

## REVIEWER'S REPORT

Manuscript No.: IJAR-53416

Date: 20-08-2025

Title: THE INFLUENCE OF SCHOOL LEADERSHIP ON JOB SATISFACTION

### Recommendation:

Accept as it is .....YES.....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality			✓	
Techn. Quality			✓	
Clarity		✓		
Significance			✓	

Reviewer Name: Mir Jaffar

### Reviewer's Comment for Publication.

The manuscript titled “The Influence of School Leadership on Job Satisfaction” presents an exploration of the significance of leadership in fostering professional performance, emotional well-being, and organizational success in educational institutions. The work emphasizes the role of emotional intelligence as a defining characteristic of effective leadership, situating it as central to understanding and responding to the needs, abilities, and emotional conditions of school personnel.

The **abstract** clearly establishes the thematic orientation of the paper, noting the contrast between rational, skill-focused perspectives of leadership and those centered on emotional awareness. It highlights how effective leadership prioritizes sensitivity to the emotional burdens of staff as a means of ensuring stability, serenity, and enhanced performance within the educational workplace. The inclusion of key terms such as “charismatic leadership,” “emotional intelligence,” and “performance increase” reflects the manuscript’s conceptual anchors.

The **introduction** effectively situates the discussion within existing academic discourse, aligning with established perspectives that underscore the importance of emotional regulation and communication in leadership practices. By pointing to the interconnection between leadership, communication, and emotional awareness, the introduction frames the paper as a contribution

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to broader organizational and educational leadership studies. The emphasis on the ethical, interpersonal, and communicative dimensions of leadership highlights its significance beyond administrative functions, situating it within a holistic framework that encompasses both professional performance and organizational well-being.

The manuscript's **conceptual contribution** lies in reinforcing the argument that leadership is not solely a function of technical or hierarchical authority but is instead rooted in relational, emotional, and communicative capacities. This reinforces the growing scholarly consensus around leadership theories that value emotional intelligence and empathetic engagement.

Overall, the paper provides a **thoughtful and reflective analysis** of the ways in which school leadership impacts job satisfaction. By highlighting emotional intelligence, communication, and interpersonal sensitivity as central components of effective leadership, the study makes a relevant contribution to ongoing discussions in educational management and organizational psychology.

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