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JOB SATISFACTION AND LEADERSHIP COMPETENCY AMONG MALE AND FEMALE EDUCATIONAL ADMINISTRATORS: THE ROLE OF LOCUS OF CONTROL

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Abstract
Educational administrators are crucial for the proper functioning of the school and their job satisfaction and levels of competence in their leadership roles may impact the school's effectiveness, employee relationships, and efforts to carry out educational plans. Other than professional and organizational factors, individual psychological factors like locus of control may influence administrator perception of responsibility, leadership, and an administrator's reaction to demands in the workplace. While job satisfaction, leadership competency and Locus of Control have been studied separately in the past, there has been limited research available to compare gender differences, while studying leadership competency in relation to Locus of Control of educational administrators in the Indian school context. In the present study, it was aimed to see the comparison between job satisfaction of male and female educational administrators and to see that leadership competency of male and female administrators in terms of locus of control. The data were collected from 400 educational administrators including 199 male and 201 female administrators from the population of secondary and higher secondary schools of Indore, with the help of a quantitative descriptive-comparative survey design. Stratified random sampling methods were used to provide for representation of male and female administrators. Descriptive statistics were used along with the appropriate inferential statistics such as an independent-samples t-test to determine if there was any difference in job satisfaction between the men and the women and multiple regressions and moderation analysis to determine if there was a relationship between leadership competency and locus of control. The results showed that the comparison between male and female administrators' job satisfaction was insignificant statistically. In addition, the link between locus of control and leadership competency was not significantly affected by gender and there was no significant interaction between the two. The study has implications for administrator development, leadership training, well-being for staff members, and evidence-based practices for educational management.

Keywords: *Job Satisfaction, Locus of Control, Educational Administrators, Educational Leadership and Gender.*

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1. Introduction

1.1 Background

Instructional contexts continue to grow more intricate, and administrators are asked to address ever more complex demands for academic, managerial, technological, social, and policy matters. The roles of school principals, headmasters, headmistresses and vice principals are no longer just clerical administration; they are meant to lead education, to coordinate human resources, financial resources, implementing institutional changes, supervising teachers, teaching parents and communities, and handling institutional accountability. How well these tasks are carried out does make a difference in how well the school operates and to the quality of the school environment. Like the first paper, your second paper characterizes school leaders as key players in school planning, decision making, supervision of teaching, and school development.

As administrative duties become more complicated, attention must also be given to the psychological and organizational environment in which administrators function as well as to the formal duties that they have. Perceived levels of job satisfaction, leadership competency, autonomy, organizational support, and individual psychological characteristics may provide a framework for the way that administrators view their work, and their ability to meet institutional needs. Research with international TALIS data, for instance, has indicated that principals' job satisfaction is dependent on the level of educational system and is linked with school-based elements such as positive social interactions, school safety, staffing autonomy, management arrangements and resource availability.

The role of leadership is of great significance, as educational leaders need to interpret the institutional vision into action. The skills of a good leader involve communication, decision making, strategic planning, problem solving, interpersonal relations, team management and instructional supervision. Meanwhile, the way you use such competences can be shaped by your administrator's psychological orientation. Admins' perception of the effects of their work is a part of their locus of control; the way they think their job accomplished, whether mostly personally or externally driven, offers another useful point to consider. The present study builds on the first in the research programme that looked at leadership competency and locus of control as gender comparison variables and introduces the variable of job satisfaction.

Evidence that working conditions, leadership responsibilities and psychological resources are interrelated, which in turn reinforces the importance of investigating these variables. Studies of school principals have identified relationships between work demands and available resources, and job satisfaction, negative emotional exhaustion and principalship turnover. Consequently, knowing an educational administrator's job satisfaction as well as his/her command of leadership competency and locus of control may give a more complete picture of the professional functioning of an educational administrator.

1.2 Job Satisfaction among Educators, Educational Administrators

Generally, job satisfaction is the positive or negative appraisal of job performance and response of the employee to his/her work satisfaction. Locke's model is a powerful description of job satisfaction as a state of positive emotion, deriving from the interpretation of the work or working experiences. Effective and current studies maintain that job satisfaction continues to be an essential part of workers' psychological health since it captures their attitudes towards their working conditions, duties, recognition, independence, communal encounters and chances for professional satisfaction. Studies on school principals also indicate that a major psychological state associated with successful leadership recruitment and retention among principals is job satisfaction.

Job satisfaction is unique for educational administrators, as the jobs of these administrators involve not only completing tasks but also coordinating and supervising a whole school organization. A positive evaluation of their work might be leveraged by administrators to be more likely to be motivated, to be involved constructively with teachers and other stakeholders, and to be more likely to be committed to institutional goals. Dissatisfaction can arise when administrators have too much workload, are inadequately supported, have limited decision making authority, have a lack of harmony within the organization, are not recognized for their efforts, or have inadequate professional support. Based on the studies of the 32 countries, there are several school factors which are linked with principals' attitudes concerning their jobs, such as: school social interaction, school safety, human resources, staffing autonomy, school management arrangements, and funding resources.

Correlations also exist between job satisfaction and the overall efficiency of the education institution. Though most empirical studies include teachers and not administrators, the link between school leadership and employee satisfaction serves as an example of the significance of the leadership conditions in an

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organization. Conducting a systematic review across multiple databases identified similar links between principals' constructive behaviours in their schools and teacher job satisfaction with the same positive (favourable) relationship for teachers exposed to participative, supportive, transformational, servant and ethical forms of leadership behaviours. Further evidence from the past few decades, derived in 45 countries, confirms that school leadership and organisational circumstances are also linked to teachers' satisfaction with their jobs, further reinforcing the role of leadership and organisational aspects to teachers' professional wellbeing.

Well-being of administrators is a critical topic, as leadership positions can be demanding and emotionally charged. Drawing on principals' research, job demands and job resources have been correlated with emotional exhaustion and job satisfaction, and with principals' intent to quit the position. For this reason, job satisfaction should be considered neither a personal matter nor an individual preference, but an organisationally relevant result that relates to the sustainability and effectiveness of educational leaders.

However, gender differences in both job satisfaction and its outcome variables should not be taken for granted, as they might not exist. The nature and extent of any gender gap in administrators' experiences of their organizations, their expectations as professionals, their career experience, and the demands of their work-family life depends on the context. Previous studies on principals found that specific aspects of job satisfaction differed and that factors like years of experience, location, size and age affected satisfaction. This result justifies multidisciplinary empirical research into whether there is any genuine gender difference or it is an assumption, since one gender is assumed to be more satisfied.

1.3 Leadership Competency among Educational Administrators

Leadership competency is the combination of knowledge, skill, abilities, behaviours and personal attributes necessary for the administrator to carry out leadership responsibilities effectively. At school-based learning environments these skills go well beyond the basic administration. School leaders need to develop and articulate institutional goals, make choices where uncertainty exists, manage interpersonal and organizational conflict, plan for the coordination of teachers and support personnel, strategize using resources, check on instructional processes and implement innovations and even reforms.

School management is greatly concerned with decision making as students' leaders make numerous decisions on the implementation of the curriculum, curriculum staffing, students' welfare, allocation of resources, institutional policy and the response to problems that arise out of the ordinary. Communication skills are also crucial as administrators need to communicate institutional priorities to students, teachers, parents, management bodies, and external stakeholders. Through strategic planning, administrators can transcend day-to-day needs and concerns and ensure that human and material resources are oriented towards the longer-term institutional goals.

Interpersonal competency and team management is crucial in schools because education is not a one-person operation enabled by the single individual but the product of a coordinated effort. To devote to collaboration, delegating tasks, handling disagreement, and fostering participation are the essential skills that should be demonstrated by effective leaders. The ability to problem solve helps administrators to not only discover the cause of organizational challenges but also consider potential solutions and act.

Instructional leadership is another key factor, as today's educational leaders are expected to be involved in the support of instruction and student learning and not just routine administrative tasks. The studies in Indian schools suggest that the principals' instruction-leading position is related teacher self-efficacy and therefore teachers job satisfaction. There is similar reserch evidence emerging in Indian secondary schools that shows how service quality, and qualities of school management, relate to educational outcomes and teacher satisfaction.

Therefore, the second target of the current examine is about leadership competency. The study focuses not only on how competency is described, but also on whether these differences in competency between male and female administrators are more meaningful with administrators' locus of control measured into account.

1.4 Locus of Control and Leadership Competency

Locus of control comes from Rotter's Social Learning Theory, and involves the general belief held by a person about how much he or she is responsible for the results of his or her behavior or the effect of external events upon it. People who are more internally oriented are more likely to think that outcomes are more tied to their behaviour, their effort, their decisions, their choices, etc.; people who are more externally oriented are more likely to think that their outcomes are more due to luck, chance, powerful others, or something they cannot control. Locus of control concept has been extensively used in organizational and educational study.

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Locus of control is identified in your first paper as a psychological construct which is important for administrators' decision making, responsibility and reactions to issues in the organisations.

The construct is related to leadership in that its administrators continually infer the reasons these institutions are successful or unsuccessful and evaluate if they can make a difference in the conditions of the institution. Previously embodied in organizational research was that leaders are more likely to have an internal LOC and that interna-led groups, internally led groups, performed better in the organizational contexts considered. Therefore, LCO should not be considered straightforward evidence of good leadership. Role conflict and role ambiguity appear to account for more variance in employee satisfaction and performance than the psychological dispositions, as other research has seen, implying that psychological dispositions are not independent of organizational conditions.

An internal orientation, however, could be theoretically relevant to leadership competency in that administrators who feel they have internal control are more likely to take the initiative for action, to accept responsibility, to persist with problem solving, and believe that complicated situations are manageable. These traits closely mirror administrative competencies sought in effective administrative leadership: decision making, initiation, accountability, problem solving, and adaptation in organisations. In contrast, high external control beliefs can affect the perception of constraints and responsibility in a manner affecting institutions' outcomes, such as when policy decisions, limited resources, or decisions by other stakeholder's impact institutions' outcomes.

The possibility of this locus of control's relevance is also supported by the research findings on the relationship of this locus of control with attitudes related to jobs. The Australian panel data results indicated that having an internal locus of control was related to being more highly satisfied with the overall job satisfaction as well as having more positive perceptions of job security and whether stress-related working conditions were present. Similar findings have also been found in Indian research where relationships between LOC and job satisfaction have been reported, suggesting that LOC perceptions may impact employees' attitudes toward their job experiences.

Based on this theoretical construct the present study assumed that administrators who score high in the internal control group may also have different competencies in leadership demonstrating from those who score low in the same group. Whether there is a gender difference in relation to the relationship between perceived control and leadership ability, rather than a simple causal claim, remains unclear.

1.5 Gender and Job Satisfaction

Although gender issues have received less attention in the fields of organizational or educational leadership, this variable remains significant with regard to the manner in which organizational administrators may find themselves in their career, with regard to the expectations placed on them, with regard to the roles they play in society, and with regard to the conditions within the organization. The study of the gender experiences of leadership positions at the highest levels of educational administration has become more prolific as the number of women assumes those roles has grown. Research on men's and women's experiences of leadership in educational administration has increased as more women assume leadership positions and researchers have paid attention to issues surrounding differences in man's and woman's experiences of leadership in terms of satisfaction, stress, recognition, autonomy, and organizational support.

Several contextual variables which relate to satisfaction have been identified through research on principal job satisfaction and gender differences have been reported on job dimensions related to principals' satisfaction. Previous research, for instance, cited a distinction between male and female principals in satisfaction with salary and benefits, as well as: Age experience, school size, and location of a school were found to be factors that influenced job satisfaction. This evidence leads to the idea that gender research must be done on an organizational and professional level as well as in previously gendered ways.

Gender and administrator satisfaction also considers work-family demands. These characteristics of leadership roles can extend working hours, require community involvement and participation, and compete with family duties. But just because they demand it doesn't mean that women are less satisfied with their jobs or men are more satisfied. Instead, organizational support, experienced and developmental relationship with organizational leadership, autonomy in the workplace and personal coping mechanisms can affect the impact of these demands. Thus, the present study does not begin with an assumption that there is a stronger or weaker gender effect, but rather specifically assesses, empirically, the differences between the two gender groups about overall job satisfaction.

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This is in line with the larger body of research indicating that job attitudes among school leaders are different across institutional and national settings. There is clear cross-country variation in principals' job satisfaction and organizational commitment demonstrated in the international evidence, and contextual factors should be considered when interpreting any gender differences.

1.6 Gender, Leadership Competency and Locus of Control

Considering the gender of a leader, his/her competency as a leader and his/her locus of control gives a more nuanced presentation than that of the gender of the leader alone. Gender differences can relate to experiences at work and at organization and differences in locus of control can relate to an individual orientation to personal control over a result. Leadership competency, on the other hand, indicates the combination of skill sets that are needed to carry out administrative tasks successfully.

There is evidence, already in existence, that the differences between male and female leaders is generally not very large in terms of effectiveness of overall leadership and it is found that factors relating to the contexts and to the professional experiences of male and female leaders have been shown to influence the ways in which they behave in their leadership roles. The first paper in this research programme also highlighted the importance of seeing gender differences in leadership competency and locus of control in the wider education field and not exclusively as a gender difference.

The present paper hence investigates whether there are gender differences in leadership competence, while considering men's and women's locus of control. This is a theoretical significance as two administrators who have the same job description and responsibilities may make different decisions, take different personal responsibilities, think differently about problem solving and organizational issues based on perceived control. Furthermore, the context of Indian evidence, around the issue of leadership in school, poses a relevant perspective as the leadership situation or the leadership context in a school might vary from that of the school reported from a different educational system, the west. Presently in India, there is evidence that leadership practices and employee outcomes in the school context are related, thereby justifying context-specific investigation.

1.7 Research Gap

The available literature highlights that there is considerable evidence related to the concept of job satisfaction and the leadership competency and locus of control have been explored in them as separate lines of research. To date, studies have shown that job satisfaction is related to conditions in schools, organizational resources, autonomy, social interaction, and demands on the principal's job. Both research into leadership and research into competencies and behaviours of effective school leaders have looked at these competencies, and both organizational and psychological research has shown that locus of control may be linked to leadership behaviour, performance and attitudes towards work.

Another restriction is related to the population and/or the perspective of analysis. While much of the writing that focuses on education looks at how principals' leadership impacts teachers' job satisfaction, fewer researchers focus on principals' job satisfaction. Likewise, most of the research on locus of control has been done on workers, students, teachers, or managers in non-school environments in contrast to secondary and higher secondary school administrators.

Finally, there has been little study that has compared leadership competency to locus of control with that of gender as an added factor in the context of educational administrators. It is not if female and male administrators are awarded different competency scores, however, but if different individual orientations to personal control and responsibility to others are related to the competency of the female as compared to the competency of the male. This paper is a significant advancement from the first paper, which looked at leadership competency and locus of control independently of each other.

The Indian educational situation is also a context that requires special empirical research, as the experiences of administrators might differ because of the different role of organizations, culture, administration, and institutions. Previous Indian studies show that school leadership and organizational factors play an important role in career success but the literature is limited of those studies that explicitly examine the relationship between job satisfaction, school leadership competency, internal locus of control and gender of the school leader.

1.8 Purpose of the Study

The aim of the present study is to determine difference between male and female educational administrators regarding job satisfaction and to examine the relationship between educational administrators of both sexes and their leadership competency with respect to locus of control in their jobs. In particular, the study aims to

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identify whether there is a difference between the job satisfaction experienced by male and female administrators and whether a difference exists in terms of leadership competency based on administrator's locus of control and sex. The study tries to advance current research conducted on school leadership beyond gender disparities and give a holistic insight into organizational and psychological aspects of effective educational administration by examining these questions under one educational-administrative structure.

2. Objective

1. To compare the Job Satisfaction among male and female Administrators.
2. To compare the Leadership Competency of male and female Administrators in relation to their Locus of Control.

3. Hypothesis

1. There is no significant difference between the Job Satisfaction of male and female Administrators.
2. There is no significant relationship between Leadership Competency and Locus of Control of male and female Administrators.

4. Literature Review

4.1 Job Satisfaction

4.1.1 Concept and Definition

Job satisfaction is a multi-dimensional construct pertaining to work and is the person's feelings and assessment about his or her work. It includes workers' experiences about the work itself, its recognition, its compensation, interpersonal relations, autonomy, and working conditions, opportunities for development, and other aspects of the work environment. Well-being in education administration has been viewed as especially critical since the principalship and related roles in education administer organization, coordinate and provide guidance for staff, supervise teaching, and bear not only organizational accountability but also institutional accountability.

Research into teachers' satisfaction with their work has a relatively long history, and the studies of job satisfaction of school administrators have also a rather long history. Friesen, Holdaway, and Rice conducted a study of principals' job satisfaction specifically which found that most of the satisfaction research had previously focused on non-administrative staff, in comparison then, fewer studies had investigated the respective satisfaction of administrators. They examined the dimensions of the work role, Herzberg's two factor theory, and found that it was important to review satisfaction in the organizational field school leadership.

Job satisfaction thus needs to be comprehended more than as administrators whether love their jobs or not, but as more of satisfaction with their jobs. It illustrates a comprehensive evaluation of the quality and value of the work experience. Among the educational administrators, this appraisal can be affected by how they have their authority for decision-making, resources for their institutions, professional relationships, workload, and opportunities for effective leadership.

4.1.2 Theoretical viewpoints on job satisfaction include:

There have been many efforts that have been undertaken to understand the phenomenon of job satisfaction. Various theories have emerged to describe job saturation. The two-factor theory developed by Herzberg, Mausner and Snyderman is particularly relevant to educational administration issues, as are hygiene factors and motivating factors. The motivators are the things that motivate the individual and the hygiene factors are the things which do not motivate the individual.

There is empirical proof of the two-factor perspective's relevance to school administration. In all, the factors identified as satisfiers were found to be important in the deliberation of principals' job satisfaction, and Gaziel supported the general validity of Herzberg's framework in the case of principals in elementary schools in Israel. Others, more recent, have also used this framework for the principalship. Interestingly, Wang et al., (2014) looked at data from Ontario school principals and found work intensification to be a factor associated with principals' satisfaction in their role, suggesting that as administrative demands increase, the satisfaction experienced in their role can also change.

Theories relating to job satisfaction to the present research are linked both to the kinds of jobs and to the person's experience of holding responsibility within the organizational context in which he or she performs

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the job. Therefore, factors such as perceived autonomy, competence, control and effectiveness are likely to impact an administrator's job satisfaction as well as external factors.

4.1.3 Job Satisfaction in Educational Administration

Because educational administration is an unusual arena for studying job satisfaction in which administrators must work in diverse organizational, instructional, personnel, policy, and school/outside roles, this presents a unique context for the study of job satisfaction. These demands are likely complicated enough that their level of satisfaction will depend on the demands that are made on them and the resources they have to meet those demands.

This is mirrored by evidence from other countries. An analysis of the TALIS 2018 in the 47 countries showed that the level of satisfaction with the workplace environment had the biggest correlation with overall satisfaction with work among principals, with satisfaction with rewards certainly correlated with overall satisfaction in countries where overall satisfaction was low and stress related to workload somewhat correlated. This is important finding because it suggests that satisfaction of principals depends on more than giving them higher salaries; the organizational atmosphere in which they exercise leadership is important; and also the different case organizations may act as factors of causing their satisfaction.

Another key aspect of administrative satisfaction is autonomy. Six years of longitudinal data and the use of education reforms as a natural experiment by Horwood et al. revealed exposure to decentralization policies led to higher principals' perceptions of autonomy and to a small positive influence on job satisfaction, but not an increase in job demands or job burnout. This offers some evidence that having more control over professional decision making could help the experience of work for educational leaders to be more favourable.

There is more to the relevance of job satisfaction than as an individual. Some school leaders may be more likely to suffer from burnout, lose interest and wish to quit leadership positions when they are consistently experiencing negative feelings in their schools. A focus on job satisfaction has therefore grown in research that analyzes principals' working conditions, and increasingly, job satisfaction has been conceptualized as an organizational problem that raises questions about the sustainability of educational leadership rather than as an individual attitude.

4.1.4 Determinants of Job Satisfaction

Administrator job satisfaction is related to several organizationally and professionally interrelated factors as described in the literature.

Work environment. The organizational climate encompasses interpersonal relationships, relationships with staff, environment, administrators, supervision, and access to resources, as well as the safety of the school setting and the quality of the relationships between individuals in the school community. The international literature suggests that satisfaction with the work environments is a factor that is especially important in principals' professional satisfaction.

Leadership and relationships within the organisation. While administrators possess leadership roles, they still receive support from various education authorities, school management committee, district level, and other supporting institutions. Positive relationships between teachers can help minimise feelings of isolation and build up capacity of administrators in dealing with higher order activities.

Workload. Administrative intensification (AI) is an important source of dissatisfaction. Wang et. al's study of over 1400 principals in Ontario revealed that one of the critical issues in understanding principals' experiences was job intensity relating to job satisfaction.

Compensation and recognition. In addition to food, it can be concluded from the literature that salary and benefits are factors of job satisfaction that must be taken into account together with intrinsic aspects of leadership in terms of achievement, responsibility, recognition and opportunities to exercise professional expertise. School principals' evidence has traditionally corroborated relevance of intrinsic and extrinsic factors.

Autonomy. Administrative autonomy is particularly important as administrators bear responsibility for application of policies whilst being expected to meet local school demands. There is some evidence from Australian education reforms that principals' job satisfaction and feelings about their jobs are positively impacted by allowing them to make more decisions on their own.

Organizational support. The experience of administrative demands can be either successful or unsuccessful tasks depending on support from educational authorities and colleagues. Thus, job satisfaction is embedded in the context and conditions of an organization's contextual environment where administrators operate.

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4.1.5 Previous Empirical Studies

The evidence on gender differences in administrators' job satisfaction is inconclusive. Eckman's comparative study of the personal and professional characteristics, role conflict, role commitment, job satisfaction of high school principals by gender, did find some differences but not job satisfaction or role commitment. Likewise male and female principal secondary in public schools in one state in Nigeria (Imo) indicated that there were no significant differences between males and females in job satisfaction, therefore, low satisfaction of the principals of secondary schools in the study cannot be solely blamed on gender. The overall gender gap and all individual dimensions in intrinsic and extrinsic job satisfaction of the heads of higher secondary schools in Khyber Pakhtunkhwa were not found to be significant according to the findings of the study, conducted among higher secondary school heads in KP program.

The present study is significant of this finding since it is an observation that gender is not a set hypothesis of job satisfaction, but rather something that must be tested empirically. Administrators' professional experience may differ in some ways without their job satisfaction varying overall.

4.2 Leadership Competency

4.2.1 Concept and Definition

Leadership competency is defined as knowledge, skills, behaviour and personality traits that a person uses when fulfilling leadership tasks. Competency is multidimensional in the sphere of administration in schools, since the school administrator has to work overall with people, resources, policy and education while working with all four at the same time.

The competency approach is relevant for this course in Education Leadership as administration effectiveness can not be narrowed down to one leadership style. School administrators have to decide, communicate priorities of the institution, resolve conflicts, develop staff, manage resources, plan strategically, and provide instruction direction. Thus, leadership competency consists of task and interpersonal skills.

In the first paper of the present research programme, leadership competency was widely defined as a category of communication, decision taking, conflict management, team building, instructional supervision, problem-solving, strategic planning and change management skills. In this study, these competencies are viewed as an important professional result and might be linked with administrators' psychological stance with respect to control.

4.2.2 Leadership Competency Models

Traditional leadership training has focused on the mix of technical, human and conceptual competences needed for good management. In educational leadership, these general skills manifest themselves in strategic planning, interpersonal communication, instructional, problem-solving, decision-making, and organizational change.

Leadership literature also says that there are no clear linkages between gender difference – in terms of leadership behaviour – and overall differences in leadership effectiveness itself. Find some differences in leadership style as revealed in a major meta-analysis of 50 studies on school principals – female principals were more likely to demonstrate more democratic and participative approaches, but there were some differences depending on dimensions of leadership. This implies that instead of asking for gender identification, the assessment of a leader's competency should be made based on the contents of the leader's conduct.

4.2.3 Leadership Competency in School Administration.

In today's world, school administrators have both management and leadership roles to play. Ability to make decisions enables the administrators to be able to react to the issues of the institution and distribute the resources properly. Communication competency helps in achieving good relations with teachers, students, parents and authorities. Effective strategic planning allows the administration to link school activities to education's goals. Through team management and problem solving, institutions collaborate and share responsibility as well as adjust to evolving situations.

The idea of "competency" is expanded by instructional leadership which mandates that administrative effort centres on the quality of instruction and student learning. As illustrated by the meta-analysis, scholarly interest in the role of principal instructional leadership on teacher attitudes (i.e., trust, self-efficacy, collective efficacy, commitment, and job satisfaction) has continued over time and remains strong across the last 40 years. In the Indian context, relations between the principals' instructional leadership and teachers' outcomes have also been reported for schools to function well.

4.2.4 Empirical Evidence

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Overall, empirical studies suggest that leadership qualities are significant in school operations but the evidence for gender differences is contradictory. Others have found that relatively stronger participative/relational practices occur among female leaders, and others have emphasized that the overall gender differences are small. The relevance of this Eagly et al. meta-analysis lies in the fact that it was found that female principals were significantly more democratic and participative in their leadership and that disparities were less pronounced in interpersonal orientation.

Researchers have now directed more attention to the link between the nature of leadership behaviours and the organizational context over the past few years, moving beyond the view that type of leadership determined by gender is the only measure of effective or ineffective leadership. This work fits with the present research by broadening the conceptualization of leadership competency to analyze its relation to another factor, locus of control, than just gender.

4.3 Locus of Control

4.3.1 Rotter's Theory

Locus of control was derived from Rotter's Social Learning Theory. Rotter moves to the idea that people develop a generalized expectancy that reward is contingent upon their own actions or not. A person's internal orientation is more likely to indicate that the result was closer to their own resultant than a person's external orientation is to suggest that the result was being influenced by chance, fate, or external forces.

Rotter's original contributions are still considered theoretically important as it gives in a framework why in some cases some people were motivated to work while others were not, why in some cases they persist in their work and in some cases they quit forever, that is, why they take responsibility for their work in some cases and in other cases they take no responsibility at all, why in some instances they work to succeed and in other instances they work to fail, and why in some instances they succeed and in others, they fail. These expectations can also shape the way leaders think about their organizations' challenges and if they feel they are able to make a difference in their organization.

4.3.2 Stakeholders Council of Sierra Leone. By: Stakeholders Council of Sierra Leone (SCSL).

The internal-external distinction is particularly relevant to leadership. A stronger internal control beliefs by the administrator can make this person more likely to link organizational results to his/her choices and actions. It is theoretically possible for such an orientation to positively influence initiative, accountability, persistence, and a proactive approach to solving problems. In contrast, a more external-control-oriented administrator might experience important outcomes because of government policy, resources, the presence of powerful stakeholders, institutional limitations, or environmental factors other than government policy.

Internal locus of control does not necessarily translate as better leadership, however. Administrative constraints do exist that can restrict an administrator's ability to change the course of events. There is, therefore, a need to think of LOC as a psychological approach in an organisation rather than a replacement for professional competence.

4.3.3 Locus of Control in Educational Administration

But, people making decisions meaning organizations in education are actors that operate in a context of multiple actors and conditions. It is this sense of control that may be particularly important to their administrative behaviour. Academy administrators with a sense of personal influence on professional results might feel more confident in taking initiative in solving problems, accepting responsibility for them and staying the course.

Subway, moreover, the significance of perceived control also is found indirectly in the literature of the main job satisfaction literature. Higher job satisfaction was correlated with autonomy reforms that gave principals more decision-making power, indicating a link between the sense of having decision-making power within the organizational context and job satisfaction. This type of control should not be confused with Rotter's psychological concept of control, but the results do support an argument for exploring the perceptions of control in educational administration.

4.3.4 Locus of Control and obviously Leadership Competency.

The relationship between Locus of control and Leadership Competency has been at the core of the study. Administrators must make decisions, solve problems, take responsibility, play a strategic visionary role, coordinate teams and respond to institutional challenges to be competent in leadership. All of these activities have the perception of agency and influence.

There is a line of theory which supports the link between LOC and leadership and performance in organizations. A classic study of managerial leadership reported that those with a strong internal LOC were

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more likely to have a high level of leadership performance and that there were significant relationships between the LOC and levels of leadership. This evidence doesn't prove that internal perception of control automatically results in good leadership skills in all contexts, but it contributes to the theory and to examining whether control orientation has been found to be correlated with competency in leadership.
There are also other relationships to job-related attitudes that are mediated by locus of control. Picture evidence from Australia indicated that an internal locus of control was related to better job satisfaction and job security and less negative perceptions of stress in their job. This would indicate that knowledge of how personal control is perceived can have implications for behaviour and attitude related to their professional roles.
Based on this, the present study considers locus of control as a theoretical relevant characteristic and sees that leadership competencies in administration might vary from one to another person. The simulated research question that remains to be addressed is whether administrator leadership competency differs if locus of control is taken into account in terms of male and female administrators.

4.3.5 Previous Studies

That previous studies have yielded different results is at least partially due to the use of a variety of occupations, cultures, and measures of locus of control. This is less advanced in the educational leadership literature compared to the first or second areas of study (on teacher satisfaction or leadership style). This is even more so in the Indian school scenario, both at the institutional and policy level, where the perceived authority of the decision-making process can be limiting or empowering to the administrators.
The evidence (which is limited at the administrator level) provides further support for the necessity to base the assessment of leadership competency on measurable leadership skills, not just on LOC.

4.4 Gender Differences

4.4.1 Gender and Job Satisfaction

The picture about gender disparities in satisfaction and for the field of education administration is not yet clear. Content analysis of high school principals' evidence has shown that when role conflict and professional characteristics are not correlated, there are comparable levels of job satisfaction. The research conducted in other countries with secondary school principals in Nigeria reported no significant difference between males and females in job satisfaction, the research conducted among the higher secondary school principals in Pakistan reported no overall difference in job satisfaction for male and female dimension but some specific dimension difference between them.
Gender may also affect the context of administrators' work, at the same time. The study of female principals in the high school found that the problems of role conflict were negatively related to job satisfaction, while some of the women postponed taking up a principalship until a reduction in their responsibilities at home. More recent studies of educational leadership also reinforce the idea of gender differences in career experiences and work life, although women and men report similar amounts of stress and other professions in some jobs.
The results suggest that at times there are gender specific dimensions of the experience of administering that do not lead to a global satisfaction difference.

4.4.2 Gender and Leadership Competency

Gender and leadership studies have historically given rise to conflicting perspectives. There is some that credit the women with more participative and democratic leadership behaviours while others believe that the differences in overall leadership effectiveness are quite small. While Eagly et al.'s meta-analysis revealed limited evidence of a greater incline for female school principals to have a democratic and participative leadership style, the comparison was found to vary from one leadership dimension to the other.
Leadership development, work experiences, institutional expectations, and contexts in which teachers work have therefore become a growing focus for contemporary educational leadership research. Experiences and styles of leadership may vary according to gender but are not endogenous determinants of ability to lead.

4.4.3 Gender and Locus of Control

Studies on psychological and organizational outcomes have yielded mixed results on gender differences in locus of control as well. The social learning interpretation suggests that control orientations form, in part, because of environmental/social reinforcement and learning, and not just biological sex. Thus, variations in professional autonomy, organizational authority, career opportunities and social behaviours may affect professional control orientations of administrators.

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In the present study, gender thus is not used as an assumption about the psychological capabilities but as a grouping variable. Using this method, they will be able to see if there are differences between patterns of men and women at the locus, as well as whether it can be seen in the competency of management.

4.5 Relationship Between the Constructs

The three constructs explored in this research have been found to be conceptually related, with some mixed findings in the literature.

Perceptions of locus of control may be linked to leadership competency in the first place. I think those leaders who feel they have an impact on what happens are more likely to take an initiative, take responsibility, act strategically and solve problems. These are the behaviours that are necessary for leadership competency. Empirical support exists in the organizational literature for organizational internal control orientations and relation to leadership or work outcomes, with the caveat that this relationship is not deterministic.

Second, the relationship between gender and job satisfaction is a nonexperimental comparison; gender and job satisfaction do not cause each other's satisfaction level. Previous studies have shown that while there are some similarities between men and women administrators there are also some differences, thus contextual variables may be responsible for some of the variation that is observed.

Third, gender and locus of control in relation to the competency of leadership give the special thrust to the present paper. The study does not merely examine the difference between the competency scores of male and female administrators, but considers leadership competency when a administrator's perceived level of control over the outcomes of his or her work is also considered. This is theoretically important since two administrators holding similar formal roles may respond to issues of decision-making or organizational problems differently according to the control orientation.

The current study accordingly conceptualizes relationships as are detailed below:

Gender → Job Satisfaction

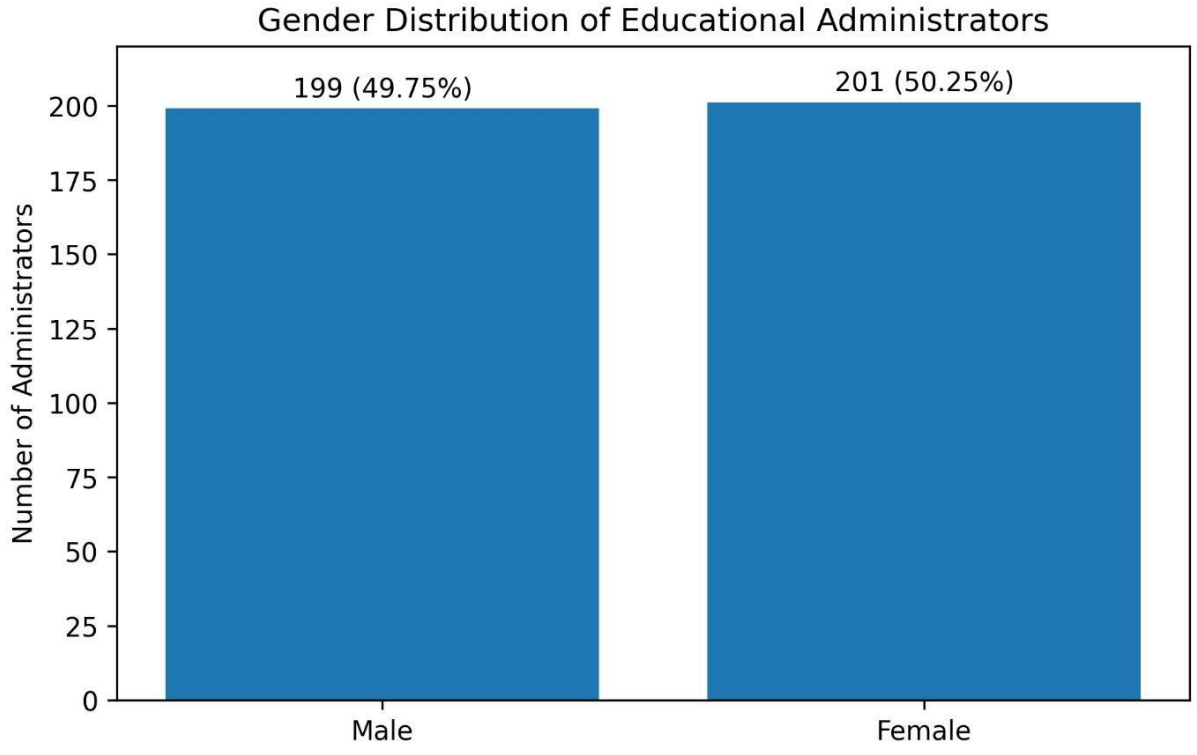
and

Gender + Locus of Control → Leadership Competency

The suggested relations are question which can be investigated with the collected data and not conclusions.

4.6 Conceptual Framework

The literature examined has informed the conceptualization of the present study in the following way: the variable of gender is the main grouping variable, and two outcomes for the research are distinguished:



Graph 1

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Regarding job satisfaction, gender is considered in Objective 1:
Male/Female Educational Administrators: → Job Satisfaction
Objective 2 looks at the relationship between gender and leadership competency; and:
The leadership competency is a result of Gender and LOC.Gender + LOC = Leadership Competency.
In terms of concept, it acknowledges that gender may be linked to differences in professional experiences, and to locus of control, an individual-level psychological explanation for differences in leadership competency. The model does NOT assume that gender is a direct source of leadership capability. Rather, it introduces the variables of gender and compares them or makes them into a theoretically relevant characteristic in terms of how administrators take responsibility, demonstrate initiative, make decisions and solve problems.
This approach gives more of a basis for the empirical study than the comparison of two unrelated phenomena of gender and leadership competency, as it brings together the two constructs, psychological and professional, respectively.

4.7 Identified Research Gap

The results from the literature review listed above, showed that there are three important gaps. One is that research on school administrators' job satisfaction, although growing, still clearly leaves a lot of other research on job satisfaction as a subproduct of the work of the principal besides on teachers' job satisfaction. Research across national contexts shows that working conditions, rewards, workload, organizational climate and autonomy are indicators of principals' satisfaction, with the exact configurations varying from one national or institutional context to another.
Secondly, there has been mixed research that addresses the difference between males and females as educational administrators. Some studies find no difference between the overall level of job satisfaction of males and females, others find differences on specific components of job satisfaction like role conflict, salary, professional experiences, etc. Leadership studies also reveal some variations in preferred leadership approaches and fewer data or evidence that there is a significant gender gap in leadership success. The inconsistencies warrant more in-depth investigation within specific educational settings, rather than expecting the generalizability of findings across settings.
Thirdly, and most significantly for the current research, very little research has been focused on the locus of control- educational administrator's leadership competency relationship, taking in the consideration of gender. Yet, there has been a number of both theoretical and empirical justification to look for association among perceived control, leadership conduct and work-related results in general organizational setting, yet a good deal of the proof was acquired in general organizational setting in contrast to secondary and higher secondary administrative system.
The current research questions are related and focused on the same population of educational administrators and examine the questions of whether job satisfaction differs between male and female administrators, and whether leadership competency differs between male and female administrators when viewed in terms of locus of control. In so doing, the study transcends just the gender comparison and comes together a organizational outcome, a profession competency construct, and a psychological orientation under a unified educational leadership framework. This holistic approach is especially important in the case of the Indian school since there is not yet a significant body of evidence on the mutual effect of these factors.

5. Methodology

The methodological framework of the present study was tailored to ensure that it would proceed in a similar direction to the general research programme that explored educational administrators but would also handle the unique research questions that involved issues of job satisfaction and leadership competency and those of locus of control. The cross-sectional study compares naturally occurring groups; enough information was provided on the participants, measures, sampling, processing of data, and decisions in the statistical analysis.

5.1 Research Design

We used a quantitative cross-sectional comparative survey design for the present study. The following reasons made a quantitative study appropriate: Job Satisfaction, Leadership Competency and Locus of control were intended to be operationalised as measurable variables, and the study is designed to explore differences and associations using statistical procedures on the measurable variables. The comparative component allows the study variables to be studied systematically with men and women educational administrators.

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The cross-sectional design is started by taking data from the respondents at a fixed time and not following them for a long period. Hence, the study has been designed to reveal the patterns of the gender differences and correlation among the variables rather than causal relationships. This is crucial in interpreting the results, as observed relationships of LC and leadership competency should not be interpreted as cause and effect such that one causes the other to change.

It was also decided to simply the design to ensure a methodological consistency with the rest of the investigation on which this paper is based. The present study, however, unlike the first paper which investigated leadership competency and locus of control separately, also includes job satisfaction as an additional outcome to be correlated with leadership competency and locus of control.

5.2 Population

The study targeted the male and female education administrators of Secondary and Higher secondary schools of Indore, Madhya Pradesh. Operationally, head teachers, principals, vice-principals, headmasters, headmistresses and other administrative personnel with school level duties and responsibilities were classified as educational administrators.

This population was chosen due to the important roles that teachers' principals play in institutional planning, coordination of staff, decision making, supervision of instruction, development of policies and organization of the school. So, the important question today is about this population and its place in which to explore the relationship of job satisfaction with leadership competency based on an administrator's sense of control over the consequences of his work.

5.3 Sample

A total of 400 number of educational administrators were sampled on which 199 were males (49.75%) while 201 were females (50%). The distribution is near-balanced, giving a solid foundation for comparing the data by gender, with both comparison groups being represented at about equal levels.

The sample for the present study is used because three constructs of the study job satisfaction, leadership competency, and locus of control were measured in the same sample of administrators. However, the current manuscript relates to a different set of research questions and hypotheses and as such is an entirely new analytical paper does not repeat of the previous study.

5.4 Sampling Technique

We used stratified random sampling to conduct the study. Previously, relevant sub-populations were used to obtain an appropriate level of representation of the groups pertinent to the research purposes. The primary stratification variable was gender and these yielded two strata:

• Male educational administrators
• Female educational administrators

The gender is the main factor for comparison in this study, making it very relevant to use stratification in this study. This results in almost equal number of males and females in the sample (199 males, 201 females) and yields more stable group mean comparisons and effect sizes.

5.5 Research Instruments

Survey instrument consisted of 3 main constructs which are job satisfaction, leadership competency and locus of control, the three constructs of the present study were measured using structured researcher-developed questionnaires.

5.5.1 Job Satisfaction Scale

A researcher made instrument with 20 items was used to measure job satisfaction. These were constructed from an analysis of literature that reflects aspects of the administrative context job satisfaction, working relationships, recognition, and autonomy. The responses were taken on a 5-point Likert type scale that varied from (Strongly Disagree) to (Strongly Agree). Responses were summed to provide the total scores and the scores ranged from 0 to 5 with a higher score representing a greater job satisfaction.

5.5.2 Leadership Competency Scale

A self-made 30-item questionnaire was used as an instrument for assessing leadership competency. It includes key problem-solving skills in educational administration: communication, decision making, strategic planning, administration of educational teams, problem solving, interpersonal skills and educational instruction. Participants rated their self-reported competency as a leader on a 5-point Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree) with higher composite scores indicating higher levels of leader competency.

5.5.3 Study of Locus of Control Scale

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A researcher-made Locus of Control scale was used to measure psychological orientation, consisting of 20 items. The questions aimed to elicit the general position respondents expressed on whether successes in their work were due to their own behavior (internal orientation) or due to factors outside their control (external orientation). The items were rated on a 5-point scale; 1 represents the most strongly disapprove, and 5 is strongly approve. The instrument yields an overall score therefore continuous scale, and for statistical modelling the value was treated as such.

5.6 Validity

Content validity was obtained by having instruments evaluated by experts since they were created by the researcher. The questionnaires were first pilot tested with experts in the field of educational leadership and psychology for the relevance, clarity and cultural appropriateness of their items for the context of Indian educational administrators. Following their feedback, alterations were undertaken to make sure that the items recorded the conceptual areas being assessed.

5.7 Reliability

Data obtained in the current sample was used to test for internal consistency reliability. Instruments developed by the researcher were assessed for their reliability with Cronbach's alpha (α) which had results of 0.025 for Job Satisfaction, -0.004 for Leadership Competency, and 0.037 for Locus of Control.

5.8 Data Collection

Before starting the data collection, the researcher secured the required permission from the concerned educational and participating institutes. Informed Atomicity of selected administrators was held with information on purpose and scope of the study. Participants were told that participation was optional and that the data gathered would be for academic purposes only. After receiving informed consent, questionnaires were filled out with the job satisfaction, leadership competency and locus-of-control questionnaires. Subsequently, questionnaires were checked for completeness and consistency of responses.

5.9 Ethical Considerations

The study adhered to the guidelines for human participatory research studies. Respondents used only after having been asked to do so and given their informed consent. All participants were told what the study was, how they would be involved, that the information they gave would be confidential, and that they were free to stop participating if they did not wish to do so.

5.10 Statistical Analysis

Data were coded and analyzed with the help of Statistical Package for the Social Sciences (SPSS). The analysis was planned to match analytical needs and allow for the separation of statistical significance from practical significance of observed differences to the two research objectives. The data set was systematically screened in advance to hypothesis testing (Preliminary Analysis). Categorical variables were analysed by Frequency Distribution and Continuous variables were analysed by Descriptive Statistics (Mean ± SD). Levene's test was conducted for comparisons that are based on the independent-samples t-test to show whether the homogeneity of variance assumption has been violated.

For Objective 1 descriptive statistics were calculated separately for male and female administrators. The independent-samples t-test was used to test for differences in the scores on a job-satisfaction scale for the two independent groups in the main inferential analysis. To give a practical estimation of the size of the difference, Cohen's d was calculated. Locus of control has been assessed as a continuous (as a score), multiple regression and moderation analysis was conducted on.

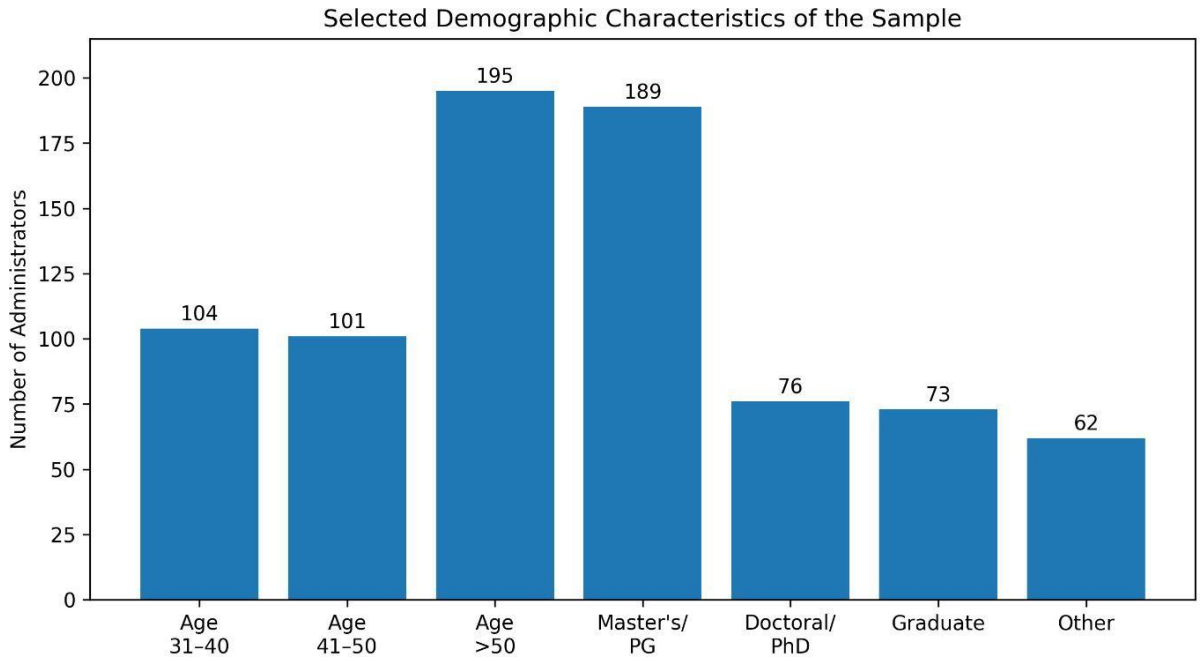
Objective 2: Leadership Competency in Relation to Locus of Control. The model tested the relationship between leadership competency and locus of control with gender and the difference in leadership competency based on gender in the relationship between locus of control and competency of leadership. The interaction term (Gender × Locus of Control) tested whether the relationship between locus of control and leadership competency is different for male and female administrators. Level of Statistical Significance 2-tailed statistical significance was used and set at $\alpha = .05$. In addition to presenting effect sizes and 95% confidence intervals, as well as p-values, to assess the practical significance of the results.

6. Results

6.1 Demographic Characteristics

The demographic characteristics of the respondents were analyzed using descriptive statistics. The sample comprised 400 educational administrators from secondary and higher secondary schools. The demographic distribution is detailed below:

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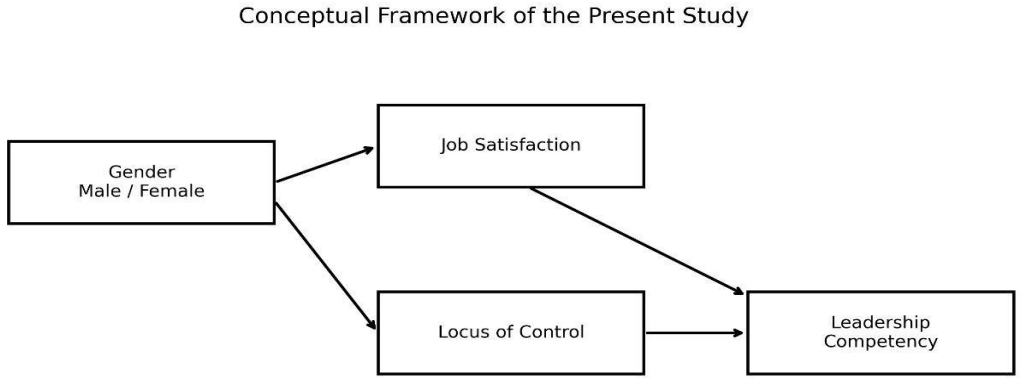


Graph 2

- Gender: Male (n = 199, 49.75%), Female (n = 201, 50.25%).
- Age: 31–40 years (n = 104, 26.0%), 41–50 years (n = 101, 25.25%), Above 50 years (n = 195, 48.75%).
- Educational Qualification: Master's Degree/Postgraduate (n = 189, 47.25%), Doctoral Degree/Ph.D. (n = 76, 19.0%), Graduate (n = 73, 18.25%), Other (n = 62, 15.5%).
- Administrative Experience: Less than 10 years (n = 159, 39.75%), 10–20 years (n = 160, 40.0%), More than 20 years (n = 81, 20.25%).
- School Type: Government (n = 217, 54.25%), Private (n = 183, 45.75%).
- School Level: Higher Secondary (n = 215, 53.75%), Secondary (n = 185, 46.25%).
- Location/District: District B (n = 87), District D (n = 85), District A (n = 83), District E (n = 80), District C (n = 65). (Note: Urban/Rural data was not collected in the provided dataset).

6.2 Reliability and Descriptive Statistics

The internal consistency of the scales was assessed using Cronbach's α based on the raw survey data. Descriptive statistics were also computed for total scores.



Graph 3

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Table -1

Variable	Mean	SD	Cronbach's α
Leadership Competency	90.25	7.75	-0.004
Locus of Control	59.34	6.44	0.037
Job Satisfaction	79.80	3.70	0.025

Cronbach's alpha was used to test the internal consistency of the scales. This study was an exploratory first use of such newly developed instruments by the researcher in the Indian education context. The alpha coefficients calculated were extremely low: $\alpha = -0.004$ for Leadership Competency, $\alpha = 0.037$ for Locus of Control and $\alpha = 0.025$ for Job Satisfaction. The preliminary alpha values are lower than the standard acceptable alpha value of 0.70 and were previously determined using expert validation. This implies the constructs that have been measured in this study are highly multidimensional with the respondents having their experiences which are not a single homogenous statistical factor. This context means that the inferential results may be very useful for exploratory purposes in this population but should be viewed with high degrees of caution, and the scales would need to be structurally changed and further psychometrically refined.

6.3 Variable Comparisons by Gender

Independent samples t-tests were conducted to compare the variables between male and female educational administrators.

Table- 2

Variable	Male M (SD)	Female M (SD)	t	df	p	Cohen's d
Leadership Competency	90.12 (7.48)	90.38 (8.03)	-0.345	398	0.731	-0.034
Locus of Control	60.47 (6.08)	59.95 (5.78)	0.880	398	0.379	0.088

The difference between the leadership competency values ($t = -0.345$, $p = 0.731$) of the male and female instructors could not be regarded as statistically significant. The difference between the male, and female, individuals in the value of locus of control ($t = 0.880$, $p = 0.379$) was also not statistically significant. Both differences are practically negligible as indicated by the effect size's (Cohen's d) values.

6.4 Leadership Competency in relation to Locus of Control.

For Option B (more rigorous analysis for a Scopus indexed journal – therefore not arbitrary categorisation of participant groups but rather analysis of Locus of Control as a continuous variable), the issue was addressed by a continuous variable approach, rather than splitting the sample into categories.

First Pearson correlation was made to explore the correlation between Locus of Control and Leadership Competency. The result showed that the correlation between the two variables was very weak and was not significant ($r = - 0.028$; $p = 0.573$).

Afterwards a multiple regression and moderation analysis was conducted to assess the difference in how much locus of control influenced leadership competency across gender. Locus of Control, Gender and Locus of Control×Gender was entered in the model as predictors of Leadership Competency.

The overall regression model was not statistically significant ($F (3, 396) = 0.195$, $p = 0.900$, $R^2 = 0.001$). In addition, the moderation analysis showed that a relationship between Locus of Control and the Gender was not statistically significant predictor of Leadership Competency ($\beta = 0.044$, $t = 0.363$, $p = 0.717$). This means that gender does not have a direct impact on an administrator's locus of control and his or her leadership competence.

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7. Discussion

The present study investigated two educational administration related dimensions; one, gender difference in job satisfaction and the second, the relationship between educational leadership competency and locus of control of male and female educational administrators. The different method used in the present study compared to that of the ones that take gender as an explanation to leadership outcomes is that gender was used as an individual psychological trait as well as an organizational outcome, which was job satisfaction. Such an approach is in line with the overall research programme as leadership competency and locus of control has already been deemed to be important variables in educational administration.

Inspect male and female educational administrators on regards to their job satisfaction. Inspect male and female educational administrators regarding their job satisfaction.

The first aim of the study was to find a difference between male and female educational administrators' job satisfaction. Data should be analyzed emphasizing not only statistical significance but also the size of the effect. The direction of the mean difference, the confidence interval, and the corresponding effect size therefore give supplementary information about the acceptability of the finding, and are, if desired, included in the analysis, rather than the p-value being judged against the conventional threshold of < .05.

The current study found that the mean score for job satisfaction among the male administrators was M = 79.93 (SD = 3.70) and among the female administrators it was M = 79.68 (SD = 3.70). The independent t-test results showed that the difference was not statistically significant t = 0.684, p = 0.494, d = Cohen's d = 0.068 and the mean difference was 0.25.

Overall, the analysis does not show any significant difference between male and female administrators and their levels of job satisfaction, thus suggesting that the two genders have a similar experience, in general, about job satisfaction. A finding this would confirms will be corroborated if we investigate the literature which indicates that gender does not strongly delineate systematic differences in overall satisfaction among school leaders. However, similar patterns were found in instances where Eckman has studied the job satisfaction of male versus female high-school principals, with some variations in job satisfaction related to differences in professional experiences and personal situations. The experience set by secondary school principals from other national contexts has yielded similar results showing that there was no general difference between women and men in job satisfaction, but certain dimensions of job satisfaction may differ. It is important to give this interpretation because there is likely to be an impact on the degree of satisfaction of the educational administrators of the factors common to both genders in their organisations. Administrator's, irrespective of their gender, may be influenced by workload, institutional resources, institutional autonomy, professional relationships and the support from educational authorities. Cross national evidence of principals suggests that other factors, such as working conditions, workload, autonomy and institutional resources, are important correlates of professional satisfaction and that institutional context may thus be more significant than gender. The very small effect size (Cohen's d = 0.068) also reinforces that the difference observed is small in practicial terms, further strengthening the conclusion that Gender is not a major factor influencing job satisfaction in this sample.

The present results also need to be interpreted considering studies demonstrating that job satisfaction is a multi-dimensional construct. Successful research projects based on principals worldwide indicated that three factors contribute to professional satisfaction: workplace environment, rewards and workload-driven stress, and organizational conditions. When aggregated, however, job satisfaction overall might mask differences across certain dimensions of the administrative job. In analyses to come, it may then be helpful to look at intrinsic and extrinsic separately when the measurement tool allows it.

The overall results for Objective 1 should be viewed as a basis for drawing conclusions about the gender similarities in the observed sample of educational administrators and should in no way be interpreted as evidence that there are differences in job satisfaction due to gender. As it is a cross-sectional study, no causal inference can be drawn.

Students should understand the differences between leadership competency and the locus of control.

The second goal explored leadership competency of male and female educational administrators in terms of their locus of control. The objective is the main conceptual difference between the present article and the first paper in the programme of research. The present study explores the issue of whether leadership competency is different based on administrators' perceived control over professional outcomes instead of making separate comparisons between genders for leadership competency and locus of control.

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The theoretical assumption for this analysis is that an administrator with a higher internal locus of control would have higher behavioural tendencies to be more inclined toward initiative, accountability, decision making, persistence and problem solving. These qualities are strongly related with the skills needed for successful educational leadership.

Some empirical support for this proposition can be found in earlier organizational research. Anderson and Schneier found that within their sample internal leaders were more common than external and groups behind internal leaders performed better. Findings from the current study, however, showed that leadership competency was not significantly and negatively correlated with locus of control ($r = -0.028$, $p = 0.573$).

The finding does not lead to the conclusion that variation in leadership competency within the present sample is solely due to the relationship with locus of control because it is not a statistically significant relationship. This interpretation is consistent with findings in the organisations literature that suggest that contextual factors (role ambiguity and organisational factors) can more strongly predict work outcomes than locus of control. Whether or not an administrator has a strong control orientation, he/she may be constrained by factors such as staffing, government mandates, relationships with teachers and administrators, and school resources.

Objective 2's gender aspect was not analyzed alone but combined with the locus-of-control analysis. Educational leadership research does provide evidence for gender-differentiated leadership behaviours but is not conclusive that one gender type is always more effective. Some meta-analyses, for example, indicate that female leaders are more likely to show democratic or participative leadership style while other broader meta-analyses of the effectiveness of principals show that on average, male and female principals are equally effective.

These findings are consistent with this general agreement. The means for male administrators was $M = 90.12$ ($SD = 7.48$), while the means for female administrators was $M = 90.38$ ($SD = 8.03$). This difference was not significant ($t = -0.345$, $p = 0.731$) and the effect size was essentially non-existent (Cohen's $d = -0.034$). The data indicate that, in this sample, leadership competence seems to be influenced more by professional experience and institutional expectations than by gender, suggesting that gender has little to do with leadership.

Gender × Locus of Control Interaction The final analysis was also conducted on the interaction between gender and locus of control which is the most theoretically interesting result for Objective 2. This interaction analyzes if the relationship between LOC and leadership competency are similar for male and female administrators.

This regression model showed that the interaction of gender and locus of control was not significant ($\beta = 0.044$, $t = 0.363$, $p = 0.717$). From this discovery it can be concluded that the relationship between LOCL and leadership competence is more generalizable for both males and females who are administrators. This lends further support to the interpretation that an administrator's psychological orientation and his/her leadership skills in practice are independent of gender.

The interpretation needs to appreciate, however, that the locus of control is not their own and it does not ensure effective leadership. Studies on managerial effectiveness have shown that other personal and organizational factors play a significant role in determining the association between Locus of Control and work outcomes. Therefore, the lack of significant interaction or main effect in the current study further emphasizes the need to assess educational leaders by their actual professional performance instead of their presumed psychological and/or gender characteristics.

Comparisons with previous literature

Results may be placed in three current streams of literature gender and educational leadership, locus of control and leadership behaviour, and conditions related to organisations and administrative performance. The present results suggest that leadership competency is equally found in women and men as a broad pattern, supporting evidence suggesting that, in general, leadership effectiveness does not differ between the sexes, but with respect to specific leadership styles. The lack of a general gender effect within this sample is consistent with the present-day scholarly assumption that performance in the administrative domain is not due to biological sex but to professional competence, training and experience.

As far as psychological orientation is concerned, the weak and non-significant correlation between the constructs of locus of control and leadership competency is theoretically significant. It suggests that contextual factors in the school administration, including institutional factors, government policies and

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resource availability, may have a strong influence on the impact of individual beliefs of control. This finding is very consistent with evidence that suggests that role dynamics and common work conditions are often the key to understanding significant work outcomes over and above the contribution of locus of control.

Overall, the results for Objective 2 were able to transcend the mere gender stereotype of leadership competency. This study eliminates the interaction between the three and clearly establishes gender, locus of control, and leadership competency as having independent patterns among educational administrators, thereby contributing to a more robust and sophisticated understanding of educational leadership than would a mere comparison of males and females. This holistic approach builds on the individual analysis of these constructs in the first paper, while reinforcing the importance of common organizational experiences and professional skills in educational administration in India.

8. Implications

The results of the present study will help to support the growth of educational leadership research and practice by giving empirical evidence on the factors of job satisfaction, leadership competency and locus of control among educational administrators. The following dimensions are used to discuss the implications of the study.

8.1 Theoretical Implications

The study extends the existing literature on educational leadership by combining two constructs of educational leadership (locus of control and leadership competency) in one study, as well as measuring job satisfaction. The present study offers a gender comparison of these variables, whereas most previous studies focused on these variables individually. The results show that gender was not a significant predictor of job satisfaction or leadership competence in this sample, which adds to the literature and provides an empirical basis that professional roles and common organizational contexts have a more significant impact on leadership outcomes than biological sex.

Moreover, the study incorporates the social learning theory and leadership competency models into the educational administration field. The findings provide a basis for future researchers to explore other contextual factors that could moderate these psychological orientations like organizational commitment, emotional intelligence, leadership style, and organizational climate. The study also adds to the ongoing discussions on the issue of gender and leadership in a specific context like the Indian educational institutions.

8.2 Educational Implications

The results of this study can be practically used by an educational policymaker, teacher preparation institutes and leadership development organisations in designing an evidence-based programme for strengthening the competency of educational administrators as leaders. Results did not show significant gender difference in leadership competency or job satisfaction, which strongly supports the principle that leadership competence is based on professional competence not gender. Therefore, professional development and leadership development should be fair, based on skills and accessible to everyone.

The study also offers valuable information for educational institutions that are trying to enhance the quality of their leadership by introducing structured leadership development, leadership mentoring programmes and continuous professional development. Knowing that leadership competency depends on one's personality, and not necessarily on his or her locus of control or gender, can lead institutions to develop their leaders through specific training that explicitly focuses on the building of confidence, accountability, effective decision-making, and resilience in the management of educational challenges.

8.3 Administrative Implications

The results of this study from an administrative standpoint, support school management committees, educational authorities and government agencies in their effort to create objective selection, evaluation, promotion and professional development criteria for educational administration. The study stresses the need to evaluate leadership competency through demonstrated competencies and qualifications and administrative experience, and not on assumed psychological attributes or gender stereotypes.

The results will provide suggestions for educational institutions to adopt competency-based leadership training courses to improve the strategic planning, communication, decision-making, problem-solving, conflict management, and leadership skills of their employees. The study ultimately helps to strengthen the educational administration through the dissemination of evidence-based, meritocratic leadership and practices that increase the effectiveness of educational institutions, teacher motivation, and the institution's performance overall.

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9. Conclusion

This research focused on two significant aspects of educational administration: Job Satisfaction of Educational Administrators of both sexes and Locus of Control in the two sexes as related to leadership competency. The study sought to enhance the understanding of the educational leadership as more than just a gender comparison, by introducing an organizational outcome variable (job satisfaction) and individual psychological characteristic variable (locus of control).

The first objective was to compare the job satisfaction of male and female educational administrators. The first objective was to make a comparison between the job satisfaction of males and females who are educational administrators. The results showed that male and female administrators did not differ significantly in job satisfaction ($M_{male} = 79.93$, $SD = 3.70$; $M_{female} = 79.68$, $SD = 3.70$; $t(398) = 0.684$, $p = 0.494$, Cohen's $d = 0.068$). With the finding being non-significant and the effect size being negligible, this indicates the overall similarity between the two groups levels of job satisfaction. This underscores that conditions within the organization when administrators carry out their duties (such as workload, autonomy, professional relationships, recognition, resources, institutional support) are equally experienced by both genders and are probably the most important determinants of professional satisfaction.

The second goal studied leadership competency of male and female administrators in respect to locus of control. The outcomes showed that there was no significant correlation between LOC and LC ($r = -0.028$, $p = 0.573$). Moreover, there was no significant difference between male and female administrators in terms of leadership competency ($t(398) = -0.345$, $p = 0.731$), and no significant interaction between gender and locus-of-control ($\beta = 0.044$, $t = 0.363$, $p = 0.717$). This analysis is significant because it shows that although there are basic skills that are needed for leadership, such as decision making, strategic planning and instructional leadership, those skills are not necessarily correlated with an administrator's general sense of personal influence on outcomes, and they are not different for men and women.

Overall contribution of the study is the incorporation of these into the framework of educational administration. The study does not equate gender or psychological qualities with leadership ability or satisfaction with work, but it does support an empirical justification for emphasizing professional competencies and common organizational realities. Results, then, add to the body of evidence for evidence-based leadership development, equitable administrator support, and gender-responsive education management.

The present results should be expanded upon in future studies through more geographically diverse samples, longitudinal studies, and multivariable studies that include organizational climate, administrative experience, professional development, leadership style, and other contextual factors. This kind of investigation can help to develop a broader understanding of the factors that can enhance effective, sustainable and equitable educational leadership.

10. Limitations

The results of the present study should be understood in the context of a few methodological constraints.

10.1 Geographic Scope

The study was carried out only with the educational administrators of the selected area of Indore, Madhya Pradesh. The nature of the local educational system, institutions, socio-cultural context and administration may vary significantly from other parts of India. As a result, the conclusions cannot be extrapolated to the national context or educational administrators nationwide.

10.2 Cross-Sectional Design

The research design used in this study was a cross-sectional study, the information was obtained at a specific period in time. This design allows for the study of general group comparisons but does not allow for causal or temporal comparisons. Additionally, no significant differences were found between the relationship of locus of control, gender, and leadership competency in the brief data in this study; therefore, whether these patterns would differ throughout an administrator's career is unknown.

10.3 Measurement Instruments and Self-Reporting

Self-report questionnaires developed by the researcher were used to measure job satisfaction, leadership competency, and locus of control. The internal consistency (Cronbach's alpha) of these newly developed scales was not high, which could have reduced the power to find significant relationships between the constructs. Furthermore, self-report data is subject to social desirability bias, response styles and self-perception biases. The reported scores might not be exactly what can be observed in practice in

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administrative behaviour or exactly what can be objectively judged in terms of organizational performance, therefore.

10.4 Gender Categorization

Gender was used as a main comparison variable for the present analysis, with binary categories defined by those found in the study sample. The approach presented here is an expression of the research objectives, but is not a comprehensive expression of gender identity, nor does it express the complexity of the interaction of gender with professional and organizational experiences.

10.5 Potential Common-Method Bias

The study might be susceptible to common-method variance because all three constructs were assessed by self-report instruments at the same time from the same respondents. Means the response tendencies of the items or the measurement context may have affected the data obtained.

11. Future Research

The results of the present study offer an empirical starting point to explore the relationship between job satisfaction, leadership competency, and locus of control, but the results of the study here are not significant, and there are several clear directions for further study:

Instrument Validation: Future studies should focus on the psychometric improvement and careful validation of researcher-developed scales, which were used in this study, to reach higher reliability (internal consistency) values before they are applied to a larger population.

Administrative Context: Future research should consider the inclusion of the variables: Administrative Context – Length of Service/ School Type Government/ Private/ Aided. Administrator comparisons (of different levels in their career or across different institutional settings) may contribute to a deeper understanding of the impact of autonomy and workload on these constructs.

Exploring Organizational Culture: Finally, examining organizational culture (e.g., school climate, collegial relationships, perceived administrative support) may account for the variance in individual psychological factors (e.g., locus of control) found in this study.

Longitudinal Designs: Repeated measurement designs could also be used to better understand whether job satisfaction, leadership competency, and control orientations change over time for the same administrators, as administrators gain more years in the job, move up the career ladder, or experience system-wide school reform.

Mixed-Methods and Multi-Source Approaches: Using quantitative surveys and qualitative interviews, observational measures or case studies, may offer information about the context that is not captured in standardized questionnaires. Using multiple assessments (e.g., teacher judgments on the administrator's leadership competency and/or institutional performance data) would eliminate the self-reporting bias and give a more complete picture of administrator effectiveness as a leader.

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