction.

KEYWORDS

Democratic leadership, Job satisfaction, Teachers, South Hebron Directorate Schools

1. INTRODUCTION

Research has consistently highlighted a strong correlation between educational systems and the political framework, underscoring the increasing importance of this connection within democratic societies that emphasize participatory and ethical political practices. Consequently, the interplay between democracy and education is a subject deeply ingrained in the foundations of educational philosophies and policies across advanced systems. This nexus is not merely a bureaucratic or administrative concern but is deeply rooted in cultural and social contexts, representing a seamless extension of societal progress and development.

Educational administrations, as a subset of public administrations, are responsible for overseeing the educational process within a society, adapting their strategies to align with the current political, economic, and social conditions to effectively pursue educational objectives. Serving as a cornerstone for progress in education and societal advancement, educational administration operates as a science complete with its own set of foundations, principles, and philosophy. Educational leadership emerges as a pivotal force in shaping the evolution of educational administrations and diverse educational institutions.

The objective of school management has evolved beyond the routine execution of tasks and overseeing staff affairs. Similarly, the role of a school principal extends beyond ensuring the timely execution of scheduled classes, monitoring student attendance, managing absences, and maintaining order within the school. Instead, the contemporary emphasis in educational management is centered around the student, with a concerted effort to provide comprehensive material and human resources aimed at achieving the highest levels of educational goals. This shift is facilitated by the adoption of modern leadership styles, among which democratic leadership stands out as a prominent approach [26].

Democratic leadership instills confidence among staff and educators, empowering them to fulfill their responsibilities. It recognizes and rewards teachers who contribute to innovation and creativity within the educational environment. Moreover, this leadership style creates avenues for growth by offering opportunities for staff and teachers to learn from their mistakes and enhance their professional development [27]. Democratic leadership by the principal can manifest as inspiring teachers to collaborate toward achieving educational objectives, fostering an environment where teachers enhance their performance in their specific areas of expertise [30] .
Educational leadership plays a pivotal role in the effectiveness of school administration and overall education success. The presence of a capable leader who adeptly executes their leadership responsibilities is particularly crucial. Such a leader strategically selects leadership styles that align with the community's progress and pace, adapting to the evolving conditions of administrative work. This approach not only fosters development but also mitigates organizational pressures within educational institutions [30].

Organizations are defined by specific job roles, each designated to be carried out by employees according to specified requirements. A job represents a defined set of responsibilities assigned to an employee by an employer, forming the primary purpose for their engagement within the organization. The individuals who contribute to the organization are its most vital resources, as they play a crucial role in optimizing other organizational assets and enhancing overall performance. The manifestation of individual effort, both in terms of quantity and quality, is instrumental in the successful execution of tasks within an organization [23] .

The significance of educational and school leadership, along with its profound influence on societal progress and development, underscores the relevance of this study. Its close association with social, economic, and political advancements emphasizes the need to value the perspectives of teachers, engage them in meaningful consultations, and include them in decision-making processes related to education. This approach aims to foster job satisfaction, boost self-confidence, and enhance the overall quality of work. Within this context, the school principal assumes a pivotal role as an educational leader, undertaking various administrative and technical responsibilities that significantly impact teacher behavior and contribute to the overall improvement of the educational process.

2. STATEMENT OF THE PROBLEM

Due to the importance of leadership in the success of educational institutions, most countries around the world have adopted modern approaches in educational leadership that are in line with the requirements of the times, and among these trends is democratic leadership.

Based on the researcher's experience in the educational field and recognition of the importance of democratic leadership in enhancing job satisfaction for teachers, human relations, and its significant impact on the educational process, this study serves as a continuation of previous sciences and studies.

3. STUDY QUESTIONS

1-What is the degree of democratic leadership practice of school principals in the Southern Hebron Directorate?

2- What is the prevailing level of job satisfaction among teachers in schools within the Southern Hebron Directorate?

3- Are there statistically significant differences in the means of teachers' assessments of the practice level of school principals in the Southern Hebron Directorate attributed to variables (gender, educational qualification, years of experience)?

4- Are there statistically significant differences in the means of teachers' assessments of the prevailing level of job satisfaction in schools in the Southern Hebron Directorate attributed to variables (gender, educational qualification, years of experience)?

5- What is the impact of democratic leadership on the job satisfaction of teachers in schools in the Southern Hebron Directorate?

4. PURPOSE OF THE STUDY

1- To identify the degree of practice of school principals in the South Hebron Directorate for democratic leadership.

2- To identify the prevailing job satisfaction among teachers in schools in the South Hebron Directorate.

3- To reveal the impact of democratic leadership on the job satisfaction of teachers in schools in the South Hebron Directorate.

5. SIGNIFICANCE OF THE STUDY

1- The importance of this study lies in its adoption of the modern direction of democratic leadership, which can contribute to enhancing the educational process and educational institutions.

2- The study emphasizes the importance of boosting job satisfaction for teachers, fostering creativity and excellence, and ultimately improving performance.

3- The study contributes to the implementation of procedures by educational policy makers that enhance the acquisition of democratic leadership among school principals, which in turn positively impacts teachers' job satisfaction.

6. STUDY BOUNDARIES

1- Objective boundaries: The study focuses on examining the impact of democratic leadership practices on the job satisfaction of teachers in schools in the Southern Hebron Directorate.

2- Time boundaries: This study was implemented in the first semester of the academic year 2023/2024.

3- Spatial boundaries: Schools in the Education Directorate in the Southern Hebron Directorate.

4- Human boundaries: The study included a sample of male and female teachers in schools in the Southern Hebron Directorate.

7. Definitions of Terms

1- Democratic leadership:

It is defined as a means to achieve the desired goals without any obstacles

As for democratic leadership in this study, it is the style or pattern practiced by the school principal with the teachers within the framework of planning work, assigning responsibilities to them, involving teachers in the planning process, and establishing relationships with them to achieve educational goals.

2- Job satisfaction:

Job satisfaction: He defined it [15] as "the positive feeling that the individual forms towards his work, the direction of his circumstances, his material and moral incentives, and the relationships he builds within the work environment, and his satisfaction and contentment with the tasks and responsibilities he performs and the authorities he possesses, leading to an increase in his productivity."

Job satisfaction is the affirmative sense experienced by an employee while engaged in their work. This sentiment is cultivated by aligning one's expectations for their job with the actual fulfillment derived from the work, thus meeting their needs and expectations within the work environment. [6]

8. LITERATURE REVIEW

A leader is someone who identifies tasks that require action, recognizes their ability to contribute, and takes initiative to make it happen. They spot opportunities and seize them, envisioning a better and different future while inspiring others to share in that vision. A leader serves as a coach and motivator, ready to take risks today for the sake of a brighter tomorrow. They excel in communication, coordination, and active listening. Broadly defined, a leader is "an individual who holds significant authority or influence."[23]

Leadership holds a significant role in the realm of education, with a specific emphasis on principal leadership. Principal leadership, plays a pivotal and influential part in shaping teachers' perspectives on their careers and overall experiences in the educational field (Stewart, 2006).Leadership serves as a robust predictor of teachers' intentions to either persist in their roles within the teaching profession or consider leaving [19]

8.1. Democratic Leadership Style

As per Smith's findings [28] (1998), the effectiveness of employees is likely to be elevated when tasks are well-structured and the relationship between the leader and subordinates is characterized by positivity. Additionally, democratic leaders demonstrate a sincere commitment to engaging team members in discussions and exhibit the ability to actively participate in small team endeavors.

The democratic leadership style proves to be impactful. The absence of a defined leadership approach leads to a lack of guidance from the leader, contributing to diminished morale and reduced interest in the work. [12]   discovered that employees facing pressure often attributed their experiences to autocratic supervision by their leaders.

According to [13] findings, the principal's adoption of a democratic leadership style has the potential to enhance the discipline of teachers within schools. Similarly, according to [18], the implementation of a democratic leadership style by the principal significantly contributes to enhancing the performance of both teachers and school personnel. [7] ,it has been observed that transformational, autocratic, and democratic leadership styles adopted by principals have a

positive impact on teacher performance in schools. Conversely, transactional, charismatic, and bureaucratic leadership styles are noted to have detrimental effects on teacher performance.

[8] Saw that democratic leadership style is characterized by active participation from group members in the decision-making process. In this approach, every member has the opportunity to freely express concerns, ideas, and methodologies. While the process encourages equal contributions from subordinates, it doesn't restrict their ability to voice their opinions. This style proves effective in the administrative realm as it fosters values, collaboration, and cooperation among subordinates. Grimsley (n.d) suggests that the democratic leadership style in an organization entails a redistribution of power and authority, promoting employee involvement in decision-making. Moreover, democratic leaders strive to uphold principles such as self-determination, inclusiveness, equal participation, and deliberation (Grimsley, n.d.).

[14]leaders characterized by a democratic leadership style are those who foster an environment where subordinates are encouraged to contribute input and ideas. This leadership approach is both participative and relationship-oriented, as democratic leaders actively invite their followers to engage in the decision-making process with them. Democratic leaders grant subordinates the autonomy to collaborate with one another to achieve their objectives.

This leadership style rests on three fundamental pillars: human relationships, participation, and empowerment. A democratic leader cultivates positive human relationships with team members, addressing their needs and fostering a collaborative spirit among them. This leadership approach also encompasses the skill of persuasion, building trust with subordinates, and leveraging their ideas and experiences to enhance organizational development. The emphasis lies in the equitable distribution of tasks among workers to foster amicable relationships, always striving towards the achievement of organizational goals. Consequently, it stands out as one of the most effective leadership styles in realizing organizational objectives[5].

Underscoring the connection between the success of institutions and their ability to fulfill tasks, the pivotal role of leadership in managing both human and material resources. Effective leadership, according to this perspective, involves orchestrating collaboration, guiding endeavors, and motivating individuals to ensure the successful accomplishment of the institution's goals [25]

The active involvement of employees within an organization stands out as a crucial asset for optimizing the potential of other organizational resources and enhancing overall performance. The manifestation of individual effort, both in terms of quantity and quality, plays a pivotal role in organizational performance [13]. According to[11],Performance is delineated as an individual's endeavor to fulfill responsibilities, taking into account skills, experience, sincerity, and time commitment. This performance can be categorized into at least three areas: proficiency in the workplace, adeptness in social situations, and competence in one's personal life. [3]

Teacher performance encompasses a teacher's comprehensive execution of assigned duties, which may include roles such as a teacher, trainer, mentor, coach, or student educator. The goal is to enhance the teaching profession by demonstrating mastery in these pivotal tasks[25]

According to [4] leadership is delineated as the mechanism by which individuals and groups are motivated to collaborate with a distinct aspiration of attaining specific objectives. Furthermore, it encompasses the conduct displayed by an individual when guiding collective efforts toward a shared goal.

[24] advocate for the significance of employing a democratic leadership typology by school principals as an indispensable quality. This approach empowers schools to actively engage in

educational competitions and positions them well to confront and conquer any challenges that may arise.

[17] Emphasized that the democratic leadership model observed in madrasah principals is reflected through their communicative, disciplined, responsible, innovative, honest, and open behavior. Additionally, their ability to maintain positive social relationships with madrasa residents and involve subordinates in the decision-making process, especially when implementing changes, is noteworthy.

Democratic leadership instills confidence among staff and teachers, recognizing and rewarding those who contribute to change and creativity. Furthermore, it offers opportunities for staff and teachers who may make mistakes to learn and enhance their professional growth [27]. Democratic leadership by a principal manifests in the ability to inspire teachers to collaborate toward shared educational objectives [26] .

[13] According to the results, the principal's democratic leadership has the potential to enhance teachers' work discipline within schools. Similarly, according to [18], The principal's implementation of democratic administration significantly contributes to enhancing the performance of both teachers and school personnel.

8.2. Job Satisfaction

To foster a specific leadership style within the district, it is imperative to allocate resources to both the administration and teachers. This support can be manifested through professional development initiatives, distribution of relevant journal articles, regular meetings, and surveys reaching all stakeholders. These efforts aim to provide everyone with the opportunity to comprehend the organization's mission and values and how they align with leadership within school buildings. Given the organization's diverse goals and values, it stands to gain from an examination of democratic leadership behaviors. If the study reveals a direct correlation between this leadership style, reduced teacher turnover, heightened job satisfaction, and improved building morale, it could persuade senior leadership to establish standardized principles for how they envision their schools being led by principals. [29]

The leadership approach stands as a pivotal element influencing contentment or discontent within public universities [9] . Job satisfaction, a critical component for enhancing human resources, is intricately woven into the fabric of every organization and is shaped by various external and internal factors [22]. Job satisfaction assumes a crucial role in optimizing the performance of staff members in public universities[1] . It goes beyond mere contentment, extending its impact to enriching work experiences and organizational outcomes, while simultaneously fostering creativity [2].Moreover, experiencing job satisfaction has the potential to amplify individual dedication, improve employees' capabilities and communication skills, elevate retention rates, and contribute significantly to the overall growth of the organization.

According to [24],the democratic leadership typology adopted by school principals is considered a vital attribute. This quality enables schools to actively participate in educational competitions and effectively tackle various challenges. [17] Supplement this perspective by highlighting that the madrasah principals' adherence to the democratic leadership model is reflected in their communicative, disciplined, innovative, responsible, honest, and open behavior. Additionally, they maintain positive social relations with madrasa residents and involve subordinates in the decision-making process, especially when implementing changes. [30] Further emphasizes that the democratic leadership style significantly and positively influences teachers' educational, personality, professional, and social competencies.

[12] found that Employees experiencing pressure expressed encountering autocratic supervision from their leaders. These leaders seldom permitted them to engage in decision-making processes. Additionally, it was noted that individuals under stress reported instances of severe supervision and control imposed by their leaders.

8.3. Democratic Leadership Style and Employees' Job Satisfaction

Some key characteristics of democratic leadership include the dispersion of authority, collaborative planning, and open communication. However, as [20] the explicit points highlighted in the statement revolve around sharing, specifically emphasizing the manager's practice of sharing decision-making responsibilities with subordinates. The manager might engage in discussions and seek agreement with teachers on a matter before making a decision, adopting a consensus approach. Alternatively, they may permit subordinates to vote on an issue, embracing a democratic style. Furthermore, the manager coaches subordinates and engages in negotiations to address their demands , This leadership style is regarded as a crucial element in fostering empowerment, teamwork, and collaboration. Observations suggest that a school operates more effectively when individuals impacted by the organization's decisions are actively engaged in the decision-making process. [10]   In essence, this leadership style may not be suitable for situations of crisis where immediate decision-making is necessary [20].

[21] Focused on examining the correlation between democratic leadership and job satisfaction, specifically within the context of engineers and technical support staff at an aerospace company. The study utilized the Multifactor Leadership Questionnaire (MLQ) and Job Describe Index (JDI) to assess transactional and transformational leadership styles along with job satisfaction. The findings indicated that transactional leadership did not exhibit a positive association with job satisfaction, while transformational leadership did.

[16] While a Democratic leader ultimately retains the authority to make final decisions, he/she actively encourages the participation of other team members in the decision-making process. This practice not only enhances job satisfaction by involving employees or team members in organizational matters but also contributes to the development of their skills. Empowering individuals fosters a sense of control over their professional trajectory, including deserved promotions, thereby motivating them to exert effort beyond financial incentives. Although this participatory approach may result in a slower decision-making process, the end outcome often proves superior. This leadership style is particularly suitable in contexts where teamwork is paramount, and the emphasis is on quality rather than rapid productivity in reaching the market.

9. Research Methodology

The researcher adopted descriptive approach to achieve the study objectives, as it is suitable for the nature of the subject aimed at revealing the impact of democratic school leadership on the job satisfaction among teachers in South Hebron Directorate schools, describing its characteristics and aiming to collect and verify the data.

9.1. Study Population

The population of the study included the male and female teachers of various schools in the South Hebron Directorate, totaling around 3099 teachers, distributed among 177 schools, in the 2023-2024 academic year (Directorate of Education in South Hebron, 2023). It was decided to

include a population of different ages and education. The study sample can be described according to variables as shown in Table 1.

9.2. Study Results and their Interpretation

Table 2 Answering the first question: What is the degree of practice of school principals in the Southern Hebron Directorate for democratic leadership?

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Table 1. Description of the study sample according to study variables

Variables	Levels of the variable	Sample	Percentage
Gender	Male	171	56.8%
	Female	130	43.2%
Academic qualification	Bachelor's degree or less	282	93.7%
	Postgraduate	19	6.3%
Years of experience	Less than 5 years	15	5%
	From 5 to 10 years	49	16.3%
	More than 5 years	287	87. 7%

9.4. Study Instruments and Variables

The study instruments were refined through the development of a questionnaire, based on previous literature and the insights of consulting experts and specialists. The questionnaire consisted of 68 items distributed across two domains:

1. Democratic leadership: This domain consists of 26 items to measure the degree of practicing democratic leadership in schools in south Hebron.
2. Job satisfaction among teachers: This domain consists of 42 items to measure the level of job satisfaction among teachers in South Hebron schools distributed across four axes:
The first axis: Assessed the level of job satisfaction related to the relationship with the school principal.

The second axis: Measured the level of job satisfaction related to the relationship with colleagues.
The third axis: Examined the level of job satisfaction related to the nature of the job.
The fourth axis: Evaluated the level of job satisfaction related to training and rewards.

9.5. Variables

Independent variables:
 - Gender: Two levels – male and female.
- Academic qualification: Two levels – Bachelor's and below, postgraduate studies (Master's/PhD).
-Years of experience: Three levels – less than 5 years, 5 to 10 years, more than 10 years.
Dependent variable:

The dependent variable, as indicated by the title of the study, is the impact of democratic leadership on job satisfaction among school teachers in the South Hebron Directorate.

9.6. Study Results and their Interpretation

Table 2 Answering the first question: What is the degree of practice of school principals in the Southern Hebron Directorate for democratic leadership?

N o.	Paragraph	χ²	Mean	SD	Rank	Degree
1	The manager ensures the participation of teachers in making some school decision and bears responsibility for them.	224	4.38	0.655	15	very high
2	The manager ensures a spirit of friendliness, respect, and cooperation among the teachers.	170.6	4.61	0.546	2	very high
3	The manager ensures mutual respect between teachers and parents.	172.4	4.62	0.532	1	very high
4	The school principal is keen on building good relationships with the parents.	170.8	4.61	0.552	2R	very high
5	The principal allows teachers to participate in developing educational plans.	134.4	4.54	0.579	4	very high
6	The manager ensures the provision an appropriate educational environment for teachers and students.	412.4	4.51	0.62	6R	very high
7	The manager is characterized by fairness in evaluating teachers.	115.3	4.5	0.609	7	very high
8	The manager allows teachers to review and discuss their evaluation.	152.8	4.58	0.563	3	very high
9	The manager is interested in educational developments.	169	4.61	0.528	2R	very high
10	The manager encourages teachers to enroll in training courses.	135.3	4.53	0.557	5	very high
11	The principal encourages teachers to use modern scientific methods in teaching.	155	4.58	0.551	3R	very high
12	The manager is keen on understanding the professional needs of the teachers.	135.2	4.54	0.574	4R	very high
13	The principal provides teachers with care and attention for school adaptation.	276.6	4.53	0.597	5R	very high
14	The manager ensures the provision of sessions for teachers in collaboration with supervisors.	242.9	4.44	0.617	12	very high
15	The school principal allows teachers to discuss their decisions.	217.2	4.4	0.664	14 R	V. high
16	The manager accepts teachers' suggestions to solve various school problems.	102.1	4.46	0.624	11	very high
17	The principal gives teachers the freedom to perform their duties according to the school culture.	242.2	4.43	0.616	13	very high
18	The manager takes into consideration the circumstances and capabilities of the teachers when assigning tasks.	233.9	4.43	0.632	13 R	very high
19	The manager delegates some of their powers to teachers so they can accomplish their tasks.	228.2	4.4	0.633	14	very high
20	The manager holds regular meetings with the teachers to identify their problems.	188.6	4.34	0.707	16	very high
21	The manager ensures the participation of teachers in social events.	107.5	4.47	0.608	10	very high
22	The manager is ready to provide assistance to teachers when needed.	132	4.53	0.58	5 R	very high
23	The principal celebrates the achievements of both teachers and students.	256.5	4.48	0.592	9	very high
24	The manager deals with conflicts within the school wisely and skillfully.	128.1	4.51	0.563	6	very high

25	The manager is keen on instilling trust in teachers.	253 .6	4.49	0.614	8	very high
26	The manager balances between personal relationships and administrative decisions	250 .1	4.48	0.614	9 R	very high
	Practicing democratic leadership as a whole	192 .6	4.5	0.597		very high

It is clear from Table 2 that the mean score for practicing democratic leadership as a whole is 5.4, with a standard deviation of 597.0. This indicates a very high level of democratic leadership practice among school principals in the Southern Hebron Directorate. Such a level aligns closely with the goals of the Palestinian Ministry of Education. School leaders effectively embody the state's vision and mission through their professional practices and interactions with students, teachers, and parents. Principals who adopt this leadership style significantly influence teachers' attitudes toward their profession, fostering alignment between the school's objectives and employees' interests. This highlights the principal's role in creating a positive and collaborative work environment.

Answering the first question: What is the prevailing level of job satisfaction among teachers in schools in the Southern Hebron Directorate?

Overall Job Satisfaction: To determine the overall job satisfaction among teachers in the schools of the South Hebron Directorate, the mean scores, standard deviations, and rank importance of each dimension of job satisfaction were calculated. The results are presented in Table 3 below.

Table 3. Study sample responses regarding the level of job satisfaction in the schools of the South Hebron Directorate n=(301).

No.	Axes	Mean	SD	Degree
1	Aspects of job satisfaction in relation to the school principal.	4.4	0.669	very high
2	The indicators of job satisfaction are in relation to colleagues.	4.46	0.658	very high
3	The manifestations of job satisfaction are intrinsic to the nature of the job.	4.4	0.687	very high
4	Indicators of job satisfaction and rewards through training.	3.88	0.689	high
	Job satisfaction as a whole	4.28	0.750	very high

Table 3. shows that the arithmetic mean of overall job satisfaction is (4.28), while the standard deviation is (750), indicating that the level of job satisfaction among teachers in the schools of the Southern Hebron Directorate was very high. The arithmetic means for the job satisfaction axes ranged from 3.88 to 4.46, while the standard deviation ranged from 0.658 to 0.989. The axis related to relationships with colleagues ranked first, followed by the axes of aspects related to the relationship with the principal and the nature of the job, which tied for second place. The axis related to training and rewards ranked third. The high level of job satisfaction among teachers can be attributed to the school environment characterized by calmness, stability, cooperation among teachers themselves, mutual respect, and the presence of a leading principal who consults with teachers, values their opinions, and seeks to spread comfort, tranquility, and happiness in the school.

Answering the third question: Are there statistically significant differences in teachers' perceptions of the degree of practice of school principals in democratic leadership attributed to study variables (gender, educational qualification, and years of experience)?

First: Gender, Educational Qualification.

The researcher used the independent samples t-test to determine the significance of differences in the mean of teachers' perceptions of the degree of practice of school principals in democratic leadership for the variables of gender and educational qualification, as shown in Table 4 below:

Table 4 The "t" value and its statistical significance for differences in the mean of teachers' perceptions of the degree of practice of school principals in democratic leadership based on gender and educational qualification

	Gender		No.	Mean	S.D	t	df	Sig.
Democratic leadership		Male	18	118.01	10.495	1.775	299	0.589
		Female	13	115.73	11.919			
	Educational qualification	BA	30	118.47	8.282	0.581	299	1.209
		High	19	116.63	11.343			

- There are no statistically significant differences between the mean estimates of teachers for the degree of practice of school principals in democratic leadership according to the gender variable, at t=1.775, which is a non-significant statistical value at the 0.05 significance level.

- There are no statistically significant differences between the mean estimates of teachers for the degree of practice of school principals in democratic leadership according to the variable of educational qualification, at t=0.581, which is a non-significant statistical value at the 0.05 significance level.

The researcher interprets these findings to the uniformity of school work conditions, procedures, and environments, along with the consistent implementation of school tasks. The administrative practice employed by principals are guided by standardized regulations, laws, and systems set forth by the Ministry of Education, ensuring that they are applied equally and fairly to all teachers. Principals who practice democratic leadership by consulting and cooperating with teachers, cultivate an environment characterized by understanding, mutual respect, and positive relationships.

Second: Years of Experience

The one-way analysis of variance (ANOVA) test was used to determine whether there are statistically significant differences in teachers' estimates regarding the degree of practice of school principals in democratic leadership based on the variable of years of experience (less than 5 years, from 5 to 10 years, and more than 10 years). The results are presented in Table 5.

Table 5 Results of one-way ANOVA test to determine the significance of differences in the mean of teachers' estimates of the degree of practice of school principals in democratic leadership based on years of experience

Democratic leadership	Source of variation	Sum of Squares	df	Mean of Square	F	Sig.
	Between groups	313.882	2	156.941	126	0.612
	Within groups	31712.849	298			
	Total	37434.731	300	124.567		

Table 5. shows that there are no statistically significant differences in the mean estimates of teachers regarding the degree to which school principals practice democratic leadership based on the years of experience variable, as the F-value is not statistically significant at 0.05 level. The researcher explains the result by stating that teachers with long experience (more than 10 years) who have worked in several schools and have experienced different management styles (democratic, autocratic, dictatorial) as well as those with short and medium experiences, are fully convinced that the democratic style is the most effective leadership style.

Answer the fourth question: Are there statistically significant differences in teachers' estimates of the prevailing job satisfaction level in government schools attributed to study variables (gender, educational qualification, years of experience)?

To answer this question, the researcher used the "t" test for independent groups to determine the significance of differences between the means of teachers' satisfaction level estimates prevailing in schools according to gender (male-female), and academic qualification as shown in Table 6 below:

Table 6 The value of "t" and its statistical significance for the differences between the average ratings of teachers' job satisfaction levels in schools according to gender and educational qualification

Domain	Variables	Group	No.	Mean	S.D	t	df	Sig.
Aspects of job satisfaction in relation to the school principal.	gender	male	171	44.959	4.32	2.287	299	0.05
		female	130	43.692	5.28			
	qualification	BA	282	44.44	4.28	0.436	299	0.143
		High	19	43.95	5.28			
The indicators of job satisfaction are in relation to colleagues.	gender	male	171	35.85	6.42	0.657	299	1.209
		female	130	35.45	5.29			
	qualification	BA	282	35.71	5.29	0.405	299	0.652
		High	19	35.21	4.17			
The manifestations of job satisfaction are intrinsic to the nature of the job.	gender	male	171	70.2	7.32	0.538	299	0.331
		female	130	70.7	7.54			
	qualification	BA	282	70.44	7.52	0.31	299	0.127
		High	19	69.89	5.75			
Indicators of job satisfaction and rewards through training	gender	male	171	32.57	5.52	0.986	299	0.387
		female	130	33.19	5.21			
	qualification	BA	282	32.89	5.44	0.657	299	0.11
		High	19	32.05	4.64			
Total	gender	male	171	183.59	18.39	0.262	299	1.23
		female	130	183	20.02			
	qualification	BA	282	183.5	19.31	0.527	299	0.445

		High	19	181.11	15.42			

Table 7 reveals the following findings:

First: Gender:

There are statistically significant differences between the average estimates of teachers regarding job satisfaction aspects related to the relationship with the prevailing school principal in government schools based on gender. Specifically, male teachers have higher satisfaction (with the highest average = 959.44), as indicated by a calculated "t" value of 287.2, which is statistically significant at the 0.05 level. The researcher interprets this result as indicating that while there are human relationships between the school principal and the teachers, the connection is stronger between male teachers and the school principal. This suggests that the principal's efforts to establish good human relationships, characterized by mutual respect and warmth, are more effectively realized with male teachers. This is clearly evident in the statement The principal's approach, which is appreciated and respected by teachers, ranked first with an average of 4.53. This result is attributed to the similarity of the school work environment, which may foster stronger bonds in the case of male teachers.

Second: Academic Qualification:

- There are no statistically significant differences between the average ratings of teachers' satisfaction with their relationship with the school principal, according to the variable of academic qualification, at t=436.0, which is not statistically significant at the 0.05 significance level.
- There are no statistically significant differences between the average ratings of teachers' satisfaction with the relationship with their colleagues, based on academic qualification, at t=405.0, which is not statistically significant at the 0.05 significance level.
- There are no statistically significant differences between the average ratings of teachers' satisfaction with the nature of their job based on academic qualification, at t=657.0, which is not statistically significant at the 0.05 significance level.
- There are no statistically significant differences between the average ratings of teachers' satisfaction with training and rewards based on academic qualification, at t=657.0, which is not statistically significant at the 0.05 significance level.
- There are no statistically significant differences between the average estimates of teachers' job satisfaction based on educational qualification, at t=527.0, which is not statistically significant at a significance level of 0.05.

The one-way ANOVA test was used to determine the significance of differences between the average teacher ratings of prevailing job satisfaction levels in government schools attributed to years of experience variable (less than 5 years, 5 to 10 years, more than 10 years), and the results are as shown in Table 7 below:

Table 7 Results of one-way ANOVA analysis to determine the significance of differences between teachers' estimates of prevailing job satisfaction levels in public schools by experience variable

Dependent Variable	Source of variation	Sum of Squares	df	Mean Square	f	Sig.
Aspects of job satisfaction	Between groups	11.661	2	5.831	0.2	0.67
	Within groups	6883.265	298			

in relation to the school principal.						7
	Total	6894.917	300	23.098	52	
The indicators of job satisfaction are in relation to colleagues.	Between groups	3.731	2	1.866	0.0	0.21
	Within groups	8187.651	298			1
	Total	8191.381	300	27.475	52	
The manifestations of job satisfaction are intrinsic to the nature of the job.	Between groups	17.107	2	8.554	0.1	034
	Within groups	16457.444	289			7
	Total	16474.551	300	55.226	55	
Indicators of job satisfaction and rewards through training	Between groups	53.034	2	26.517	0.9	0.11
	Within groups	8677.311	298			0
	Total	8730. 346	300	29.118	11	

Table 7 shows the following:

- There are no statistically significant differences between the average ratings of teachers' satisfaction with their relationship with the school principal based on years of experience, at F=252.0, which is not statistically significant value at the 0.05 significance level.
- There are no statistically significant differences between the average ratings of teachers' satisfaction with the relationship with colleagues based on years of experience, at F=68.0, which is not statistically significant value at the 0.05 significance level.
- There are no statistically significant differences between the average ratings of teachers' satisfaction with the nature of the job prevalent in schools based on years of experience, at F=155.0, which is not statistically significant value at the 0.05 significance level.
- There are no statistically significant differences between the means of teachers' estimates of job satisfaction aspects related to training and prevailing rewards in government schools based on years of experience, at F=911.0, which is not statistically significant value at the 0.05 significance level.
- There are no statistically significant differences between the means of teachers' estimates of prevailing job satisfaction in government schools based on years of experience, at F=202.0,

which is not statistically significant value at the 0.05 significance level.
The researcher interprets this result to mean that practicing democratic leadership affects the level of job satisfaction among all teachers, regardless of their years of experience.

The answer to the fifth question, what is the impact of democratic leadership on the job satisfaction of teachers in schools in the Southern Hebron Directorate?

To answer this question, simple regression analysis was used to identify the effect of practicing democratic leadership on job satisfaction among teachers within the Southern Hebron Directorate schools. Table 8 below illustrates the results.

Table 8 Results of the simple regression analysis on the effect of practicing democratic leadership on job satisfaction among teachers in the Southern Hebron Directorate schools

Domain	R	R2	R3	F	Sig.	
Aspects of job satisfaction related to the relationship with the manager	0.797	0.635	0.634	521.063	0.01	
	Model	B	Std. Error	Beta	T	Sig.
	Constant	4.376	1.762	--	2.842	0.05
	Variable	0.342	0.015	0.797	22.827	0.01
Job satisfaction related to colleagues	R	R2	R3	F	Sig.	
	0.523	0.274	0.272	112.867	0.01	
	Model	B	Std. Error	Beta	T	Sig.
	Constant	7.23	2.71	--	2.592	0.01
	Variable	0.245	0.023	0.523	10.624	0.01
Aspects of job satisfaction specific to the nature of the job	R	R2	R3	F	Sig.	
	0.657	0.432	0.43	277.01	0.01	
	Model	B	Std. Error	Beta	T	Sig.
	Constant	19.403	3.4	--	5.706	
	Variable	0.436	0.029	0.657	15.067	0.01
Aspects of job satisfaction related to training and rewards	R	R2	R3	F	Sig.	
	0.531	0.82	0.279	117.274	0.01	
	Model	B	Std. Error	Beta	T	Sig.
	Constant	2.843	2.783	--	1.022	
	Variable	0.256	0.024	0.531	10.829	0.01
Job satisfaction as a whole	R	R2	R3	F	Sig.	
	0.749	0.561	0.559	381.996	0.01	
	Model	B	Std. Error	Beta	T	Sig.
	Constant	33.645	7.694	--	4.373	
	Variable	1.279	0.065	0.749	19.454	0.01

Table 8 presents the following findings:

Axis One: Job Satisfaction Aspects Related to the Relationship with the School Principal

Democratic leadership accounts for 4.63% of the variation in job satisfaction related to the relationship with the school principal. The statistical analysis yielded an F-value of 521.063, which is significant at the 0.01 level, indicating a meaningful relationship between democratic leadership and job satisfaction in this context. Additionally, the T-value for the independent variable (democratic leadership) is 22.827, also significant at the 0.01 level.

Axis Two: Job Satisfaction Aspects Related to Colleague Relationships

Democratic leadership explains 2.27% of the variation in job satisfaction related to the relationships among colleagues. The F-value is 112.867, statistically significant at the 0.01 level, suggesting a notable impact of democratic leadership on job satisfaction in colleague interactions.

The T-value for democratic leadership reached 10.624, again significant at the 0.01 level.

Axis Three: Job Satisfaction Aspects Related to Job Nature

Democratic leadership predicts a substantial 43% of the job satisfaction concerning the nature of the job itself. The statistical analysis yielded an F-value of 227.01, significant at the 0.01 level, confirming a strong relationship. The T-value for democratic leadership, calculated at 15.067, is also statistically significant at the 0.01 level.

Axis Four: Aspects of Job Satisfaction Related to Training and Rewards

Democratic leadership explains 5.55% of the variation in job satisfaction related to training and rewards. The statistical analysis shows an F-value of 381.996, which is statistically significant at the 0.01 level, confirming a meaningful impact of democratic leadership in the area. Additionally, the T-value for democratic leadership is 10.829, also significant at the 0.01 level, indicating a statistically robust relationship between democratic leadership and satisfaction concerning training and rewards.

9.7. Job Satisfaction in General

Democratic leadership accounts for 27.9% of the overall job satisfaction. The statistical analysis yields an F-value of 117.274, which is statistically significant at the 0.01 level, demonstrating a substantial effect of democratic leadership on general job satisfaction. By extrapolating from the previous table, the T- value for democratic leadership is 19.545, also statistically significant at the 0.01 level, further confirming this relationship.

These results align with the inherent principles of democratic leadership, which focuses on enhancing human relationships within an environment characterized by cooperation, friendliness, justice, equality, and respect for the opinions and feelings of teachers. By prioritizing teacher participation in decision-making, democratic leadership cultivates a sense of loyalty and belonging to the school, leading to increased job satisfaction.

10. RECOMMENDATIONS

Based on the research findings, the following recommendations are proposed:

1. Promoting Democratic Leadership:
Encourage educational administrations, districts, and newly appointed school principals to adopt democratic leadership practices, given their proven positive impact on enhancing job performance and satisfaction.
2. Boosting Teacher Morale:
Strengthen the practice of democratic leadership in schools to uplift teacher morale and contribute to te improving the quality and effectiveness of the educational process.
3.Training on Democratic Leadership:
Provide targeted training courses for school principals and new teachers on implementing democratic leadership principles to foster a supportive educational environment that promotes cooperation and achieves the school's goals.
4.Empowering School Principals:
Grant greater authority and decision-making power to school principals, enabling them to address challenges more effectively and foster an environment that enhances job satisfaction for teachers and improves educational outcomes.
5.Enhancing Job Satisfaction
Focus on improving the level of job satisfaction for teachers, especially in public schools, by providing opportunities for innovation and creativity for teachers, which can further energize and motivate teachers.

11.SUGGESTIONS FOR FUTURE STUDIES:

1. Inclusion of Diverse Perspectives:
Conduct similar studies that include the opinions of other stakeholders in the educational process, such as school principals, assistant principals, students, and parents.
2. Exploring Democratic Leadership and Teacher Productivity:
Investigate the impact of democratic leadership on the productivity and efficiency of teachers in schools, focusing on insights from teachers themselves to evaluate its influence on their performance and outcomes.
3. Job Satisfaction and Educational Development:
Examine the relationship between teachers' job satisfaction and the development of the educational process, drawing on the perspective of school administrators to identify how satisfaction levels influence educational improvements and innovation.

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