

Leadership Style and Teacher Job Satisfaction: Empirical Survey from Secondary Schools in Somalia

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Abstract

The current study investigated the impact of transaction leadership style, transformational and laissez-faire on teacher job satisfaction; the study utilized explanatory and descriptive design to analyze 200 respondents from secondary school teachers in Mogadishu, Somalia. The study developed three hypotheses to test the impact of independent variables on dependent variable; to test the hypothesis the researchers utilized regression analysis and checked the outliers and collinearity and no violation were found. The research found that the three dimensions of leadership style had significant and positive impact on teacher satisfaction in Secondary school in Mogadishu, Somalia. This study can contribute to assist the school leaders to carry out leadership activities and give space to teachers to take their own decision while they are running their teaching work to maintain and enhance the job satisfaction of the teachers in their workplace.

Keywords: Transactional, transformational, laissez-faire, Teacher satisfaction, secondary schools, Somalia

1. INTRODUCTION

During the period of the former government (1960-1991) most schools in Somalia were publicly owned and funded. Education was free, compulsory and accessible to all specially in urban areas. For instance, in Mogadishu, the Capital of the Country alone, there were 92 Schools, 54 primary schools, 25 Secondary Schools, 4 vocational and technical institutes and 9 kindergarten schools all run by the central government through the Ministry of Education.

Before the state collapse in 1991, education in Somalia was free and compulsory for children between the ages of six to thirteen. Mass education programs undertaken by the military government in the 70's received widespread public support throughout the nation and new primary and secondary schools were opened in every corner of the nation. As a result literacy rates in the nation increased from five percent of the adult population in the early 1970's to sixty five percent in 1990 following an intensive government-sponsored literacy campaign for youth and adults in both rural and urban areas. As a result of the prolonged civil war, the educational system collapsed and most public schools closed.

Since the collapse of the regime in 1991, private education has been the only organized form of education available in Somalia. Even though most of them began as small schools funded by personal, private donations and International non-profit support, they formed consortiums (umbrellas) to strengthen their efforts. These umbrella organizations have member schools throughout the country irrespective of political boundaries or social divisions to lay the legitimate claim that education, like health, has no borders.

From public leadership to private ownership of Somali education, the leadership style of business oriented schools differ than public schools; the current study investigates the impact of leadership style on Teacher job satisfaction.

Educational institutions are significant places where the next generation is sophisticated, and school leaders tolerate a heavy weight of responsibility for their associations. Leaders in learning institutions are the equivalent as leaders in other organizations, and as anticipated face challenge of maintaining the goals of the institutions (Northouse, 2000). School leadership is a process of promoting and serving teachers and learners to work passionately toward realization of educational objectives. Leadership style on job satisfaction seems to go hand in hand fulfilling their roles and functions towards teachers' job satisfaction, head teachers agree to various leadership styles or they exhibit various behavior patterns.

Leadership is the solution to the development and endurance of any organization whether it is an enterprise or institution. It is great imperative in educational administration because of its far getting effects on the accomplishment of school objectives and attainment of educational goals. Accordingly, Ezeuwa (2005) sees it as the act of influencing people so that they endeavor keenly and enthusiastically towards the achievement of goals. In the same vein,

According to Ukeje (1999) observed that leadership way influencing people to work keenly with passion towards the achievement of the corporate goals. Teacher empowerment is another aspect of teacher's perceptions of their occupation. It refers to professional growth, professional respect, autonomy, self-efficacy, , impact (the teachers' perceptions about their ability to influence school life), , and involvement in decisions that directly affect their work (Sheppard, 1996).

According to Boggler (2001) in his study of leadership styles point out that teachers report satisfaction

in their work when the principal share information and keeps open channels of statement with the teachers. This method leads to good results. The style recognizes quality performance (Hannagan, 2006).

Numerous studies of organization and management in respect to leadership have constantly showed that leadership style is a important factor in organizational performance and usefulness; definitely or negatively organizational process and constitution, patterns of social interaction, members' belief, attitude and job behavior (Shum and Cheng, 1997). In this regard schools need effectual leadership style to give planned results and bring job satisfaction to the teachers. Head teachers leadership can be classified into transformation, transaction and laissez-fair. School leaders are believe to posses ability to influencing their staffs, stakeholders and parents to make sure their schools successfully attain its pre-intended objectives by making sure that teachers do well their responsibilities and learners perform well their academic as anticipated.

In Nigeria, especially Nsukka education zone, teachers come into view to be less satisfied with their jobs as is evidenced byindiscipline, occasional truancy,examination mismanagement, and traveling away from teaching profession (Onwurah, 1999). It has become essential that relationship between leadership styles applied by principals on one hand and job satisfaction of secondary school teachers on the other hand be investigated.It is argued that effective leadership has a helpful influence on the performance of teachers (Charlton, 2000). Eventually it is the performance of many individuals that conclude in the performance of the organization, or in the achievement of organizational goals.

In Somalia, a study carried out in Mogadishu showed the significant relationship between transactional and transformational leadership styles on teacher job satisfaction. The transactional and transformational leadership styles positively influenced job satisfaction of instructors working in Universities in Mogadishu. In other words, the findings suggested that instructors working in Universities in Mogadishu significantly preferred both types of leadership styles. Nevertheless, there is a tough relationship between transformational leadership style and job satisfaction. The findings indicated that the instructors preferred transformational leadership style over transactional leadership style. (Ali, A. Y. S., Sidow, M. A. &Guleid, H. S. 2013) However previous studies have examined the impact of leadership styles on employee jobsatisfaction in various settings such asmilitary, healthcare,education and business organizations (Hepworth, &Warr, 1989; Bass, 1990). However, this study will investigate the influence of leadership style on teacher job satisfaction in secondary schools Mogadishu-Somalia.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Numerous literatures has been published on the topic of leadership and job satisfaction generally in Developed countries; this literature mostly found significant relationship between the two variables; here we are going to present different published work on the topic.

According to Mat (2008), leadership definitions remain developing while scholars attempt to make simpler the meaning to allow people to understand the thought simply and to make it less difficult and extra practical in everyday big business. For centuries leadership studies have been passionate with leaders, and with classifying the characteristics required for useful leadership. Even though it is obviously confirmed that it is hard to give leadership one definition, people maintain investigating this area of study. It demonstrates that there is no stopping point for leadership study and it has become a vital element in social science.

Okumbe (1998) defines leadership as method neither of cheering and serving others to do something of their own preference, because it is essential nor because of the alarm of result of disobedience. Leadership is thus a procedure of hopeful and helping others to work actively towards objectives. It is the human being issue that connects a group together and inspires it towards goals altering the groups' potentials into certainty.

While Job satisfaction has been identified as a perceived affiliation between what one desires from one's job and what one perceives it as offering (Lund, 2003). Jones and George (2004) stress that job satisfaction is the gathering of feelings and beliefs that workers have about their jobs.

A study conducted in Isleali investigated leadership style on teacher job satisfaction in Secondary Schools. It also examines the effects of principals' leadership style, teachers 'occupation perceptions on teacher satisfaction from the job and principals' decision-making strategy. It also tries to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style. It was employed sample size of **745** teachers. The data was collected quantitative Questionnaire using Likert-type scales. The study found that teachers' occupation Perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' job satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level. The model of the study demonstrated that the teachers' perceptions of their principals and of their occupation contribute significantly to the explanation of the variance in job satisfaction. However, teachers' perceptions are subjective, and it may be that their perceptions are affected by variables that were not examined in this study (Bogler, 2001)

Same study in China with less sample size **539** that utilized structural equation modeling (SEM) to

prove the relationship between principles' leadership style and teacher job satisfaction among primary and secondary schools. It also investigates the relationship among principles' leadership style, principles' decision making and teacher job satisfaction among primary, secondary and high Schools in Chinese educational systems in China. Questionnaires were posted to teachers in 180 elementary schools, 172 Secondary schools and 187 high schools situated within the province of Xinjiang in China. The study showed that significant positive relationship among principles' leadership style, teacher job satisfaction and decision making style. Hence, the main contribution of this study is that the relationship existing between leadership style and teacher job satisfaction is triggered by the employed decision making style. Therefore, leadership style needs to be accompanied by a style of decision making to be able to promote teacher job satisfaction in the school, whereas, in traditional management models, authors mostly combined the styles of leadership and decision making into one style, thereby ignoring the significant role of decision making as an independent process (Hui, Jenatabadi, Ismail, & Mohamed Radzi, 2013)

A study about The Role of Transformational Leadership Style in Enhancing Lecturers' Job Satisfaction was conducted in Malaysia to identify the influence of transformational leadership style Employed by departments' heads on improving lecturers' job satisfaction. In this study, a quantitative Descriptive survey design was employed with sample size of **305** lecturers consist of Professors, associate professors, senior lecturers, and lecturers in the Universities in Malaysia. The data indicated uncovered inspirational motivation' and 'idealized influence' as most often used practices of transformational leadership by the departments heads and identified that transformational leadership improves Lecturers' job satisfaction more than other leadership styles. This study demonstrated that departments' heads can be more effective in satisfying lecturers when they more frequently demonstrate transformational leadership behaviors. In conclusion, the findings of this study empirically contribute to existing body of knowledge regarding academic administrators' leadership styles particularly in developing countries by demonstrating the extent to which leadership styles influenced lecturers' job satisfaction (Sadeghi & Lope Pihie, 2013)

Same study in the region with less sample size **280** teachers were used as respondents for the study, which employed quantitative descriptive survey design to investigate the influence the Principals' leadership styles on secondary school teachers' job satisfaction in Nsukka Education Zone of Enugu State, Nigeria. The results of this study revealed that the principals adopted three leadership styles in their administration namely; autocratic laissez faire and democratic according to their dominance. Teachers irrespective of Gender agreed that only democratic leadership enhances their job satisfaction. The study contributed to the concerned agencies including the Ministry of Education, school management, teachers and students could use such information to assess the potentials and challenges posed by the leadership styles adopted by head teachers on various aspects of teaching and learning in schools. This may enable them to develop effective strategies that will encourage more participatory leadership styles in schools (C & A, 2012)

A research conducted in the region investigated the effects of leadership style on job satisfaction of teachers among secondary schools in Nakutu District, Kenya; they employed sample size of **274** teachers. The data was collected a self-structured questionnaires and in-depth interview schedule administered to teachers and head teachers, respectively. The study showed that the dynamic situations in the school environment required head teachers to adopt Different leadership styles. The study contributed to the concerned agencies including the Ministry of Education, school management, teachers and students could use such information to assess the potentials and challenges posed by the leadership styles adopted by head teachers on various aspects of teaching and learning in schools. This may enable them to develop effective strategies that will encourage more participatory leadership styles in schools (Karanja, Mugwe, & wanderi, 2013)

Same study that was conducted in Serbia with Blake's instrument also known as the managerial grid model and Job Satisfaction Survey (JSS) in order to obtain information on teachers' satisfaction with sample size of 242 including teachers and principals, to investigate relation Ship between school principal leadership style and teachers' job satisfaction in secondary schools from Serbia. The study showed that the school principal leadership style influences teacher's satisfaction. Principals that are people-oriented positively influence teacher's satisfaction in the areas school Development, management, relationship with colleagues and teamwork. Principal that are tasks-oriented negatively influence teacher's satisfaction in the areas of communication, management, school development and safety. Also, results indicate that teachers are mostly satisfied with aspects of safety, working Skills and nature of work. This study indicates the influence of the school leadership style on teachers' satisfaction. Principals' people-oriented style positively influences teacher's satisfaction in the areas school development, relationship with colleagues and teamwork. Principals' tasks-oriented style negatively influences teacher's satisfaction in the areas communication, school development and safety. Presented results show that teachers are satisfied with their work. Teachers are mostly satisfied with aspects of safety, working skills, and nature of work. The most interesting result of this research is the positive connection between principals' people oriented style and teachers' satisfaction in the areas: school development, relationship with colleagues and teamwork. The people-oriented leadership style positively influences teacher's satisfaction in the

areas school development, relationship with colleagues and teamwork. Principal concern for people tends to develop democratic relationships that have direct influence on the school development. Furthermore, principal who concerns for people is also concerned about relationships, so the relationship with colleagues in these areas is good. The good teamwork is an evidence of positive school climate and cooperation between teachers, which is expected from his/hers teachers. It is concluded that they will pay attention to work with students and to the better work of the school. Teachers have high opinion on school principals who foster democratic relationships and who have concerns in terms of relationships. They believe that they are well skilled for challenging work in the school, which is why providing career development could have positive influence on their job satisfaction and be a great motivator for teachers (Josanov & Pavlovic, 2014)

A study conducted in the region which was employed cross-sectional design with samples of 200 teachers from 20 selected primary schools in Songea and Morogo districts in Tanzania, to find out the kind of School leadership style that the best suits for promoting teachers' job satisfaction in Primary Schools in Tanzania. The study indicated that the democratic leadership style was the most dominant in best performing primary schools. The findings of this study recommended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary. This study contributes to promote high teachers job satisfaction in primary schools. There is significant correlation between democratic leadership style and teachers' job satisfaction. In regard the study demonstrated that in best performing schools the current level of teachers' job satisfaction is high while in poor performing schools the current level of teachers' job satisfaction is low. The study recommended that school head teachers should imbibe more of democratic than autocratic or laissez-faire leadership styles in their school administration in order to enhance high teachers job satisfaction among teachers (Machumu & Kaitila, 2014)

Another study carried out in the region observed the Influence of Conditions of Service and Principals' Leadership on Job Satisfaction of Secondary School Deputy Principals in Kenya, they employed sample size of 180 respondents consist of head teachers, deputy head teachers, Directors of studies, Board of Governors Chair persons, and Parents' Teachers Association Chairpersons. Data was collected using questionnaire and interview schedules. The data was collected Descriptive survey design. The study concluded that the terms and conditions of service and principal's leadership factors influence job satisfaction of deputy head teachers. The study recommended that Teachers Service Commission should improve on salaries and medical allowances for teachers while the principal should provide for housing. The findings of this study are significant to the Ministry of Education, students and teachers, Teachers Service Commission, County Directors of Education, Deputy Principals and Principals in formulating policies that promote job satisfaction and add to the body of knowledge on job satisfaction (Aujata, Simatwa, & Yalo, 2014)

Same study in Somalia which is less sample 60 instructors working in three universities in Mogadishu. The study was conducted through survey; data was collecting using Questionnaire. The researchers found significant relationship was found between job satisfaction and Transformational leadership style. The results further indicated a significant relationship between job satisfaction and transactional leadership style. The study contributed that the transformational and transactional leadership styles positively influenced job satisfaction of instructors working in Universities in Mogadishu. In other words, the result supported that instructors working in Universities in Mogadishu significantly preferred both types of leadership styles. However, there is a strong relationship between transformational leadership style and job satisfaction. The findings supported that the instructors preferred transformational leadership style over transactional leadership style (Sheikh Ali, Sidow, & Guleid, 2013)

Another study in Malaysia with less sample size 25 teachers in a primary school in Rawang District, SK Bandar Tasik Puteri, and their principal. This utilized A quantitative questionnaire using 4 point Likert-type scales, to evaluate the effects of principal's leadership style (transformational or transactional) on teacher Satisfaction from their job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions about their principal's leadership style. The study found that teacher's job satisfaction is at a high level. The results also indicated that school principal practicing transformational leadership as leadership style of his choice (Azinuddin Bin Mat Din, 2014) In summation, the survey also found a significant relationship but at a moderate level. Findings from this study suggest that teachers in these schools are very satisfied in delivering knowledge and teaching. Teachers show a high level of satisfaction regarding their job in school. They enjoyed every class and show a good commitment towards all activities in the school. It is thus supported Bogler (2001) findings where all teachers in Israeli schools have good perceptions on their jobs effect on their job satisfaction. This is a good perception involves a good relationship between fellow workers, the environment and the situation in school, student achievement, and support from supervisors especially principal. The study also found that there is a significant relationship but at the moderate level between level of job satisfaction of teachers with leadership styles adopted by principals in school. Thus, supported Sapon & Gubud (2010) that style of democratic leadership has contributed to high job satisfaction among teachers in a secondary school in Sabah. Findings of this study thus important to help the

school to identify leadership styles exhibited by their teachers help the school to identify the job satisfaction among their teachers which are the main roles in school. To assist the school to carry out leadership activities and in order to maintain and enhance the job satisfaction of the teachers in their workplace. However, this means that the job satisfaction of teachers is not influenced entirely by the nature of leadership. Overall, the researchers found that the level of job satisfaction of the respondents involved in this study is at a high level. This is based on the findings of a study in which the teachers agreed with the high level that the cooperation with other teachers in school is important to on the other hand, there may be other factors that should be affecting job satisfaction of teachers. The study suggested that other factors were also studied in future research that has helped to enhance the level of job satisfaction of teachers (Mat Din, 2014)

This study investigates the effects of principals' leadership styles on teachers' job satisfaction. The design of the study was descriptive survey design. For the data collection, only the primary data collection technique was used by the researcher. Questionnaire was given to selected sample in order to get needed data. Findings of this study states that Democratic leadership has positive impact on teachers' job satisfaction. In addition with that Autocratic leadership has negative impact on job satisfaction (Nadarasa & Thuraisingam, 2014)

Same study determined the impact of transformational and Transactional leadership style on job success and career satisfaction. A total of 240 responses ($n = 240$) from various private organizations working in the capital city of Pakistan were collected using various Measures of TLI Questionnaire along with items of job success and career satisfaction. Results showed Positive trends of all variables. Transactional leadership is found significantly related to job success while Transformational leadership and job success are found highly related with career satisfaction. (Riaz & Haider, 2010)

Another study was conducted to examine the impact of three leadership styles as a predictor of job satisfaction in a state university system. The Multifactor Leadership Questionnaire was used to identify the Leadership style of an administrator as perceived by faculty members. Specter's Job Satisfaction Survey was used to assess a faculty member's level of job satisfaction. The population consisted of 567 full-time faculty members, and 104 participants completed the survey. The results of logistic regression analysis revealed that (a) faculty members who identified transformational leadership as dominant had increased job satisfaction, (b) faculty members who identified transactional leadership as dominant had increased job satisfaction, and (c) faculty members who identified passive/avoidant leadership as dominant had decreased job satisfaction. (Bateh & Heyliger, 2014)

This research explored the interplay between leadership styles (transformational, transactional and laissez-faire) and faculty job satisfaction (intrinsic, extrinsic and overall) in a public university of Pakistan. The study is a cross-sectional survey and is analytic in nature. The whole faculty, 287 faculty members, of the chosen university was defined as the Sample. The findings highlight that there is a significant relationship between the group of independent variables (transformational, transactional and laissez-faire leadership styles) and the faculty's intrinsic, extrinsic and overall job Satisfaction. (Amin, Shah, & Tatlah, 2013)

Another research conducted to demonstrate the effects of leadership styles on School outcomes. The full range of leadership styles has been used. The impact of transformational leadership, transactional leadership and laissez faire stated in this model on job satisfaction and organizational commitment of teachers were analyzed. Meta-analysis is a method that provides re-inter-pretentions of the statistical data of more than one studies was used. The research results showed that particularly, transformational Leadership style affected job satisfaction and organizational commitment of teachers in a positive way. It was concluded that as the leadership style of administrators changes from transactional to transformational, the Level of job satisfaction and organizational commitment of teachers' rose. (Aydin, Sarier, & Uysal, 2013)

This study examined the relationship between leadership styles and job Satisfaction among physical education organization employees in Isfahan. Total of 125 Employees in physical education organization from Isfahan participated in this research. To data collection, all Employees filled in Multifactor Leadership Questionnaire and job satisfaction Questionnaire. Results showed that there is positive correlation between overall leadership styles and job satisfaction. (Rizi, Azadi, Farsani, & Aroufzad, 2013)

Another study was conducted to contribute in this regard by examining the relationship between leadership styles of principals and teachers' job satisfaction in Kenyan public secondary schools. Descriptive survey research design was used to gather data from 138 respondents selected from 501 teachers Nandi district using two questionnaires namely; (i) Teachers Questionnaire (TQ) and (ii) Principals Questionnaire (PQ). The TQ were used to collect information on teachers' perceptions of principals' leadership style and their level of job satisfaction and commitment to work while the PQ was used to uncover the type of leadership adopted by principals' administrative practice. This study found that principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction. (Kiboss & Jemiryott, 2014)

Same study examined the relationship between transformational leadership and organizational innovation when job Satisfaction as Mediating. The quantitative data was collected through survey instrument the population for this study consisted of academic staff in 10 public universities distributed throughout Iraq. The

sample consists of 280 Academic staff members in public universities located in Iraq. The results found that transformational leadership play a important role in enhancing job satisfaction and organizational innovation within higher education Environment. (Hussain, Talib, & Shah, 2014)

This research examined the relationship between transformational leadership style and employees' job satisfaction. A total of 214 set of questionnaire were collected from staff in four affiliated collages in klang valley. The result indicated that there is positive relationship between transformational leadership style and employees' job satisfaction in academic staff. (Munir, Rahman, & Malik, 2012)

Another research was conducted to provide a critical review of the relation between leadership and the levels of job satisfaction experienced by Employees. The study shows that contemporary job-related phenomena like job satisfaction are related to employees' relations with colleagues and superiors, performance and perceptions of their organization's specific Culture. (Belias & Koustelios, 2014)

Same study investigates the association between individual characteristics and Teacher job satisfaction in secondary education in Cyprus. A short version of a questionnaire previously employed by Dinham and Scott was administered to a sample of secondary school teachers. The findings showed that there is positive relationship between leadership style job satisfactions among secondary school teachers. (Menon & Reppa, 2011)

This study explored the possible relationship between presidential leadership style and Faculty job satisfaction in 11 private institutes of technology in the south of Taiwan by conducting surveys. The instruments used were the President Leadership Behavior Questionnaire which was administered to faculties serving under the president whose leadership was assessed and was used to measure presidential leadership styles as perceived by faculties primarily in terms of consideration and initiating structure, and the Teacher Job Satisfaction Questionnaire which was used to measure faculty job satisfaction in the dimensions of work, school environment, supervision, pay, and promotion. The results showed that a positive correlation between faculty job satisfaction and presidential behaviors, significant differences in faculty job satisfaction based on presidential leadership style, significant interaction between presidential leadership style and faculties' demographics on the faculty job satisfaction, and significant differences in faculty job satisfaction Based on faculties' demographics. (Lu, Chen, Wu, & Chiu, 2006)

Another study examine the effects of both transformational and transactional leadership Styles of bank mangers/supervisors on employees' satisfaction and self-perceived performance. Data was collected from employees working in Jordanian banks. A multiple regression analysis indicated that transformational leadership style, Transactional leadership style, and self-efficacy were all related to job satisfaction. A multiple regression analysis indicated that transformational leadership style, Transactional leadership style, and self-efficacy were all related to job satisfaction. On the other hand, self-efficacy, Romance of Leadership (RLS), and self-esteem were related to self-perceive Performance. Furthermore, a Mancova analysis indicated significant effects of self-efficacy, RLS and self-esteem as covariates. Results showed that to elicit higher levels of satisfaction among bank employees, managers/supervisors need to demonstrate transformational and Transactional attributes at the same time. (Awamleh & Al-Dmour, 2004)

Same study was conducted to investigate specific factors associated with job satisfaction and dissatisfaction of female teachers of agriculture in Ohio. The population for this descriptive correlation study was all secondary teachers of agriculture education in Ohio. The findings showed Female and male teachers of agriculture in Ohio are slightly satisfied with their jobs and do not differ significantly in terms of overall job Satisfaction. The findings on overall job satisfaction are similar to those of Cano & Miller (1992), who discovered that agriculture teachers in Ohio were satisfied with their jobs. (Castillo, Conklin, & Cano, 1999)

This research investigated the influence of leadership styles with a view to determine if income and job status have significant relationship on job satisfaction of employees in Small and Medium Enterprises of South-West, The study was a survey research which employed ex-post facto design. A total number of 560 male and female respondents took part in the study. Structured questionnaire format was used for data collection with (LBDQ) scales that were developed and designed to measure perceived Leadership styles on job satisfaction. The study utilized both the descriptive and inferential statistics for data Analysis. Specifically, the Statistical Package for Social Sciences (SPSS) version 20, computer software was employed for data analysis. The results revealed that employees who perceived their leaders as high on consideration leadership style reported more job satisfaction than employees who perceived their leaders as low on consideration. (StellaToyosi, Yusuf, & kolapo, 2013)

Another research explored the impact of authentic leadership and its elements on Team commitment and job satisfaction. 80 questionnaires were filled by employees and Analyzed by SPSS 18.0 software. According to obtained results, there were meaningful and positive correlation between authentic leadership, job satisfaction and Team commitment. (Darvish & Rezei, 2011)

Same research was conducted to identify the essential role of leadership styles on job satisfaction among Staff at public educational organizations. This study was employed by questionnaire with sample size of 75. The result indicated that there is positive relationship between leadership style and staff job satisfaction.

(Aida & Bahareh, 2014)

This study to reviewed research on leadership, leadership theories, job satisfaction, and the relationship between principal's leadership and Teacher job satisfaction. Data was collected by using questionnaire with sample size of 120. The result presented positive relationship between principles' leadership style and teachers' job satisfaction. (Wu, 2010)

Another study was conducted to explore the relationship between managers' leadership styles and emergency medical technicians' job satisfaction. This is a descriptive and cross-sectional study that was carried out in 2010. The research population included 21 managers and 87 emergency medical technicians working in 23 stations in Isfahan city, Iran. The main tools used for data accumulation were the Multiple Leadership Questionnaire for evaluating leadership styles and the Job satisfaction. Significant relationship was found between the transformational and transactional leadership styles and job satisfaction. (Ghorbanian, Bahadori, & Nejati, 2012)

Same study examined if transformational leadership and empowerment affect job satisfaction among Indian restaurant employees. This study Utilized survey research (a non-experimental field study design). A total of 218 restaurant industry employees from the Punjab area of India were surveyed to assess their perceptions of transformational leadership, empowerment, and job satisfaction at their places of work. Positive relationships between employee perceived transformational leadership used by managers and employee perceived job satisfaction and Employee perceived empowerment and employee perceived job satisfaction were found. (Gill, Flaschner, Shah, & Bhutani, 2010)

This research analyzed the influence of transformational leadership and organizational commitment on job satisfaction and employee performance. The data analysis technique used in this study is Structural Equation Model (SEM). Data showed that transformational leadership has positive influence on organizational commitment and job satisfaction. (Thamrin, 2012)

Same study was conducted to identify the effects of the leadership style of the principal, "transformational leadership and transactional leadership", along with teachers' job satisfaction on schools 'organizational health. a Likert-type questionnaire was administered to 635 teachers working in Turkish schools out of a 875-person sample. Path Analysis was used to explain the direct and indirect relationships between the dependent and independent variables. As a result of the analysis, the most striking finding is that transformational leadership has a profound impact on teachers' job satisfaction, while the transformational leadership of the principal directly and, through teachers' job satisfaction, indirectly affects the school health. (Korkmaz, 2007)

Another study examine the effect of principals' transformational leadership on teachers' job satisfaction across 77 different Greek elementary and secondary schools during a difficult economic period for Greece and other European countries. Multilevel SEM analysis was conducted using the approach of Muthén (1997) and the software package MPlus (Muthén & Muthén, 2001). For the purpose of this study psychometric properties of Principal Leadership Questionnaire (PLQ) were examine in the Greek educational context using structural equation modeling techniques. The results revealed that general factor, representing the items of PLQ have an effect upon all Teachers' Satisfaction Inventory (TSI) constructs. The originality of the present study highlights the interpretation of two concepts; transformational leadership and job satisfaction based on a centralized educational system. (Gkolia, Belias, & Koustelios, 2014)

This research examined the effects of both transformational and transactional leadership styles of bank managers/supervisors on employees' satisfaction and self-perceived performance. Data was collected from employees working in national and international banks operating in the UAE. A multiple regression analysis indicated that transformational leadership style and self-esteem were related to job satisfaction. Results confirmed that to elicit higher levels of satisfaction and performance among bank employees, managers/supervisors need to demonstrate transformational leadership attributes. (Mahate, Evans, & Awamleh, 2005)

Another research examined the effects of organizational culture and leadership styles on job satisfaction and organizational commitment in samples of Hong Kong and Australian managers. All statistical analyses were carried out using the SPSS statistical computer package, Version 10. Responses to the items measuring organizational culture, leadership style, job satisfaction and organizational commitment, were factor analyzed, and factor scores obtained were used for subsequent data analysis. These were derived using the Regression method, as implemented in the SPSS factor analysis procedure. Result showed that there is a slight negative effect on satisfaction, and a slight positive effect on commitment. National culture was found to moderate the effect of respondents' age on satisfaction, with the effect being more positive amongst Hong Kong managers. (Lok & Crawford, 2004)

Same research was conducted to identify the relationship of leadership styles with the job satisfaction of employees working in the private banking sector of Pakistan and also depicts which leadership style leaders have adopted most. A questionnaire with five points likert scale was used to collect data on different dimensions of

leadership styles and employees' job satisfaction from 230 participants working in five selected private banks of four districts of the province of Punjab, Pakistan. The results showed that there is a significant relationship between transactional leadership style and employees' job satisfaction and this transactional leadership style is more adopted by the leaders as compared to transformational leadership style. (Rahim, Jaffari, & Javed, 2014)

This research investigate the effects of public secondary school head teachers' leadership styles on teachers' levels job satisfaction in Tetu district, Kenya. The study employed a descriptive survey design. Simple random sampling was used to select 28 head teachers while stratified random sampling technique was used to select 169 teachers (six teachers per school). The study employed questionnaires as the main instrument for data collection. The study found out that age had an effect on job satisfaction since the younger teachers were more satisfied with their jobs than the older ones. The study recommends that head teachers should engage in democratic leadership more often so as to make teachers feel free and part of the institution; teachers should be allowed to participate fully in decision-making in schools as this would allow ownership of policies and result of their implementations. (lucy Njeri, 2011)

Another research was conducted to identify the effects that the leadership style has on the employee job satisfaction and to investigate the relationship and effects of leadership style on the organizational commitment of the employees in the context of the hotel industry in Romania. The research methodology was based on a theoretical documentary study of the literature and critical reviews of the empirical research. The quantitative method was based on questionnaire distributed to a sample made of 367 employees from Romanian 3 and 4 star hotels. The data were processed in the Statistical Package for the Social Sciences (SPSS). The results reveal that statistically significant and positive relationships were identified between the Participative, transformational, transactional leadership style and the employee job satisfaction. (Ispas & Babaita, 2012)

Same research investigated the relationship of transformational leadership with organizational Commitment and innovativeness, and to know if empowerment mediates the relationship between the transformational leadership, the organizational commitment, and the innovativeness. The data was collected through questionnaire from different organizations of telecom sector. The results of the study also support the mediating impact of empowerment between transformational Leadership and organizational commitment and innovativeness. (Shah, Nisar, Rehman, & Rehman, 2011)

This study investigated the employee satisfaction in terms of organizational culture and spiritual leadership; and the aim is to contribute to academic researchers as well as businesses, about how to maximize the employee satisfaction. The research was applied on 578 employees of the related industry. The results, it has been determined that the constructed model is significant and employee satisfaction has positive significant correlations with organizational culture and spiritual leadership. (Aydin & Ceylan, 2009)

Another study examined how employees of nonprofit organizations are motivated and satisfied may still be unclear. Questionnaires were solicited to 914 employees of nonprofit social service organizations located across the country. Results indicate that intrinsically motivated employees were the least satisfied but were more likely to be able to clearly describe their supervisor's style, while extrinsically motivated employees were more satisfied with their Supervisor regardless of style. (W., 2012)

Same study was conducted to providing a relationship modeling for the effect of transformational-transactional leadership styles of coaches on athletes' satisfaction and commitment in the Iranian handball pro league. Descriptive statistics was used to data analysis and in order to apply (SEM), univariate regression and multivariate multiple regression were utilized to predict athletes' satisfaction and commitment from transformational-transactional leadership styles of coaches. The coaches' leadership style was measured by Multifactor Leadership Questionnaire (MLQ), players' satisfaction was measured by Athlete's Satisfaction Questionnaire (ASQ) and players' commitment was measured by (SCMS). The results show that transformational leadership and transactional leadership can predict athletes' satisfaction. (Hallajy, Janani, & Fallah, 2011)

This research was conducted to study and discuss of the relationship between leadership styles and organizational commitment dimensions. An extensive literature research has been done in order to increase our understanding of leadership and organizational commitment as well as the relationship between these two concepts. The findings showed how leadership dimensions can influence employee organizational commitment. (Keskes, 2014)

Another research investigated the effect of leadership style on job satisfaction. Questionnaire was utilized and data was analyzed SPSS version 16. The results of this study did not support the outcome of previous research. Although, transformational and transformational leadership styles are found to have negative relationship to employee turnover intention but the correlation of these two variables are not significant. (Long, Thean, Wan Ismail, & Jusoh, 2012)

Same research determined the impact of leadership behavior and perceived organizational support on the job satisfaction of Iranian employees. Data were collected through questionnaire from 136 employees working in Tehran Cement Company. Leadership behavior was found to have significant impact on both

intrinsic and extrinsic job satisfaction whereas perceived organizational support was significantly related to extrinsic job Satisfaction. Interestingly, the interaction of leadership behavior and perceived Organizational support were not significantly related to job satisfaction. (Ahmad & Yekta, 2010)

This study was conducted to explore the association between leadership style, absenteeism, and employee satisfaction in a stressful work environment, namely a post-merger specialty mental health care institution (MHCI) in a country where MHCIs are under governmental pressure to lower their costs (The Netherlands). Data was analyzed thematically by means of coding and subsequent exploration of patterns. Data analysis was facilitated by qualitative analysis software. The result showed that that there is transformational leadership style is best suited for attaining employee satisfaction, for adequate handling of sickness protocols, and for lower absenteeism, in a post-merger specialty mental health setting. (Elshout, Scherp, & M van der, 2013)

Same investigated the relationship between leadership style of nurse managers and nurses' job satisfaction in Jimma University Specialized Hospital. The Multifactor Leadership Questionnaire and Minnesota Satisfaction Questionnaire were used to collect data. Data were entered and analyzed using SPSS version16.0 statistical software. The result indicated that nurses can prefer transformational leadership style over transactional leadership style and had moderate-level intrinsic but low level of extrinsic job satisfaction. (Negussie & Demissie, 2013).

Most of the studies examined the effects of leadership styles on teachers' job satisfaction in Primary and Secondary Schools in various places in the world and they found that leadership styles had positive influence on teachers' job satisfaction thus the researchers generated the following hypothesis to investigated after the reviewing the existing literature:

H1: there is significance relationship between transformational leadership and teacher job satisfaction at secondary School in Mogadishu.

H2: there is significance relationship between transactional leadership and teacher job satisfaction at secondary schools in Mogadishu.

H3: there is significant relationship between laissez-faire leadership and teacher job satisfaction at secondary schools in Mogadishu.

3. METHODOLOGY AND DATA COLLECTION PROCEDURE

This study will be conducted through explanatory research design to explore the influence of leadership style and teacher job satisfaction in Somalia. The target population of this research will be secondary schools in Mogadishu and the researchers cannot obtain the exact number of schools in the city since there are no any previous study done on the topic or information directory since the country had effective central government.

Convenient sample was utilized to collect data from 210 teachers on 20 schools in Mogadishu different districts in Mogadishu capital city of Somalia, the data was collected January-February, 2015. This instrument adapted from the study of Ali, A. Y. S. Sidow, M. A. &Guleid, H. S. (2013), as well as Omeke Faith C and Onah Kenneth A. (2012) which investigated the influence of leadership style on lecturers .This study used five point liker scales. The questionnaire was first pretested different professionals from the local universities in Mogadishu. On the other hand, the study also conducted a pilot test. Thus, this instrument needed to make some slightly modifications in order to associate with this environment.

Before the data analyzed the researchers checked the reliability of the measurement using Cronbach Alpha to measure the internal consistency of data collected; As below table 1 shows all variable are reliable according to the score of reliability obtained so we can further proceed the data analysis to investigate and test the research hypothesis.

Table 1: reliability Analysis

| Variables | Number of items | Items deleted | Cronbach Alpha |
|-----------------------------------|-----------------|---------------|----------------|
| Transformational Leadership style | 7 | None | .819 |
| Transactional Leadership style | 5 | None | .752 |
| Laissez-faire Leadership style | 5 | None | .766 |
| Teacher Job Satisfaction | 11 | 4 | .723 |

4. FINDINGS AND DISCUSSIONS

4.1: Demographic profile

As shown in table 2. The age of respondents, 34.8% of the respondents were between 18-25 years old, 71.0% were between 26-35 years, 80.5 were between 36-45 years old whereas 95.2 are above 46 years old. In terms of marital status majority of the teachers participated the survey are married (88.1%) percentages of singles are (31.9). In terms of educational background, 15.7% of the respondents had Diploma, 88.6% had University degree and 90.5 master degrees. As well as gender, 86.2% were male and 9.5% were female.

Based on the gathered questionnaires, majority of the respondents are composed male, while a small number of respondents were female. This result shows that the more secondary schools operate in Mogadishu

involves the male teachers.

Table 2: Demographic Characteristics

| No | Characteristics | Frequency | Percentage |
|----|-----------------------------------|-----------|------------|
| 1. | Gender | | |
| | Male | 181 | 86.2 |
| | Female | 20 | 9.5 |
| 2. | Age | | |
| | 18-25 | 73 | 34.8 |
| | 26-35 | 76 | 71.0 |
| | 36-45 | 20 | 80.5 |
| | 46 and above | 31 | 95.2 |
| 3. | Marital Status | | |
| | Single | 67 | 31.9 |
| | Married | 118 | 88.1 |
| 4. | Highest level of Education | | |
| | Diploma degree | 33 | 15.7 |
| | Bachelor degree | 153 | 88.6 |
| | Master degree | 4 | 90.5 |

Source, primary Data, 2015

4.2 CORRELATION ANALYSIS BETWEEN THE VARIABLES

The first objective of this study was to identify the relationship between Transformation and job satisfaction secondary school teachers in Mogadishu. Table 3 shows the result of correlation analyzes of the relationships among transformation, transaction, and laissez-faire and job satisfaction. Hence transaction has positive relationship with job satisfaction ($r=.388$ and $p<0.01$). Besides teachers actively satisfy their jobs and leadership styles improve teachers' job satisfaction, then principles with transactional leadership style tend to enhance teachers' satisfaction. In addition, the second objective of this study was to identify the relationship between transformational leadership style and teachers' job satisfaction secondary schools in Mogadishu, Somalia. Transformational has positive influence with teachers' job satisfaction ($r=.375$ and $p<0.10$).

The third objective was to identify the relationship between laissez-faire leadership style and teacher job satisfaction at secondary schools in Mogadishu ($r=.687$ and $p>0.10$).

Table 3: Correlations analyzes

| No | Variable | 1 | 2 | 3 | 4 |
|----|--------------------------|--------|--------|--------|---|
| 1 | Transaction style | 1 | | | |
| 2 | Transformational style | .813** | 1 | | |
| 3 | Laissez-faire style | .347** | .353** | 1 | |
| 4 | Teacher Job satisfaction | .388** | .375** | .687** | 1 |

4.3: Hypothesis test

The current study wished to investigate the impact of leadership style dimension on teacher satisfaction in secondary schools in Mogadishu, Somalia, three hypotheses were developed after reviewing the literature, to test the research hypothesis we employed the linear regression analysis, The researchers checked regression assumptions before taking place to further analysis. The dependent variable teacher satisfaction was normally distributed across all independent variable. No violation was observed after checking the outliers, linearity and collinearity.

The result of the regression analysis suggested three significant models; Laissez-faire style managed to explain 47% of variance of teacher satisfaction followed by Transaction style which explained 15% while transformational leadership style explained 14% of dependent variable.

Three hypothesis were developed after reviewing the existing literature; **H1** asserted that there is significance relationship between transformational leadership and teacher job satisfaction at secondary School in Mogadishu, **H2** was claim that there is significance relationship between transactional leadership and teacher job satisfaction at secondary schools in Mogadishu while **H3**: there is significant relationship between laissez-faire leadership and teacher job satisfaction at secondary schools in Mogadishu.

The result of regression analysis shown in below table shows that leadership style (transformational leadership, transactional leadership and laissez-faire) had significant and positive relationship with teacher satisfaction.

Table 4: Regression Analysis

| No | Variables | Teacher satisfaction | | | Remarks |
|----|-------------------|----------------------|------------------------|---------------------|--------------|
| | | Transaction style | Transformational style | Laissez-faire style | |
| 1 | Beta | .388 | .375 | .687 | H1:supported |
| 2 | T | 6.075 | 5.837 | 13.650 | H2:supported |
| 3 | Sig | .000 | .000 | .000 | H3:supported |
| 4 | R | .388 | .375 | .687a | |
| 5 | R Square | .151 | .141 | .473 | |
| 6 | Adjusted R Square | .147 | .137 | .470 | |

5. DISCUSSION AND CONCLUSION

The current study investigated the effect of leadership style on teacher satisfaction in Secondary schools in Mogadishu, Somalia; the paper had three main objectives which are: 1) to identify the impact transformational leadership and teacher job satisfaction at secondary School in Mogadishu; 2) to explore the relationship between transactional leadership and teacher job satisfaction at secondary schools in Mogadishu and 3) to investigate the role of laissez-faire style on teacher job satisfaction at secondary schools in Mogadishu.

The researchers employed convenient sampling to collect 200 respondents from twenty secondary schools in Mogadishu, teachers of these schools provided a questionnaire with four main construct which measuring transaction leadership style, transformation leadership style ,laissez-faire style and teacher satisfaction.

The result of correlation coefficient reveled that teacher satisfaction (Dependent variable) had significant positive influence with three independent variables namely, transaction leadership style, transformational leadership style and laissez-faire leadership style. The result of regression analysis found that three constructs had statistically significant, positive, and direct effects on the teacher satisfaction.

Regarding the three hypotheses; this study supported; the most indicator of teacher satisfaction was laissez-faire leadership style; the teachers like the leader who let them take their decision concerning their own work; the one who give more space of freedom.

The findings of the current study are in association with previous literature such Lucy Njeri, (2011) which investigated the effects of public secondary school head teachers' leadership styles on teachers' levels job satisfaction in Kenya, the study found that leadership style had positive effect on job satisfaction also another study examined the effect of principals' transformational leadership on teachers' job satisfaction in Greece which found that general factor, representing the items of leadership style have an effect upon all Teachers' Satisfaction constructs (Gkolia, Belias, & Koustelios, 2014).

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