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Relationship between School Principal's Leadership Behavior and Teacher's Job Satisfaction in Secondary Schools in Puntland, Somalia

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ABSTRACT

This study explored the association between school principal's leadership behaviour and teacher's job satisfaction in secondary schools in the Puntland, Somalia. A quantitative approach with a correlational design was employed. The target population comprised 14 governmental secondary schools, and a sample of 12 schools was selected. Out of 240 teachers, 140 (70 from each region) were chosen through census and proportional stratified sampling techniques. Two questionnaires were used: a self-developed Effective Leadership Behaviour Questionnaire for principals and the Minnesota Satisfaction Questionnaire for teachers. Using descriptive and inferential statistics like Pearson's correlation coefficient, two independent t-tests, and one-way ANOVA, the data were analysed using SPSS. The findings revealed that change-oriented leadership behaviour was the most dominant ($M = 4.0$, $SD = .85$). Overall, principals displayed a moderate level of effective leadership ($M = 3.20$, $SD = .80$), and schools showed no significant differences in this regard ($F(11, 140) = 0.145$, $p = 0.99$). Teacher's job satisfaction was also moderate ($M = 3.20$, $SD = 0.86$), with individual variations. Teachers' job satisfaction and principal's leadership behavior had a weak but positive and significant connection ($r = 0.196$, $p = 0.020$). Principals were found to practice task- and change-oriented leadership more frequently than relation-oriented leadership. The study recommends that principals improve their relation-oriented leadership to enhance teachers' job satisfaction. Implications and future research directions are discussed.

INTRODUCTION

Since the 1960s and 1970s, school leadership in education has been a popular subject for research (Bass, 1990; Sezer, & Uzun, 2023). This study strand has been led by the awareness of the importance of leadership for school results. The rationale behind this is that research has shown that proficient educational leadership can facilitate the smooth execution of instructional activities, foster staff cohesion, and improve student performance (Mazurkiewicz, 2021; Nadeem, 2024; Larsson & Löwstedt, 2023; Marshall & Clark, 2023). Numerous academics have examined the impact of leadership styles on school personnel since leadership styles are a popular area of study in the field of school administration. The research on school leadership in this regard concentrated on the following areas: distributive leadership (Mifsud, 2023); authentic leadership (Long *et al.*, 2024; Zhang *et al.*, 2024); transformational leadership (Kılınç *et al.*, 2024); interactional leadership (Jumaiyah *et al.*, 2021; Ranta *et al.*, 2023); effective leadership (Berkovich & Bogler, 2021); instructional leadership (Shaked, 2024).

When school principals show such effective leadership behaviors (TRC), teachers will find a suitable work environment and become more satisfied with their jobs (Taliadorou & Pashiardis, 2015; Hassan & Berkovich, 2024; Özek & Büyükgöze, 2023). According to Rowland (2008) effective school leadership behaviour involves higher competency, appreciation to teachers, effective

communication, support and allowing teachers to take part in the process of decision making found to be building teacher's moral and positive attitude toward their job. Since teachers are the heart of the system; education mission seems to be dependent on the way teachers feel about their work and how satisfied they are. Therefore, it isn't surprising if researchers suggest; schools must give more attention to increasing teacher's job satisfaction (Hidayat *et al.*, 2023). The findings of several studies (Febriantina *et al.*, 2020; Berkovich & Bogler, 2021; Eğriboyun, 2015; Sothinathan *et al.*, 2024; Adams & Adigun, 2024) provided evidence for considering leader behaviour as a highly strong predictor of in determining teacher's job satisfaction. In such studies, school principals' behaviour's task and relation oriented were consistently associated with teachers' job satisfaction. Results of other studies also pointed the existence of a positively significant relationship between principal's leadership behaviour and job satisfaction of teachers (Maqbool *et al.*, 2024; Mazurkiewicz, 2021; Sabri, 2021; Özek & Büyükgöze, 2023; Sayadi, 2016; Tas, 2017; Haxhihyseni *et al.*, 2023).

Sometimes a modest quantity of a particular behaviour is ideal, and too much of it can be just as ineffective as too little of it. For instance, too much monitoring and clarification can stifle creativity and initiative, while too much empowerment for individual subordinates can lead to quality issues and a lack of coordination (Arlinghaus

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& Johnston, 2018). How frequently a school principal shows these effective behaviours can influence teacher's job satisfaction (Tas, 2017). The principal must strike a balance between the tasks being completed (task-oriented), the teachers' individual needs (relation-oriented), and the need to adjust to changing circumstances (change-oriented).

Put another way, it is essential to have workers who are focused on the important responsibilities of their jobs, who are at ease with themselves, and who can adjust to any adjustments that are made. The principal's leadership practices establish the school atmosphere, which can either help or hurt teachers' job happiness (Sancar, 2013). Similarly, schools with happy instructors are probably more productive than those with dissatisfied teachers in terms of efficient instruction and the resulting high academic achievement.

Organisational leaders can influence employee work satisfaction by implementing task-, relationship-, and change-oriented leadership behaviours. Employee attitudes towards their jobs and the company where they work are referred to as employee job satisfaction (Holbert *et al.*, 2021). According to Mehmeti, Spahi, and Elgün (2023), job satisfaction is a worker's assessment of their position and workplace. Without a question, when their leaders see teachers as the professionals they believe they are, they will be more satisfied with their jobs and have stronger morale (James & David, 2020). A person's attitudes towards their work, related factors, and life in general all contribute to their level of job satisfaction (Sharif *et al.*, 2021). Therefore, a good attitude towards one's work and personal life is a sign of job satisfaction. There is proof that the principal's leadership style has an impact on how satisfied teachers are with their jobs (Haxhihyseni *et al.*, 2023).

Even though the relationship between principals and teachers' job satisfaction has been well researched, Northern Puntland's specific situation is somewhat unique, so we need to find out more about it to be able to address it properly. The social and political environment, that came into being after the government lost its ability to control the whole country in 1991, has caused schools to function in a decentralized and almost privatized educational system. In connection with this are also economic and security challenges the region experiences, which also have a direct impact on the behaviours of leadership and the working atmosphere for teachers (Hassan, 2013). Principals are working in Puntland in two ethical difficulties, one is that resources are very limited, but they have to keep the school in operation and the other one is the expectations that the community and the school put on them. Apart from the strategic part, the socio-cultures also play a role in the effectiveness of leadership categories such as respect for authority and the preference for community-oriented decision-making, that are the causes of the styles of leadership. Therefore, the evaluation of task-oriented, relation-oriented, and change-oriented leadership behaviours in

this context becomes particularly relevant. Improving teacher job satisfaction and education quality in Puntland is augmented by the understanding these regional factors interacting with leadership behaviours that very crucial insight (Hussein, 2015).

The study aims to investigate the correlation between school principal's leadership behaviours—specifically task-oriented, relation-oriented, and change-oriented—and teachers' job satisfaction in secondary schools of Puntland. This area has not been adequately explored in previous research, particularly concerning change-oriented leadership behaviours. Understanding this relationship is vital for improving teacher satisfaction and educational quality in the region.

LITERATURE REVIEW

Scholars have studied leadership in great detail, and they acknowledge that it is a complicated phenomenon (Hallinger & Chen, 2015; Piwowar-Sulej & Iqbal, 2023). The ambiguity surrounding its description among academics is the source of this intricacy (Bass, 1990; Singh *et al.*, 2023). According to Jumaiyah, Suarman, & Kartikowati (2021), social interactions mould leadership, which can then be explained via a variety of prisms, including personal characteristics, leadership behaviours, interaction dynamics, role relationships, and the influence it has on followers and organisational culture (Alston, Alston & Mueller, 2021). According to Singh *et al.* (2023), leadership is a collaborative process that encompasses common objectives and the capacity to sway subordinates. Research on leadership frequently describes it as a dynamic process since it is difficult to analyse leadership in its entirety and because different people with leadership characteristics exhibit different traits or behaviours (Saleemad *et al.*, 2022; Bass, 1990). The growth of several leadership styles, including distributive, ethical, transformational, interactional, servant, and genuine leadership, may be ascribed to the complexity of leadership. Clarifying this complexity can be achieved by defining these different leadership kinds. As per Bass (1990), transformational leaders are characterised by their ability to motivate and stimulate intellectual growth in the group, as well as by inspiring them with a common vision and objective. In order to enhance academic achievement, administrators known as instructional leaders create educational programs for schools and foster healthy connections amongst stakeholders (Anderson II *et al.*, 2020). According to Ranta *et al.* (2023), distributed leadership places a strong emphasis on encouraging cooperation among members of professional learning communities and include them in decision-making processes. Selflessness and a lack of expectation of recompense from their followers are traits of servant leaders (Wrońska, 2023). According to Anderson II *et al.* (2020), interactional leadership is centred on leaders attending to the needs and expectations of their followers in return for the followers complying with the leader's requests. According to Cullen (2022), ethical leadership

pertains to the human qualities of a leader that direct interpersonal connections, provide required guidelines, and entail transparent communication and decision-sharing with staff members. Lastly, according to Malloy, Yukhymenko-Lescroart and Kavussanu (2023), genuine leadership is a style of leadership that emphasises “self-knowledge and self-awareness” in open and honest connections with followers. The several leadership philosophies presented in the literature make clear that each one emphasises unique characteristics unique to the individual.

Theories of organisation and administration have served as the foundation for investigations on teachers’ work satisfaction in educational research (Mo & Morris, 2024; Baroudi *et al.*, 2022). Numerous researchers associate job happiness with Herzberg’s “dual-factor theory,” which makes a distinction between “hygiene factors” and high-level “motivating factors.” Inherent components of the work, such as accomplishment, acknowledgement, accountability, and the generation of chances, serve as motivating incentives. Conversely, hygiene elements are external variables that include things like policies, pay, working environment, supervision, and interpersonal connections (Berkovich & Bogler, 2021). According to Mo & Morris (2024), teachers’ job satisfaction is positively impacted by promotion chances, professional autonomy, and interactions with students and colleagues, but it is negatively impacted by factors like poor salary, difficult working circumstances, and few career options. The performance of instructors has a direct bearing on how well students learn and receive instruction in schools. Teacher effectiveness is correlated with their dedication to carrying out their responsibilities in accordance with school goals and their level of job satisfaction (Polatcan & Titrek, 2014). In general, people’s feelings of contentment and enjoyment while performing their duties are referred to as work satisfaction (Wanto *et al.*, 2018). Specifically, positive emotional reactions to their work or teaching duties are reflected in teachers’ job satisfaction (Skaalvik & Skaalvik, 2011).

Many research in the educational sciences have looked into the relationship between work happiness and leadership. It has been demonstrated that a variety of leadership philosophies, including distributive, individual- and task-focused, change-centered, servant, ethical, and transformational leadership, affect how satisfied teachers are in their jobs. The majority of research found a strong positive relationship between various leadership philosophies and contentment at work. Furthermore, research has indicated that job satisfaction may also be predicted by leadership behaviours (Maqbool *et al.*, 2024; Mazurkiewicz, 2021; Sabri *et al.*, 2023; Sayadi, 2016; Tas, 2017; Haxhihyseni *et al.*, 2023).

Leading a school entails inspiring employees, carrying out goals, and directing instructors. Conversely, job satisfaction is a reflection of how well workers feel about their pay, possibilities for advancement, connections with coworkers, and work environment. Job satisfaction can

be impacted by a number of variables, including the work environment, demographics, and the leadership style of school officials. Nevertheless, there doesn’t seem to be a thorough assessment of research on the connection between Puntland teachers’ work happiness and the leadership of school administrators, and the results of previous studies haven’t been fully examined in their entirety.

MATERIALS AND METHODS

Research Approach

This study used a quantitative methodology. Numbers are used in quantitative research to describe data. It uses statistics to generate information and extracts data from samples taken from a big population. Since survey questions may be employed, entered into SPSS, and summarised using both descriptive and inferential statistics, the researcher selected the quantitative technique.

Research Design

For this study, a quantitative methodology specifically, a correlational research design was employed. A correlation-al study is used to investigate associations between independent and dependent variables (Wallwey & Kajfez, 2023), and correlations show the relationship between matched scores (Millum & Sina, 2014). Since data may be statistically evaluated to determine whether or not principal leadership behaviour is connected to teachers’ job happiness, a correlational research design is applicable for this study.

Area of Study

The area of this study was Puntland State, specifically the regions of Bari and Sanaag. Bari and Sanaag were selected as case studies due to their familiarity, and both regions were included in the study using various sampling methods.

Population and Sampling Techniques of the Study

All secondary school teachers of the Puntland are the population of the study. There are eight secondary schools in Bari region and six secondary schools in Sanaag Region. A total number of 240 teachers are working in these 14 secondary schools.

The sample for this study was chosen using a multistage sampling process. The purpose of multistage sampling was to enable relevant comparisons between the two regions while guaranteeing that the sample would be representative of Puntland.

Initially, the study covered both the Sanaag and Bari areas in order to account for any regional variations in teacher job satisfaction and leadership behaviour. These two areas were chosen for inclusion because it was recognized that they are important centres of education in Northern Puntland, each having distinct socio-political and economic settings that may affect the research variables.

Using a census sample approach, all six secondary schools

in Sanaag were included in the research. This method was employed to ensure that all secondary school teachers in the area would be represented in order to reduce bias and ensure that the study's conclusions could be applicable to the entire region.

Proportional stratified sampling was used in the study, and Bari has eight secondary schools. This method was employed to guarantee that, with a similar number of instructors in each chosen school, the sample would be identical to that of Sanaag. There were two school strata

in Bari: those with more than thirty instructors and those with fewer than thirty. To keep the teacher sizes in the Sanaag schools comparable, the two biggest schools—each with over 30 teachers—were left out. To ensure a balanced comparison and prevent distorted results due to school size disparities, the two largest schools in Bari were omitted in order to preserve comparable teacher sizes with schools in Sanaag. This methodology facilitated an equitable comparison and guaranteed that variations in school dimensions would not obscure the findings.

Table 1: Sample size and sampling technique

Name of Region	Number of sec. schools	Total number of teachers	Number of Selected schools	Number of Selected teachers	Sampling technique
Bari	8	170	6	70	Proportional stratified
Sanaag	6	70	6	70	Census

Data Collection Instrument

The independent variable of this study was effective leadership behaviour; task-oriented, relation-oriented and change-oriented categories (TRC) were under this variable. listed specific leader behaviours/ that represent each meta-category of effective leadership behaviour (Rajbhandari, Rajbhandari, & Looock, 2016). By using that list, a questioner was developed under close guidance of the advisor.

There were forty statements in this questionnaire; 9 statements were measuring task-oriented behaviours, 11 statements were measuring relation-oriented behaviours, 13 statements were measuring change-oriented behaviours while the last 7 statements were intended to measure the outcome of these behaviours. This was used a data gathering tool of perceived principals' leadership behaviour.

The Minnesota Satisfaction Questionnaire (MSQ) was used to collect data on teachers' job satisfaction, which was the study's dependent variable. This instrument was developed by Weiss, Dawis, and England (1967), and as the authors had previously permitted use of any academic work, employing it did not require permission from them. The MSQ, which uses a five-point Likert scale, is available in both a long and short form. Based on job satisfaction, the MSQ is a paper-and-pencil inventory that gauges social values and vocational demands. The MSQ requires participants to read at least at a fifth-grade level and is given in a self-report format (Weiss *et al.*, 1967). A five-dimensional instrument for gauging job satisfaction is the MSQ. The job itself, compensation, opportunities for advancement, supervision, and coworkers are among the items..

The short form of the MSQ was chosen since it only included 20 questions, making it easier for secondary school teachers to complete. Teachers may become overly busy with their jobs and find it difficult to find the time to complete the lengthy version of the MSQ, which has 100

questions. A five-point Likert scale is used in the MSQ: 1 denotes "very dissatisfied," 2 "dissatisfied," 3 "neutral," 4 "satisfied," and 5 "very satisfied." The methodology created by Weiss *et al.* (1967) and the recommended approach that goes along with the MSQ format were both used in the scoring process.

Data Analysis Techniques

The Statistical Package of Social Science, or SPSS version 21, was used to examine the data. The data was analysed using a variety of methods. For analysis, descriptive statistics (mean, standard deviation) and inferential statistics (Pearson Product Moment Correlation, one-way ANOVA computation and Two independent t-test) were used.

Reliability and Validity of Study

All scales were examined for validity and reliability in this study, even though previous research had validated the questionnaire's reliability. The Cronbach's alpha was used to confirm the instruments' dependability. A method for assessing the internal consistency of the average correlation of survey variables and the dependability of a survey instrument is Cronbach's alpha (Malkewitz, Schwall, Meesters, & Hardt, 2023; Pentang, 2021).

As a result, the overall Cronbach's alpha result of the leadership styles' reliability was higher than 0.70 (task-oriented leadership behaviour = 0.757 with 9 items, relationship-oriented leadership behaviour = 0.789 with 11 items, change-oriented leadership behaviour = 0.730 with 13 items, outcome of effective leadership behaviour = 0.829 with 7 items), and job satisfaction = 0.856 with 20 items used in this study with the aid of the SPSS program, as indicated in Table 2. As a result, the results show that the instruments (questionnaire) employed in this study were deemed credible because the questionnaire's alpha was greater than 0.70.

Table 2: Reliability of the Scale

Name of the variable	Cronbach's Alpha	No of Items
Task oriented leadership behaviour	0.757	9
Relation oriented leadership behaviour	0.789	11
Change oriented leadership behaviour	0.730	13
Outcome of effective leadership behaviour	0.730	7
Job satisfaction	0.856	20

RESULTS AND DISCUSSION

Demographic Information of the Respondents

Table 3 provides a summary and presentation of the respondents' organisational characteristics and background data. To make the study analysis more understandable for the readers, it is crucial to describe the traits of the respondents or population samples. In order to categorise and examine the average response rate of respondents based on their gender, age, educational background, and work experience, demographic data is gathered and analysed. According to table 3 presented four demographic variables: gender, age, education level and experience. The table showed that, most of the respondents (N=133, 95%) were male teachers, while the remaining 5% (N=7) of the participants were female teachers. This showed a big gap between males and females to become a secondary school teacher. This can affect the attitude of female students since they don't

have a role modelling female teachers.

According to the respondents' age, the table showed that 42.9% of the respondents (N=60) were at the age between 36 to 45 years. On the other hand, the table showed that 32.1% of the respondents (N=45) were 26 to 35 years, while 17.9% of the respondents (N=25) were in between 46 years and above, finally only 7.1% of the respondents (N=10) were at the age below 26 years.

As far as the respondent's level of education (qualification) is concerned, the table showed that most of the respondents were bachelor degree (N=100, 71.4%) while on the other hand, the table showed 17.9% of the respondents (N=25) were Diploma. Finally, the table showed only 10.7% of the respondents (N=15) were Master degree. In general, the results of the respondents' profile showed that majority of the teachers were male, most of them had enough mature to teach secondary school and their educational level was high, degree and master degree.

Table 3: Respondents' Characteristics by School

Demographic Variables		Sanaag Region						Bari Region						Total	
		Sch1	Sch2	Sch3	Sch4	Sch5	Sch 6	Sch7	Sch 8	Sch 9	Sch 10	Sch 11	Sch 12	Freq	Percent
Gender	Male	11	12	11	10	12	12	10	12	12	10	9	12	133	95%
	Female	2	-	-	-	-	-	1	-	1	2	1	-	7	5%
	Total	13	12	11	10	12	12	11	12	13	12	10	12	140	100%
Age	Below 26	2	-	1	2	1	-	-	-	3	1	-	-	10	7.1%
	26-35	3	2	7	3	5	6	4	4	6	1	1	3	45	32.1%
	36-45	5	7	3	5	3	4	6	5	4	7	5	6	60	42.9%
	46-55	3	3	-	-	3	2	1	3	-	3	4	3	25	17.9%
	Total	13	12	11	10	12	12	11	12	13	12	10	12	140	100%
Edu. level	Diploma	2	1	3	2	1	2	3	2	3	2	3	1	25	17.9%
	Degree	8	9	8	7	10	8	8	9	7	9	6	11	100	71.4%
	Master	3	2	-	1	1	2	-	1	3	1	1	-	15	10.7%
	Other	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
	Total	13	12	11	10	12	12	11	12	13	12	10	12	140	100%
Experience	Below5 yrs	-	2	4	3	4	5	3	4	3	4	3	5	40	28.6%
	6-10 Yrs	8	5	5	4	7	5	7	7	9	5	4	4	70	50.0%
	11-15 Yr	3	4	2	3	1	1	1	-	-	2	2	1	20	14.3%
	Above15	2	1	-	-	-	1	-	1	1	1	1	2	10	7.1%
	Total	13	12	11	10	12	12	11	12	13	12	10	12	140	100%

Descriptive Analysis

The respondents were asked to rate their awareness, knowledge, attitude, level of agreement, and feelings regarding the effective leadership behaviours used by school principals in order to determine which leadership behaviour description was most commonly used by the principals of the chosen secondary schools.

Two closed-ended questions were distributed to the respondents. The first comprised forty items designed to assess how well school principals exhibited effective leadership traits. The second questionnaire, on the other hand, consisted of 20 items and was intended to measure instructors' job satisfaction.

A five-point Likert scale, with 1 denoting strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree, served as the basis for the leadership conduct questionnaire. Additionally, the job satisfaction questionnaire used a five-point Likert scale, with 1 denoting "very dissatisfied," 2 "dissatisfied," 3 "neutral," 4 "satisfied," and 5 "very satisfied."

A measure of central tendency, the mean or average provides a broad overview of the data without needlessly going over each observation in the data set. The sample group's average level of agreement or satisfaction with the various statements or scales is shown by the mean score of respondents in each dimension. Delport Von Solms and Gerber (2024) claim that respondents are more likely to dispute or be unhappy with statements when the mean is lower and more likely to agree or be satisfied with statements when the mean is higher.

By comparison with the mean score of the five-point Likert scale survey questionnaire, the statistical values for the items assumed that the mean (M) score up from less than the midpoint 3.0 was considered low average, the mean score from 3.01 to 4.0 was considered moderate, and the mean score 4.01 and above was considered high. In the analysing chapter the six schools in Sanaag region were abbreviated as; Alnuur= SCH1, Alfurqaan= SCH2 Mubaarik= SCH3 Hingalool= SCH4 Buraan= SCH5 Hadaaftimo= SCH6. Also, the six schools in Bari region were abbreviated as; Haji salad= SCH7, Nawaawi= SCH8, Najah= SCH9, RaasAsayr= SCH10 Salaahudiin= SCH11 and Hamdaan= SCH12.

Description of Principals' Task Oriented Leadership Behaviour

Task-oriented behaviours are employed by effective

principals to enhance or preserve internal team or school coordination and efficiency. Important task-oriented behaviours include assigning tasks, figuring out resource requirements, and coordinating related operations, as well as planning and scheduling activities to make better use of people, resources, information, and equipment. In order to know how frequently secondary school's principals of Puntland practice task-oriented leadership behaviours, nine statements were asked 140 teachers in 12 secondary schools of the Puntland, Somalia.

The highest item being most practiced by principals from among task-oriented behaviour is setting goals and standards (M = 4.20, SD=0.56). Also, the least practiced activity from the task-oriented behaviours is assigning work (M = 3.20; SD = 1.15). And the level of principals' practice of task-oriented behaviour is at moderate level in this case (M= 3.60; SD= 0.88). This indicated that all principals were practiced task-oriented behaviours frequently. However, the two items which were stated above; the highest and the least items are somewhat interrelated. For example, if a school principal set goals and standards, it is essential to assign different works and activities effectively in order to achieve those goals efficiently. If not, the specified goals will be unreachable ones.

The table 4 will be summarized the mean and the standard deviation of all the 9 items of task-oriented leadership behaviours. The table was grouped the respondents answers by their represented schools.

Similarities and Difference between Schools on the Employment of Task Oriented Leadership Behaviour

To determine whether there are statistically significant differences in the way principals' task-oriented leadership behaviour is applied across the studied schools, a null hypothesis might be put out and evaluated with a 95 percent confidence interval. According to the null hypothesis, there is no statistically significant variation in the task-oriented leadership behaviours of principals across all schools. SPSS was used to do a one-way ANOVA with a post-hoc test. Since "simple, or one-way, analysis of variance (ANOVA) is a parametric test of significance used to determine whether scores from two or more groups are significantly different at several probability level," computing one-way ANOVAs was adequate (Wicaksono & Korom, 2023).

Table 4: Principals’ Task Oriented Leadership Behavior by Schools

Our school principals	Sanaag Region												Bari Region													
	SCH 1		SCH 2		SCH 3		SCH 4		SCH 5		SCH 6		SCH 7		SCH 8		SCH 9		SCH10		SCH 11		SCH 12		Gran total	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
1. Organizes work activities to improve efficiency	3.8	.72	3.4	.84	3.8	.87	3.2	1.4	3.5	.92	3.1	1.4	3.1	1.4	3.5	.92	3.1	1.4	3.8	.72	3.7	.84	3.8	.87	3.5	1.02
2- Plans short-term operations	3.8	.67	3.6	.75	3.3	1.2	3.3	1.2	3.4	1.2	3.3	1.2	3.3	1.2	3.4	1.2	3.3	1.2	3.8	.67	3.6	.75	3.3	1.2	3.4	1.03
3- Assigns work to groups or individuals	3.0	1.1	2.9	1.5	3.7	.77	3.5	.89	2.7	1.8	3.5	.89	3.5	.89	2.7	1.8	3.5	.89	3.0	1.1	2.9	1.5	3.7	.77	3.2	1.15
4- Clarifies what results are expected for a task	3.5	.90	4.4	.46	3.8	.53	2.8	1.6	3.2	1.3	2.8	1.6	2.8	1.6	3.2	1.3	2.8	1.6	3.5	.90	4.4	.46	3.8	.53	3.4	1.06
5- Sets specific goals and standards for task performance	3.8	.95	4.1	.59	4.2	.72	4.4	.39	4.5	.33	4.4	.39	4.4	.39	4.5	.33	4.4	.39	3.8	.95	4.1	.59	4.2	.72	4.2	.56
6- Explains rules, policies, and standard operating procedures	3.8	.87	3.9	.68	3.8	.67	4.1	.62	4.0	.68	4.1	.62	4.1	.62	4.0	.68	4.1	.62	3.8	.87	3.9	.68	3.8	.67	3.3	.69
7- Directs and coordinate work activities	3.3	1.2	3.8	.85	3.8	1.1	3.9	.77	3.8	.67	3.9	.77	3.9	.77	3.8	.67	3.9	.77	3.3	1.2	3.8	.85	3.8	1.1	3.75	.89
8- Monitors operations and performance	3.7	.77	3.8	.88	3.0	.90	3.7	.87	3.7	.85	3.7	.87	3.7	.87	3.7	.85	3.7	.87	3.7	.77	3.8	.88	3.0	.90	3.6	.87
9- Resolves immediate problems that would disrupt the work.	4.2	.53	3.8	.86	3.5	.95	3.7	.86	3.8	.88	3.7	.86	3.7	.86	3.8	.88	3.7	.86	4.2	.53	3.8	.86	3.5	.95	3.7	.82
Task oriented behaviors average	3.7	.86	3.6	.73	3.7	.86	3.6	.94	3.5	.96	3.6	.94	3.6	.94	3.6	.96	3.5	.94	3.7	.86	3.6	.73	3.7	.86	3.6	.88

Table 5: ANOVA for Task oriented

Task-oriented leadership behaviour	Sum of squares	df	Mean square	F	Sig.
Between groups	11.072	11	2.007	.340	.975
Within groups	378.671	129	3.958		
Total	389.743	140			

Given that the table’s p value is (0.975), which is higher than (0.05), it may be concluded that there is no statistically significant variation in the task-oriented conduct of principals among schools.

Description of Relation Oriented Leadership Behaviours

Use of effective principles Relationship-focused actions to foster dedication to work goals, cooperation and trust between parties, and team or school affiliation. Relationship-oriented practices include offering assistance and motivation, demonstrating faith in a teacher’s ability to complete a challenging assignment, Developing relationships with teachers through socialisation, acknowledging their efforts and successes, and, where necessary, offering coaching and mentoring.

In order to know how frequently secondary school’s principals of Puntland employ relation-oriented leadership behaviors, 11 statements were asked 140 teachers in 12 secondary schools of the of Puntland, Somalia. Table 6 was summarized the results in these schools. As we can see the next table the highest item which is most practiced by principals among relation-oriented behaviors is recruiting of competent new members for the school (M = 2.55, SD=1.0). Also the least practiced activity from the relation oriented behaviors is Keeping people informed about actions affecting them (M = 1.35; SD = 0.53). And the level of principals’ practice of relation-oriented

leadership behavior is at very low level in this case (M = 1.8; SD = 0.69) which indicated that all principals were not efficiently practiced relation oriented behaviors. In other words, it can be said that the secondary school principals of Puntland were not considered their teacher’s needs.

Through the display of the mean score and standard deviation, the mean can be used to assess the effectiveness of the leaders. Because the mean score for relation-oriented behaviour was below average, it can be inferred that the principals of these schools were not successful leaders in the traditional sense. Relation-oriented behaviour outperforms the others, according to Bass and Riggio (2006). These leaders work hard to support their followers and give careful consideration to the needs and interests of those under their direction.

Similarities and Differences between Schools on the Application of Relation Oriented Behaviours

To check if there is a significant difference in relation-oriented leadership behaviour among sampled schools of principals, a null hypothesis can be evaluated at a 95% confidence interval. According to the null hypothesis, principals’ relation-oriented leadership behaviours do not differ statistically significantly across all schools. The results of a one-way ANOVA using the post-hoc test in SPSS are displayed below.

Table 6: Principals’ Relation Oriented Leadership Behaviors by Schools

Our school principals	Sanaag Region												Bari Region															
	SCH 1		SCH 2		SCH 3		SCH 4		SCH 5		SCH 6		SCH 7		SCH 8		SCH 9		SCH10		SCH 11		SCH 12		Gran total			
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
1. Provides support & encouragement to someone in a difficult task	1.8	.56	2.6	.99	1.8	.56	2.6	.99	1.8	.56	2.6	.99	1.8	.56	2.6	.99	1.8	.56	2.6	.99	1.8	.56	2.6	.99	2.2	.77		
2. Expresses confidence that a person can perform a difficult task	1.4	.50	2.8	1.1	1.7	.63	2.9	1.00	1.4	0.5	2.8	1.1	1.4	.50	2.8	1.1	1.4	.5	2.8	1.1	1.5	.5	2.8	1.1	2.1	.80		
3. Socializes with people to build relationships	1.4	.50	1.5	.67	1.4	.58	1.5	.67	1.4	.58	1.5	.67	2.3	.49	1.5	.67	1.4	.58	1.5	.67	1.4	.58	1.5	.67	1.5	.62		
4. Recognizes contributions and accomplishments	1.9	.58	1.4	.73	1.9	.66	1.4	.73	1.5	.6	1.4	.73	1.5	.60	1.4	.73	1.6	.6	1.4	.73	1.5	.6	1.4	.73	1.4	.67		
5. Provides coaching and mentoring when appropriate	1.5	.61	1.8	.45	1.5	.73	1.8	.45	1.9	.58	1.8	.45	2.8	.61	1.8	.45	1.5	.61	1.8	.45	1.5	.61	1.8	.45	1.7	.54		
6. Consults with people on decisions affecting them.	1.3	.54	2.7	.55	1.8	.54	2.7	.94	1.8	.57	2.7	.97	1.3	.54	2.7	1	1.3	.54	2.7	1	1.3	.54	2.7	1.0	2.0	.72		
7. Allows people to determine the best way to do a task	1.3	.52	1.6	.88	1.3	.52	1.6	.88	1.3	.52	1.6	.88	1.3	.52	1.6	.88	1.3	.52	1.6	.88	1.9	.52	1.6	.88	1.5	.70		
8. Keeps people informed about actions affecting them	1.2	.44	1.5	.62	1.2	.44	1.6	.90	1.2	.44	1.5	.62	1.2	.44	1.5	.62	1.2	.44	1.5	.62	1.2	.44	1.5	.62	1.3	.53		
9. Helps resolve conflicts in a constructive way	1.4	.52	1.9	.58	1.4	.52	1.9	.58	1.4	.52	1.9	.58	1.4	.52	1.9	.58	1.4	.52	1.9	.58	1.4	.52	1.9	.58	1.6	.55		
10. Uses symbols, ceremonies, rituals, & stories to build team identity	1.6	.92	1.9	.56	1.6	.91	1.8	.56	1.6	.91	1.8	.56	1.6	.91	1.8	.57	1.6	.91	1.75	.61	1.6	.91	1.8	.56	1.7	.70		
11. Recruits competent new members for the team or school	2.2	.85	2.9	1.2	2.2	.85	2.9	1.2	2.2	.85	2.9	1.2	2.2	.85	2.9	1.2	2.2	.85	3	1.2	2.2	.85	2.9	1.2	2.5	1.0		
Average relation oriented behavior	1.5	.66	2.0	.75	1.6	.61	2	.79	1.5	.60	2.1	.65	1.7	.60	2.2	.62	1.4	.71	2	.79	1.5	.68	2.	0.8	1.8	.69		

Table 7: ANOVA for Relation oriented

Relation-oriented leadership behaviour	Sum of squares	df	Mean square	F	Sig.
Between groups	25.222	11	2.185	.145	.999
With in groups	2017.200	129	14.759		
Total	2042.421	140			

As shown in the table above; since p value becomes (0.999), there is no statistical significant difference for the practicing of relation oriented leadership behaviour of all principals of the selected secondary schools. And this is true in this study whenever the p value is greater than (0.05) there is no statistical significance difference.

Description of Change Oriented Leadership Behaviours

Change-oriented behaviours are used by effective leaders to adjust goals, plans, and procedures while promoting flexibility in response to changing circumstances.

In order to know how frequently secondary school’s principals of Puntland practice the relation oriented leadership behaviors, 13 statements were asked 140 teachers in 12 secondary schools of the of Puntland, Somalia. Table 8 will be summarized the results in these schools.

As we can see the table 8; the highest item which is most practiced by principals among change-oriented leadership behaviors is Encouragement and facilitation of collective learning (M = 4.2; SD=0.56). Enhancing group learning about efficient procedures and tactics is a significant way that leaders may influence others. Learning is a source of gradual gains in productivity and

human capital and is crucial for enhancing adaptation to external change. Monitoring the external environment to identify opportunities and risks, on the other hand, is the change-oriented leadership behaviour that is least practiced (M = 2.6; SD = 0.80). Effective leaders, on the other hand, keep an eye on the outside world to learn about events and trends that call for adjustments. Since (M=4.0; SD=0.77), the overall average of the principals’ practice of change-oriented leadership behaviour is at a moderate level in this table.

The Key of the table 8 was considered the following ranges: 1 up to 3.0 = low, 3.01 up to 4.0 = moderate, 4.01 up to 5.0 = high.

Similarities and Difference between Schools on the Application Change Oriented Leadership Behaviour

To check if there is a significant difference in change-oriented leadership behaviour among sampled schools of principals, a null hypothesis can be evaluated at a 95% confidence interval. According to the null hypothesis, principals’ change-oriented leadership practices across all schools do not differ statistically significantly. The results of a one-way ANOVA with post-hoc testing using SPSS are displayed below.

Table 8: Principals’ Change Oriented Leadership Behavior by School

Our school principals	Sanaag Region												Bari Region															
	SCH 1		SCH 2		SCH 3		SCH 4		SCH 5		SCH 6		SCH 7		SCH 8		SCH 9		SCH10		SCH 11		SCH 12		Gran total			
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
3. Monitors the external environment to detect threats and opportunities	2.2	.85	3	.76	1.8	.99	2.2	.89	3.4	.62	2.8	.69	2.1	.85	3.0	.76	1.8	.99	2.2	.83	3.4	0.6	2.8	.88	2.6	.80		
• Interprets events to explain the urgent need for change.	3.2	1.1	4.7	.25	1.9	.88	2.1	.84	2.7	1.4	2	1.1	3.3	.96	4.7	.25	1.9	1.0	2.1	.84	2.7	1.4	2	.89	2.8	.89		
• Studies competitors and outsiders to get ideas for improvements.	2.6	.77	2.4	.80	3.6	1.2	4.3	.95	3.1	1.4	1.8	.67	2.5	.77	2.4	.8	3.6	1.2	4.3	.95	3.1	1.4	1.8	.89	2.9	.98		
• Envisions exciting new possibilities for the organization.	3.1	1.4	3.5	.92	3.9	.87	3.8	.72	3.4	0.84	3.8	.73	3.1	1.4	3.5	.92	3.1	1.4	3.8	.72	3.4	0.84	3.8	.67	3.5	.96		
• Encourages people to view problems or opportunities in a different way.	3.3	1.2	3.4	1.2	3.3	1.2	3.8	.67	3.6	.75	3.3	.45	3.4	1.2	3.4	1.2	3.3	1.2	3.8	.67	3.6	0.75	3.3	1.2	3.5	.97		
• Develops innovative new strategies linked to core competencies.	3.5	.89	2.7	1.8	3.5	.89	3	1.1	2.9	1.5	3.7	1	3.5	.91	2.7	1.8	3.5	.89	3	1.1	2.9	1.5	3.7	.77	3.2	1.1		
• Encourages and facilitate innovation and entrepreneurship in the sch	2.8	1.6	3.2	1.3	2.8	1.6	3.5	.89	4.4	.46	3.8	.88	2.9	1.55	3.2	1.3	2.8	1.6	3.5	.9	4.4	.46	3.8	.53	3.4	.89		
• Encourages and facilitate collective learning in the team or organization.	4.4	.39	4.5	.33	4.4	.39	3.8	.95	4.1	.59	4.2	0.62	4.4	.39	4.5	.43	4.4	.39	3.8	.95	4.1	.59	4.2	.72	4.2	.56		
• Experiments with new approaches for achieving objectives.	4.1	.62	4.0	.68	4.1	.62	3.8	.87	3.9	.68	3.8	0.58	4.1	.62	4.0	.68	4.1	.62	3.8	.87	3.9	.68	3.8	.67	3.3	.68		
• Makes symbolic changes that are consistent with a new vision or strategy.	3.9	.77	3.8	.67	3.9	.77	3.3	1.2	3.8	.85	3.8	.56	3.9	.77	3.8	.67	3.9	.77	3.3	1.2	3.8	.85	3.8	1.1	3.4	.84		

• Encourages and facilitate efforts to implement major change.	3.7	.87	3.7	.85	3.7	.87	3.7	.77	3.8	.88	3	1.2	3.7	.87	3.7	.85	3.5	.87	3.7	.77	3.8	.88	3	.90	3.6	.88
• Announces and celebrate progress in implementing change.	3.6	.75	3.8	.88	3.7	.80	4.2	.53	3.8	.86	3.5	.89	3.9	.78	3.8	.88	3.7	.86	4.2	.53	3.8	.86	3.5	.95	3.78	.74
• Influences outsiders to support change and negotiate	4.3	.39	4.5	.33	4.4	.39	3.8	.95	4.1	.59	4.2	.53	4.3	.39	4.5	.33	4.5	.39	3.8	.95	4.1	.59	4.2	.72	4.1	.79
Average of principals' Change oriented Behavior	3.4	.90	3.5	.83	3.4	.89	3.6	.87	3.6	.87	3.3	.79	3.4	.88	4.5	.83	3.9	.74	3.5	.88	3.6	.86	3.3	.80	4.0	.77

Table 9: ANOVA for change oriented

Change-oriented leadership behaviour	Sum of squares	df	Mean square	F	Sig.
Between groups	25.222	11	2.293	.145	.999
Within groups	2017.200	129	15.759		
Total	2042.421	140			

As shown in the table above; since p value becomes (0.999), there is no statistical significant difference for the practicing of relation oriented leadership behavior of all principals of the selected secondary schools. And this is true in this study whenever the p value is greater than (0.05) there is no statistical significance difference.

Summary of the Effective Leadership Behaviours by Schools

Task-oriented leadership behaviour (TOB), relationship-oriented leadership behaviour (ROB), and change-oriented leadership behaviour (COB) are the three metacategories of effective leadership behaviour. In order to learn how principals in 12 secondary schools implement these successful leadership practices, 140 teachers were asked to complete 33 statements.

The average of each met category and the total average of all the three dimensions were summarized the table below.

The highest met category in principals practiced is change oriented leadership behavior as it has (M=4.0; SD=.84) and this is moderate level. While the least met category in which

principals practiced is relation-oriented leadership behavior as it has (M=1.8; SD=.69) which indicate a lower level of practice. And the level of effective leadership behavior that school principals practiced is (M=3.2; SD=.80) which is moderate level. From this result, it can be concluded that change-oriented leadership behavior is relatively dominant behavior that frequently used by the principals of selected secondary schools.

Description of the Outcome of Effective Leadership Behaviours by Schools

Task, relationship, and change-oriented behaviours that are suitable for the current circumstance are identified by effective leaders. The following are the results of each of those. Task-oriented behaviours help a team or organisation maintain or increase internal efficiency and coordination. Activities are planned and scheduled by effective leaders to maximise the use of people, resources, information, and equipment. They allocate responsibilities, ascertain the need for resources, and plan related operations. Relationship-oriented behaviours are employed to foster identification with the team or organisation, mutual trust and cooperation, and dedication to work goals. A wide range of relation-oriented behaviours are employed by effective leaders. They help others, treat them with respect and trust, and acknowledge their efforts and achievements. To increase self-efficacy and follower skills, they offer coaching and mentoring. Change-oriented behaviours are used by effective leaders to adjust goals, plans, and procedures while promoting flexibility in response to changing circumstances. Successful leaders keep an eye on the outside world to learn about events and trends that call for flexible adjustments. The leaders analyse outside events, draw attention to possibilities and challenges, and connect suggested changes to an appealing, unambiguous vision that aligns with the

Table 10: Summary of Principals Effective Leadership Behaviors by Region and Schools

Average Effective leadership Behaviors		Sanaag Region						Bari Region						Both region Grand Total
		SCH 1	SCH 2	SCH 3	SCH 4	SCH 5	SCH 6	SCH 7	SCH 8	SCH 9	SCH10	SCH 11	SCH 12	
Average of principals' TOB (9 items)	M	3.7	3.6	3.7	3.6	3.5	.60	3	3.6	3.6	3.5	3.7	3.6	3.7
	SD	.86	.90	.86	.94	.96	.94	.94	.96	.92	.86	.73	.89	.88
Average of principals' ROB(11 items)	M	1.5	2.0	1.6	2	1.5	2.1	1.7	2.2	1.4	2	1.5	2.3	1.8
	SD	.66	.75	.61	.79	.60	.65	.60	.62	.71	.79	.68	.79	.69
Average of principals'COB (13 items)	M	3.4	3.5	3.4	3.6	3.6	3.3	3.4	4.5	3.9	3.5	3.6	3.3	4.0
	SD	.88	.79	.75	.91	.82	.87	.88	.79	.75	.91	.83	.85	.84
Average of ELB (33 items)	M	2.9	3.0	2.9	3.0	2.9	3.80	2.4	3.4	3.0	3.0	2.9	3.1	3.2
	SD	.80	.81	.74	.88	.79	.86	.81	.80	.79	.85	.75	.84	.80

values, principles, and core capabilities of their followers. According to Table 11, the highest item in the outcome of effective leadership behavior is coordination of interrelated activities (M=4.2; SD=.58) and its high level. While the least item in the outcome is employing TRC

behaviors that are appropriate to situations (M=3.3; SD=.99). The total average of all outcomes shows a mean and standard deviation of M=3.75 and SD=.79 which indicate a moderate level of practice.

Table 11: Outcome of effective leadership behavior

Our school principal		Sanaag Region						Bari Region						Both region Total
		SCH 1	SCH 2	SCH 3	SCH 4	SCH 5	SCH 6	SCH 7	SCH 8	SCH 9	SCH10	SCH 11	SCH 12	
Improves internal efficiency, quality and productivity of school	M	2.9	3.2	2.8	3.5	4.4	3.8	2.8	3.2	2.8	3.5	4.4	3.8	3.4
	SD	.97	.85	.99	.93	.46	.53	1.6	.93	1.6	.9	.46	.53	.91
Coordinate interrelated activities by assigning tasks and determining resources	M	4.4	4.5	4.4	3.8	4.1	4.2	4.4	4.5	4.5	3.8	4.1	4.2	4.2
	SD	.39	.33	.39	.95	.59	.72	.39	.33	.39	.95	.59	.72	.58
Builds mutual trust and cooperation	M	4.1	4.0	4.1	3.8	3.9	3.8	4.1	4.3	4.1	3.8	3.9	3.8	4.0
	SD	.62	.68	.62	.87	.68	.67	.62	.68	.62	.87	.68	.67	.68
Builds and maintains a network of cooperative relationship	M	3.9	3.5	3.9	3.3	3.8	3.7	3.9	4.2	3.9	3.3	3.8	3.8	3.8
	SD	.77	.67	.77	1.2	.85	.82	.77	.42	.77	1.2	.85	1.1	.88
Modifies objectives, strategies and work processes	M	3.7	3.7	3.7	3.7	3.8	3.1	3.7	3.7	3.7	3.7	3.8	3.2	3.7
	SD	.87	.85	.87	.77	.88	.9	.87	.85	.87	.77	.88	.91	.85
Facilitate school adaptation to the external environment	M	3.7	3.8	3.6	4.2	3.8	3.5	3.7	3.8	3.7	4.2	3.8	3.5	3.9
	SD	.86	.88	.86	.53	.86	.95	.86	.89	.86	.53	.83	.95	.71
Is highly effective in employing TRC behaviors that are appropriate to situation	M	4.4	3.5	2.4	3.2	4.1	3.2	2.3	2.5	3.4	2.8	4.1	4.2	
	SD	.35	.33	.39	.95	.59	.72	.39	.32	.89	.95	.59	.72	.99
Averages	M	3.8	3.9	3.8	3.7	4.0	3.7	3.8	3.9	3.8	3.7	4.0	3.7	3.75
	SD	.69	0.7	.68	.88	0.7	.75	.78	.58	.79	0.8	.69	.79	.79

Similarities and Differences between Schools on the Outcome of Effective Leadership Behaviours
To check whether there is a statistically significant

difference in principal's practice outcomes among sampled schools, a null hypothesis was given and evaluated at a 95% confidence interval. According to the null hypothesis, the

results of principals' effective leadership practices across all schools do not differ statistically significantly. The results of a one-way ANOVA using the post-hoc test in SPSS are displayed below.

Table 12: Comparison of outcome of effective leadership behavior

Outcome of effective leadership behavior	Sum of squares	df	Mean square	f	Sig.
Between groups	11.072	11	1.007	.340	.975
With in groups	378.671	129	2.958		
Total	389.743	140			

As shown in the table 12; since p value becomes (0.975), there is no statistical significant difference for the outcome of effective leadership behavior of all principals of the selected secondary schools. And this is true in this study whenever the p value is greater than (0.05) there is no statistical significance difference.

Description of Teachers' Job Satisfaction by Schools

Teacher's job satisfaction by schools is important factor, since it affects teachers' morale, performance and absenteeism.

Typically, general scientific research techniques like questionnaires are used to determine job satisfaction. The Minnesota satisfaction questionnaire is one of the most widely used methods for gauging job satisfaction. This tool evaluates a variety of factors, such as the work

itself, compensation, opportunities for advancement, supervision, and coworkers. 20 items measuring these components were used in order to know teacher's job satisfaction of Puntland, Somalia. 140 teachers in these regions were the respondents of this questionnaire.

As shown in table 13, key of the table could be considered the following ranges: 1 up to 3.0 = low, 3.01 up to 4.0 = moderate, 4.01 up to 5.0 = high. Therefore, the highest component is Pay as it has (M=4.0; SD=.84) and this is a high level of satisfaction. On the other hand, the least component which has (M=2.4; SD=.96) is promotion of teachers, it is lower level. In other words, teachers were not satisfied the system of promotion in their schools. The average of all components of teacher's satisfaction showed (M=3.2; SD=.86) which indicates a moderate level of teacher's satisfaction in all cases.

Table 13: Teachers' job satisfaction by schools

Components of job satisfaction		Sanaag Region						Bari Region						Both region Total
		SCH 1	SCH 2	SCH 3	SCH 4	SCH 5	SCH 6	SCH 7	SCH 8	SCH 9	SCH10	SCH 11	SCH 12	
Work	M	3.2	3.1	3.2	3.0	4.8	3.0	3.0	3.0	3.1	3.2	3.4	3.1	3.3
	SD	.86	.90	.86	.94	.45	.94	.94	.96	.92	.86	.73	.89	.78
Pay	M	3.4	3.5	3.4	3.6	4.6	1.3	3.4	4.5	3.9	3.5	3.6	3.3	4.0
	SD	.88	.79	.75	.91	.42	.87	.88	.79	.75	.91	.83	.85	.84
Promote	M	1.5	2	1.6	3.2	1.5	2.9	1.7	2.2	3.4	4.1	1.5	3.3	2.4
	SD	1.1	.99	1.0	.99	1.1	.95	1.0	.93	.74	.55	1.1	.92	.96
Supervisor	M	2.9	3.0	2.9	3.0	2.9	3.8	2.4	3.4	3.0	3.0	2.9	3.1	3.2
	SD	.80	.81	.74	.88	.79	.86	.81	.80	.79	.85	.75	.84	.80
Coworkers	M	3.7	2.8	2.9	3.9	3.8	2.0	2.5	3.9	3.2	2.9	3.1	3.4	3.2
	SD	.91	.95	.93	.97	.96	.99	.80	.96	.86	.92	.88	.75	.91
Average	M	2.9	2.88	2.4	3.3	3.5	2.6	2.6	3.4	3.3	3.3	2.9	3.2	3.2
	SD	.91	.88	.86	.94	.74	.92	.87	.89	.81	.81	.86	.85	.86

Extent of Job Satisfaction

The degree to which secondary school teachers in Puntland, Somalia are content with the leadership style being employed by their school's leaders is displayed in Table 14.

Table 14: Extent of job satisfaction

Variable	N	Mean	Standard deviation
Teacher's job satisfaction	140	3.20	0.860

The mean score and standard deviation for overall job satisfaction are displayed by descriptive statistics in the table above. The results show a moderate level, as indicated by the mean and standard deviation ($M = 3.2$ and $SD = 0.86$). This indicates that the average of the several factors used to gauge their level of satisfaction was satisfactory to the secondary school teachers in the study.

Relationship between School Principal's Leadership Behaviour and Teacher's Job Satisfaction

It is believed that there is positive association between school principal's leadership behavior and teacher's job satisfaction. In this study, existence of association between principal's leadership behavior and teacher's job satisfaction was examined. This was accomplished by stating and testing the null hypothesis at a 99 percent confidence interval. According to the null hypothesis,

there was no correlation between teachers' job satisfaction and the leadership style of the principal. According to the alternative hypothesis, teachers' job happiness and the leadership style of the principal are positively correlated. A 95 percent confidence range was used for the Pearson moment correlation coefficient. It was reasonable to calculate the Pearson correlation coefficient since it aids in determining the direction and strength of an association (Wicaksono & Korom, 2023).

Table (15) shows a substantial positive correlation between effective leadership behaviours and teachers' job satisfaction ($r=0.196$; $p=0.020$). The aforementioned result indicates that change-oriented leadership behaviours have a negative and significant relationship with teachers' job satisfaction in the studied schools, despite task and relation-oriented leadership behaviours having a relatively higher positive relationship with employees' job satisfaction.

Table 15: Pearson's Product Moment Correlation Coefficient

		Task oriented LB	Relation oriented LB	Change oriented LB	Average of effective LB	Job Satisfaction
Task oriented LB	Pearson Correlation	1	1.000**	-.079	.029	-.025
	Sig. (2-tailed)		.000	.354	.376	.773
	N	140	140	140	140	140
Relation oriented LB	Pearson Correlation	1.000**	1	-.079	.029	-.025
	Sig. (2-tailed)	.000		.354	.376	.773
	N	140	140	140	140	140
Change oriented LB	Pearson Correlation	-.079	-.079	1	.231	-.228**
	Sig. (2-tailed)	.354	.354		.120	.007
	N	140	140	140	140	140
Average of effective LB	Pearson Correlation	.029	.029	.231	1	.196
	Sig. (2-tailed)	.376	.376	.120	-.196*	.020
	N	140	140	140	.020	140
Job Satisfaction	Pearson Correlation	-.025	-.025	-.228**	.196	1
	Sig. (2-tailed)	.773	.773	.007	.020	
	N	140	140	140	140	140

***. Correlation is significant at the 0.01 level (2-tailed).*

Comparison between Schools in Teachers' Job Satisfaction

Table 16: Comparison between schools in teachers' job satisfaction

ANOVA					
Job Satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	884.743	11	80.431	1.261	.251
Within Groups	8162.193	129	63.767		
Total	9046.936	140			

The ANOVA table above indicates that there is no significant difference in instructors' job satisfaction between the schools, with a p value of 0.251. Thus, it

may be inferred that the degree of job satisfaction among teachers was roughly the same.

Comparison between Regions in Teachers' Job Satisfaction

The independent t-test was used to compare the degree of job satisfaction among instructors in the two areas because there is no difference in job satisfaction between schools. The null hypothesis stated that there is no substantial variation in the job satisfaction of teachers

based on their regions, notwithstanding the possibility of regional differences. This was accomplished by stating and testing the null hypothesis at a 95 percent confidence interval. The 20 MSQ items are divided into five categories in the table below: work, compensation, promotion, supervisor, and coworker.

Table 17: Comparison between the two regions in teachers' job satisfaction

Job Satisfaction	Groups	N	Mean	SD	t	Sig.
Work	Schools in Bari region	6	52.32	10.354	1.685	.093
	Schools in Sanag region	6	49.94	10.254		
Pay	Schools in Bari region	6	3.56	1.141	1.424	.176
	Schools in Sanag region	6	3.34	1.116		
Promote	Schools in Bari region	6	7.17	1.803	1.357	.0156
	Schools in Sanag region	6	6.85	1.711		
Supervisor	Schools in Bari region	6	7.29	1.923	.928	.354
	Schools in Sanag region	6	7.04	1.903		
Coworkers	Schools in Bari region	6	4.00	1.051	1.609	.109
	Schools in Sanag region	6	3.78	.995		
Average of job satisfaction	Schools in Bari region	6	14.87	2.413	1.87	.177
	Schools in Sanag region	6	14.19	2.381		

According to table 17, there is no significant difference in work (0.093), in pay (0.176), in supervision (0.354) and in co-workers (0.109). The only component that showed a difference is in promotion (0.0156) which indicate which indicate teachers in these two regions didn't get same type of promotion. One of the reasons why these differences exist in promotion can be the strength of administration in these regions. For example, in Bari region the government has a much power to affect in teachers' promotion, while in Sanaag regions there is no strong administration and only the school leaders can make the decision of promotion.

CONCLUSION

The study found that teachers in secondary schools in northern Puntland, Somalia, rated principals' leadership practices as adequate and satisfactory, with teachers generally content in their professions. A positive and significant correlation was identified between teachers' job satisfaction and principals' relation-oriented leadership behaviors. Teachers' varied assessments of principals' leadership styles suggest a realistic perception of leadership effectiveness in these schools.

The findings also highlighted that principals predominantly employed task-oriented and change-oriented leadership behaviors, while relation-oriented behaviors were less frequently utilized. This suggests a need to enhance principals' capacity in relation-oriented leadership to improve teacher satisfaction and performance. The study emphasizes the importance of principals addressing teachers' needs and employing psychological incentives such as praise and recognition to boost morale and

satisfaction.

Lastly, the research concludes that combining different leadership practices can significantly enhance teachers' job satisfaction and, in turn, their performance. Principals should seek effective combinations of leadership behaviors to align organizational goals with teachers' aspirations, creating a more fulfilling work environment and improving overall school effectiveness.

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