Original Article

The Impact of Principals' Leadership Style(s) On Secondary School Teacher's Job Satisfaction in Qardho District, Somalia

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ABSTRACT

Despite the general agreement that principals' leadership styles significantly impact teachers' job satisfaction globally, very little is known about Somalia, especially when it comes to full-range leadership. This study aimed to investigate the impact of principals' leadership styles (transformational, transactional, and laissez-faire) on the job satisfaction of secondary school teachers in Qardho District, Somalia. The study used a descriptive research design and quantitative approach to assess how principals' styles of leadership impact job satisfaction among secondary school teachers in the district. During the first five months of the academic year 2024-2025, a structured, self-administered survey based on a 5-point Likert-scale questionnaire was distributed to 109 teachers from secondary schools in the district, from which 95 completed questionnaires were returned, giving a response rate of 87.1%. The survey consisted of three parts: demographic questions, leadership styles (transformational, transactional, and laissez-faire), and teacher job satisfaction. A modified version of Avolio and Bass's (1995) Multi-Factor Leadership Questionnaire, which measures leadership styles, was used to assess the leadership styles; and Spector's (1997) Job Satisfaction Survey was used as the instrument for measuring job satisfaction, using a five-point Likert scale. Expert reviews, as well as feedback from academic professionals at Punjabi University, ensured the content and the construct validity of the instruments. This not only allowed for the collection of new primary data on teachers' perceptions but also offered a holistic understanding of the correlations between leadership styles and job satisfaction in secondary school education in the Qardho district. The study used quantitative data, analyzed through SPSS software, applying multiple linear regression and Spearman's correlation to investigate relationships between leadership styles and job satisfaction. Results indicated that transformational leadership had a strong positive correlation with job satisfaction and transactional leadership had a moderate positive correlation with job satisfaction. In comparison, laissez-faire leadership was negatively correlated with job satisfaction, suggesting that passive leadership styles play a substantial role in undermining teacher morale. Multiple regression analysis established that the most significant predictor of teacher job satisfaction was transformational leadership ($\beta = 0.329$), followed by transactional leadership ($\beta = 0.180$), and laissez-faire leadership had a negative effect

(β = −0.517). These findings underscore the role of engaged and supportive leadership in developing a motivated and satisfied teaching workforce and recommend that principals should employ transformational leadership behaviours to raise teacher satisfaction and overall school effectiveness.

INTRODUCTION

The productiveness of any organization is dependent upon the ability of its leadership. Wangai (2015) said that principals, as school leaders, are responsible for creating a supportive work environment that enhances employee job satisfaction through the implementation of suitable leadership practices. According to (Asbari and Santoso, 2019), job satisfaction is one of the basic elements that can increase employee productivity.

Leadership is a complex and critical topic. It may even be the most-studied subject in the social sciences as a whole. According to Yukl (1989), till 1989, there were around 10,000 books and articles on leadership. Since then, countless books, studies and articles about leadership have emerged.

At its most basic level, leadership is the ability to inspire and guide people or groups to achieve their goals. For example, in an educational environment, it relates to how school administrators, primarily principals, inspire and lead teachers and support staff in creating a positive learning environment and achieving school objectives (Northouse, 2018). Perhaps among the biggest issues many businesses and institutions, including educational institutions, are now facing is a lack of strong Leadership leading the organizations. Good and effective leadership is very important for the success of an organization because it gives direction, keeps employees motivated to work, and establishes a positive work environment. Great leaders set a direction, articulate goals, and inspire people to reach them, thus increasing productivity and performance.

The success of any organization depends on the quality of its leadership. As per Stoner (1982), an effective vigorous leader is the hallmark of success between a successful and a failed organization or an enterprise. Additionally, strong leadership breeds trust, commitment, and morale among staff, leading to higher job satisfaction, lower turnover, and a stronger corporate culture. In order to achieve these goals, leaders have to use an adequate management style, maintain order, and give exact instructions.

Job conditions, work atmosphere, rewards, recognition, and personal development are all factors that affect job satisfaction. It reflects the degree of fit of the job with the individual needs of

the employees, leading to enhancement in personal well-being and effectiveness in work performance (Locke, 1976).

Teacher Job Satisfaction – Teacher Job Satisfaction is the degree to which teachers feel satisfied or gratified with their job, working conditions, working situation, colleagues, administrators, workload, pay, and so on. It is critical because it has an immediate impact on their motivation, teaching quality and dedication towards the job. High work satisfaction in teachers is related to effectiveness, lower stress, and greater intentions to remain in teaching (Evans, 1997). Principals' leadership styles, supportive systems and roles, professional development opportunities, and the job autonomy of teachers are key factors affecting the job satisfaction of teachers (Bogler, 2001).

The work environment, teacher motivation, and job satisfaction are all considerably influenced by the leadership style of school administrators. Well-functioning secondary school leaders can make a dramatic difference in staff and their wellbeing impacting student outcomes. Transformational, transactional, and laissez-faire leadership styles have been widely studied with regard to teacher job satisfaction. Research shows that transformational leadership creates a positive work environment, which in turn impacts teachers' morale and satisfaction (Bass & Avolio, 1994).

As schools become increasingly intricate environments; adaptable, supportive, and inclusive forms of leadership will be key to maintaining high levels of teacher job satisfaction. The leadership style of the administrators and the job satisfaction of teachers have a strong correlation which highlights the importance of having leadership development programs to develop administrators with transformational leadership styles, ultimately leading to a productive and enjoyable workplace for teachers (Leithwood & Jantzi, 2006).

Principal leadership significantly affects secondary school teachers' quality of work life. Research has shown that transformational leadership (an inspiring vision, personalized attention and joint decision-making) will, on the whole, promote teachers' satisfaction with work and passion. Also, research from the U.S., China, and Nigeria suggests that when principals use participative and supportive leadership styles, teachers report higher morale, motivation, and professional satisfaction. On the other hand, authoritarian leadership styles, which are often based on command and control, lead to teacher fatigue and lower job satisfaction. These trends highlight the crucial importance of effective leadership in establishing a positive school climate and enhancing teacher well-being (Leithwood & Sun, 2018; Liu & Onwuegbuzie, 2012; Majeed, Jamshed, & Musthafa, 2020).

Although effective leadership is extremely important in educational settings, there is a notable gap in the literature that specifically explores the impact of principals' leadership styles on secondary school teachers' job satisfaction in Somalia. While leadership styles have been researched across various global contexts, the unique socio-cultural context and educational landscape of Somalia suggest limited attention to examining this niche in the literature. The dearth of empirical studies highlights the need for further research on the influence of leadership styles on teachers' job satisfaction in the educational landscape in Somalia. The aim of the study is to understand the impact of different leadership styles (transformational, transactional, and laissez-faire) of school heads on teachers' job satisfaction in secondary schools. This study seeks to explore such influences so as to provide recommendations to inform better leadership practice in the secondary schools of Qardho district, Somalia, with the intention of improving the quality of education and reducing teacher turnover rates.

Objectives of the Study:

- To investigate the influence of transformational leadership style on job satisfaction among secondary school teachers in Qardho district.

- To assess the effect of transactional leadership style on job satisfaction among secondary school teachers in Qardho district.

- To investigate the influence of laissez-faire leadership style on job satisfaction among secondary school teachers in Qardho district.

Research Questions:

- How does transformational leadership style impact the job satisfaction of secondary school teachers in Qardho district, Somalia?

- How does the transactional leadership style affect the job satisfaction of secondary school teachers in Qardho district, Somalia?

- How does the laissez-faire leadership style impact the job satisfaction of secondary school teachers in Qardho district, Somalia?

LITERATURE REVIEW

Numerous studies and literature have been reported in different developed countries so far in the history of leadership and job satisfaction. To date, these studies mainly show a strong correlation between the two variables. This section examines different published works related to the subject in order to develop a theoretical background and generate working hypotheses.

Job Satisfaction

The term job satisfaction is the extent to which a given job fulfils a person's needs, wants, or expectations at work (Spector, 1997). This definition focuses on the alignment of job and personal goals. Employee job satisfaction is the emotional and cognitive components of their work experience. It indicates the extent to which job expectations match the reality of experiences within the workplace (Locke, 1976). Job satisfaction can be affected by a variety of factors including work conditions, leadership, recognition and opportunities for professional growth. In the case of education, teachers' job satisfaction is often associated with school leaders' interaction with them, the degree of support they receive from them and their sense of contribution to the classroom (Spector, 1997). High job satisfaction leads to more motivated employees, lower staff turnover and increased performance and productivity. In the educational sector, teachers' feelings of fulfilment are crucial to establishing a sound and motivated workforce (Ali et al. 2011). Specific elements like school leadership, management styles, curriculum design, and hours of teaching weigh heavily on teacher job satisfaction. Based on this finding, school administrators should take on a more active role in overcoming the challenges that teachers face in order to maintain a higher level of teacher satisfaction. The presence of support allows instructors the opportunity to provide quality teaching and the highest level of achievement in the learning environment (Demirtau, 2010).

Leadership and its Relation to Job Satisfaction

Leadership studies have been passionate about leaders and categorizing the qualities necessary for effective leadership for ages. Despite the overwhelming evidence that defining leadership is a difficult task, researchers continue to explore this field. It shows that research on leadership has no end in sight and has grown to be an essential component of social science.

Leadership is a social process which emphasizes the influence of a person or leader on the behaviours, attitudes, and performance of his/her followers (Yukl, 2013). Leadership is not just about absolute power, it's about the direction and development of a vision and strategy for collective success. Maxwell (2007) mentions that: A leader is one who knows the way, Goes the way and shows the way. This reinforces what is expected from a leader as far as leading, inspiring, and providing a clear vision for others to follow. According to Bennis, W. (2009), "Leadership is the capacity to translate vision into reality. This shows a leader's talent for influencing others through a willingness to align people towards shared objectives, thereby effecting

change. Employees who feel heard, understood and supported are more likely to be satisfied with and productive at their work.

George Elton Mayo was another prominent figure in the Human Relations Movement and emphasized the importance of people in the workplace and management, particularly in the area of leadership. His famous Hawthorne Studies, which he conducted at the Western Electric Hawthorne Works in Chicago in the 1920s and 1930s, contributed to his thinking about what constitutes a good leader. These studies concluded that workers were more productive not because there were changes to their working situations, but because their bosses paid them more attention. This resulted in the concept of the "Hawthorne Effect", which explains that workers perform better when they believe that they are valued and that their superiors care about them (Mayo, G. E., 1933).

Research shows that highly satisfied teachers possess certain vital characteristics, including a supportive workplace environment, professional autonomy, recognition, opportunities for professional development, work-life balance, and strong student-teacher relationships. For example, teachers who experience autonomy and support from colleagues, and leadership report greater job satisfaction (Skaalvik & Skaalvik, 2017). Likewise, Singh and Billingsley (1998) explained the role of positive recognition from the leadership and the community in improving teachers' sense of worthiness, while, Klassen and Chiu (2010) stressed the necessity of continuous professional development for achieving greater self-efficacy and job satisfaction. Another aspect of this is a work-life balance, Van Droogenbroeck and Spruyt (2014) found that teachers who manage their personal lives and professional roles effectively, report a higher level of satisfaction and lower levels of stress. Also, student-teacher relationships positively impact a sense of accomplishment and achievement and thus contribute to greater job satisfaction (Veldman et al. (2013).

Leadership Styles

Over time, scholars and intellectuals have expressed their passions in school administration and leadership and thus started in educational leadership. According to Abelha et al. (2018), the essentiality of leadership is it acts both as a motivation for followers and a resource mobiliser for implementing organizational goals.

Research companies have shown that organizational success, value, and performance depend heavily on the type of leadership used. Because of this, educational institutions should have effective guidance in order to achieve targeted output and provide teachers with a conducive working environment.

House (1976) stated that a leader's style influences the job satisfaction of subordinates. A Leader's style could also depend on the personal characteristics of a Leader leading to better acceptance among the followers. As a result of the leader's good reputation, followers possibly adopt a more positive perspective and thus behave better, enhancing their productivity and happiness at work (Grosso, 2008). In light of these aforementioned facts, the present study chooses to investigate the "Transformational, Transactional and Laissez-faire" leadership styles that have been described in the following sections:

Transformational leaders empower and motivate teachers, create a shared vision, and support professional growth. This kind of leadership improves job satisfaction among teachers by establishing trust and developing a sense of belonging within the school community. (Bogler, 2001). By contrast, moderate levels of job satisfaction could stem from transactional leadership, which is generally achievement-oriented and reward-based and is often connected to extrinsic rewards over intrinsic motivation (Judge & Piccolo, 2004). A laissez-faire leadership style, on the other hand, is when a leader does not involve themselves in giving direction, and this style tends

to create a lower level of satisfaction among teachers because of the lack of support Eagly et al. (2003).

The Relationship Between Leadership Styles and the Job Satisfaction of Teachers

Transformational Leadership vs Job Satisfaction

Over the past decades, plenty of studies have examined the influence of transformational leadership on employee job satisfaction.

One of the primary ways transformational leaders affect job satisfaction is by inspiring and motivating their followers. Such leaders push employees out of their comfort zones and help them surpass performance standards, creating a sense of accomplishment and purpose. This motivation further harmonizes personal and organizational goals, rendering a fulfilling employee experience that fosters job satisfaction (Bass & Riggio, 2006).

Transformational leaders inspire their employees to think critically, develop creative solutions to challenges, and innovate in their approach to work. Such stimulation feels like a personal and professional improvement, making your work even more interesting and fulfilling. Mental challenges to employees lead them to a greater loyalty on the job and therefore increase their happiness with their jobs (Podsakoff, MacKenzie, & Bommer, 1996).

According to a study by Bogler (2001), teachers working under transformational principals expressed significantly more satisfaction in all job aspects as opposed to teachers working under transactional or laissez-faire principals. In Bogler's study of secondary schools, transformational leadership was shown to be better in motivating teachers and increasing commitment due to an emphasis on a shared vision and individual empowerment. Also, the study indicated this leadership method promotes intrinsic motivation by assisting the compatibility between teachers' values and the aims of an Organisation leading to an increase in job satisfaction.

Similarly, Eyal and Roth (2011) also supported this finding by exploring the psychological impacts of transformational leadership, stating that the transformational leadership style instils a sense of confidence and respect in the organization that makes the teachers feel empowered to share their ideas without being afraid of being criticized. The development of a safe and welcoming workplace plays a key role in improving job satisfaction, as it makes teachers feel valued and important to the mission of the school. With this in mind, the following is the hypothesis between transformational leadership style and job satisfaction;

H1: There is a positive relationship between transformational leadership and workplace job satisfaction

Transactional Leadership vs Job Satisfaction

Transactional leadership, which is characterized by planned supervision, reward-based motivation and corrective management, establishes a direct correlation to job satisfaction via clearly defined expectations and outcomes. This form of leadership is based on the leader-member exchange theory, where leaders use rewards and punishment to encourage employees to reach specific performance standards, Gerstner, C. R., & Day, D. V. (1997). Bass (1985) also stated that transactional leaders are effective at motivating employees by clarifying to them what their tasks are and providing a clear link between the behaviour and rewards, which can lead to job satisfaction as the role is clear and can lead to a feeling of success. This format particularly attracts employees who appreciate stability and predictability in the workplace.

In settings where stability, routine, and predictable outcomes are the norm, transactional leadership style often results in higher job satisfaction. Luthans and Avolio (2009), stated that transactional leadership enhances job satisfaction when employees have clearly defined performance indicators and are waiting for guidance. So

transactional leadership can help teachers in secondary schools, where classroom management and following the prescribed curriculum are strictly upheld, by providing teachers with clear strategies, structured evaluations and tangible rewards. Judges and Piccolo (2004) have studied this phenomenon and argued that in settings where task orientation and discipline are important—secondary schools for instance—teachers value the clarity that transactional leadership provides because it minimizes ambiguity regarding their roles and gives them a sense of accomplishment once they meet given standards. For teachers who prefer to have consistent expectations to be met and get simple performance feedback, this clarity keeps job satisfaction high.

Other Research by Bass & Avolio (1994), and Nguni et al. (2006) stated that transactional leadership, as it is generally used, has a positive effect on job satisfaction, whereas lead-imitativeness positively affects teacher satisfaction during a laissez-faire phase. These reviewed studies show a positive correlation between transactional leadership and job satisfaction in institutions. This study predicts that there is a Positive relationship between transactional leadership and job satisfaction.

*H2: Job satisfaction at work positively improves under transactional leadership practices.*

Laissez-faire Leadership and Job Satisfaction

The laissez-faire leadership style (also known as the "hands-off" style) is a style where leaders typically make little intervention and workers have the freedom to make decisions independently. According to Eagly et al. (2003), laissez-faire leadership is characterized by "non-leadership" behaviours, where the leader avoids making decisions, procrastinates in response to urgent issues, and fails to clarify specific goals and expectations for staff. According to Hulpia et al. (2009), without defined expectations set by their leaders, teachers may find themselves feeling disengaged and undervalued, which in turn serves to decrease their motivation and satisfaction in their work. Not only does this lack of professional interaction restrict development, as teachers are deprived of constructive feedback and guidance for professional development, but can also influence long-term satisfaction and engagement with the profession. This approach is often compared and contrasted with transformational and transactional leadership, as it does not involve proactive engagement considered one of the most effective leadership practices.

Without good leadership, school environments can become inconsistent in maintaining policies and discipline, burdening teachers with addressing behaviour issues on their own. This is particularly difficult in secondary schools, where most of the behaviour issues stem from the coordination of discipline problems. As Eyal and Roth (2011) mentioned, teachers suffer when they feel they have to deal with challenging student behaviour alone—without your support as a principal—resulting in higher job stress and lower job satisfaction. According to a study by Harris (2004), the absence of support can undermine teachers' confidence in their ability to deliver new content and subsequently contribute to lower job satisfaction, because they may feel they do not have enough tools to meet the demands of the curricula. These reviewed studies show an inverse relationship between laissez-faire leadership and job satisfaction in institutions. This study predicts that there is a negative correlation between laissez-faire leadership and job satisfaction.

H3: Laissez-faire leadership is negatively correlated with job satisfaction.

Figure No 1: Theoretical Framework
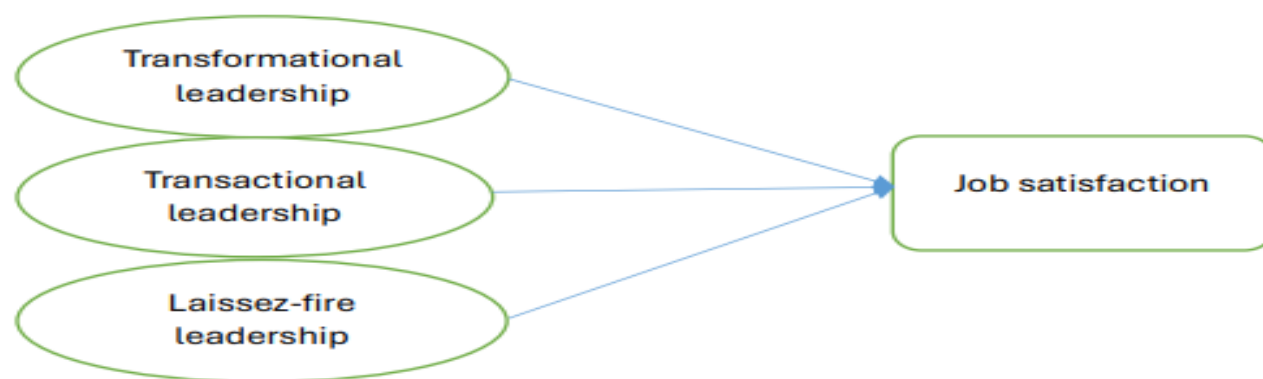
METHODOLOGY

Methodology describes the research design, the participants, the sample, the instruments, the validity, and data collection. The study was descriptive in nature and thus a descriptive research design was utilized in order to describe the characteristics of the underlying research phenomenon. The study used a quantitative approach and collected primary data to compare teachers' perceptions of their principals' leadership styles—transformational, transactional, and laissez-faire—as measured by a structured Likert-scale questionnaire and measured the impact of leadership styles on teachers' job satisfaction levels. The study employed a self-administered questionnaire divided into three distinct sections: demographic information, an evaluation of a variety of leadership styles (transformational, transactional, and laissez-faire), and an assessment of teacher job satisfaction. The questionnaire was adapted in light of the analysis of several sources. The multi-factor leadership questionnaire proposed by Avolio and Bass (1995) was used to assess the three leadership styles with modifications made to adapt to the specific context of the research. These included 31 items measured on a five-point Likert-style scale from 1 (strongly agree) to 5 (strongly disagree). Job satisfaction was measured using the Job Satisfaction Survey (JSS) established by Spector (1997), with modifications to mirror the context of this study containing 29 statements also with the using of a 5-point Likert scale, from 1 (strongly agree) to 5 (strongly disagree), as well.

To validate the research instruments, it was required to take the advice of academic professionals from Punjabi University, Patiala. Therefore, it was also important to assess the instruments' construct validity and content validity. They reviewed the draft instruments, and subsequently their recommendations were incorporated in the process of developing the final instruments that were applied in the research. This study was conducted in the secondary schools of Qardho district. The number of teaching staff for all secondary schools in the district during the first five months of the academic year 2024-2025 was 109. All the teachers from the secondary schools in the district were included in the study sample since the population is relatively small. This approach was used here in order to achieve a complete, representative, and accurate dataset. By using the whole population, the study attempts to represent the range of teacher's perspectives and, thus, improve the validity and reliability of the findings. The questionnaire was pre-tested by sending it to six teachers of two of the secondary schools in Qardho district. Their inputs were collected to check the clarity, relevance, and format of the questions. Adjustments were made to improve the effectiveness of the questionnaire and capture the necessary information for research about the impact of principals' leadership styles on teacher job satisfaction based on their responses. A total of 109

questionnaires were distributed to all the teachers, of which 95 answered responses received, giving a response rate of 87.1%.

FINDINGS AND DISCUSSION

The SPSS software will be used to analyze the data, due to the quantitative nature of the data. The demographic data will first be analyzed using frequency distribution and Cronbach's Alpha for reliability. The hypotheses will be assessed using regression analysis, specifically multiple linear regression (MLR). The first study outlines the frequency distribution of the demographic data, followed by reliability analysis, descriptive statistics, correlation analysis, and regression analysis in sequence. The frequency distribution's results and their interpretation are presented below:

Table 1: Demographic Characteristics of the Respondents

Variable		Frequency	Percent (%)
Gender of the respondent	Male	88	92.6
	Female	7	7.4
	Total	95	100.0
Age of the respondents	21-30 years	43	45.3
	31-40 years	39	41.1
	41-50 years	10	10.5
	51-60 years	1	1.1
	60 and above years	2	2.1
	Total	95	100.0
Marital status of the respondent	Single	56	58.9
	Married	39	41.1
	Total	95	100.0
Educational qualification of the respondent	Secondary certificate	1	1.1
	Diploma	19	20.0
	Bachelor's degree	66	69.5
	Master's degree	9	9.5
	Total	95	100.0
Teaching experience of the respondent	1-5 years	29	30.5
	6-10 years	49	51.6
	11-20 years	15	15.8
	21 and above years	2	2.1
	Total	95	100.0

Table 1 illustrates that the demographic data of respondents from secondary schools in the Qardho district shows a dominant male representation, with 92.6% of the respondents being male while only 7.4% are female. The age distribution shows a predominant concentration in the age range group of 21–30 years (45.3%) and 31–40 years (41.1%), and the older age groups (41-50 years and up to ages above) make up a smaller part of the sample. In terms of marital status, most of the respondents are single (58.9%), and the rest (41.1%) are married.

In terms of the educational level of respondents, most of them have a Bachelor's degree (69.5%), followed by those who have a Diploma (20%) and those who have a Master's degree (9.5%). The data

also shows that the most reported teaching experience from the respondents is between 6-10 years (51.6%) and next are 1-5 years (30.5%), which reflects that the majority of the teachers within the district are moderately experienced teachers in the field. There are few respondents with more than 20 years of experience, a sign of a younger teaching workforce.

Table 1: Reliability Statistics

Scale	Cronbach's Alpha	N of Items
Transformational Leadership	.989	15
Transactional Leadership	.975	10
Laissez-faire Leadership	.950	6
Job Satisfaction	.989	29

A Cronbach's Alpha was established to evaluate the reliability of the scale measuring the principal's leadership styles (Transformational, Transactional, and Laissez-faire) and job satisfaction. The results showed that all the constructs have high reliability (>. 70). Suggesting an outstanding internal consistency of the 60 items used in generating the scale. This high value indicates that the items are highly correlated with each other and accurately measure the concepts they were intending to measure. Cronbach's Alpha values greater than or equal to .9 are classified as excellent, further verifying the significance of this scale for application in this research and reinforcing the accuracy of measuring leadership styles and job satisfaction among secondary school teachers.

Table 3: Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Job satisfaction	1.00	5.00	2.5887	1.38952
Transformational Leadership	1.00	5.00	2.6288	1.41183
Transactional Leadership	1.00	5.00	2.9384	1.28286
Laissez-faire Leadership	1.00	5.00	3.3860	1.33428
Valid N (listwise)	**95**			

As presented in Table 3, the descriptive statistics show the distribution of responses for job satisfaction and the three leadership styles. Teachers rated their level of job satisfaction (Mean= 2.59), revealing, on average, a tendency toward a satisfactory increase (not the best) of job satisfaction. The teachers' perception of their principal's transformational leadership was perceived as somewhat positive (Mean = 2.63), but not overwhelmingly (Table 2). On the other hand, transactional leadership style was seen as slightly positive (mean = 2.94), but less positive compared to transformational leadership. Teachers' opinions on the laissez-faire leadership style were more neutral (mean = 3.39), which suggests that participants neither agreed nor disagreed with the statements about this style. The standard deviations across each of the variables (between 1.28 and 1.41) show low variability within the responses provided by the teachers, allotting that certain teachers have a higher perspective of satisfaction or leadership style, but that others have a more adverse view.

Table 4: Spearman's Rho Correlation Coefficients between Leadership Styles and Job Satisfaction

	Transformational Leadership	Transactional Leadership	Laissez-faire Leadership	Job satisfaction
Transformational Leadership	1.000	.212*	-.412**	.574**
Transactional Leadership	.212*	1.000	-.385**	.416**
Laissez-faire Leadership	-.412**	-.385**	1.000	-.679**
Job Satisfaction	.574**	.416**	-.679**	1.000

Note: Correlation is significant at the 0.05 level (1-tailed).

The table above is a Spearman's rho Correlation coefficient for the relationships among transformational, transactional, and laissez-faire leadership styles in relation to job satisfaction among secondary school teachers in Qardho district:

Impact of Transformational Leadership on Job Satisfaction: The results show a strong positive relationship between transformational leadership and job satisfaction (r = 0.574, p < 0.01). This means that transformational leadership behaviours of certain principals address the needs of their teachers in inspiring, motivating, and empowering ways in Qardho district secondary schools and, as a result, they are more likely to have higher teachers' job satisfaction.

Impact of Transactional Leadership on Job Satisfaction: There is a positive and moderate, significant correlation between transactional leadership and job satisfaction (r = 0.416, p < 0.01), meaning that principals who adopt clear rules, rewards, and punishments, would also have a positive impact on their teachers' job satisfaction, although the effect is weaker than transformational leadership's impact.

Effect of Laissez-Faire Leadership on Job Satisfaction: The correlation between laissez-faire leadership and job satisfaction is strongly negative (r = -0.679, p < 0.01). This suggests that principals who apply laissez-faire leadership, a passive or non-interventionist approach, can significantly reduce teachers' level of job satisfaction. In secondary schools where laissez-faire leadership dominates, teachers complain of much lower job satisfaction levels. It clearly indicates that Laissez-faire leadership impairs teacher morale and satisfaction in secondary schools in Qardho district.

In short, this study highlights the importance of leadership style on the teachers' job satisfaction in secondary schools in Qardho district. Transformational leadership is associated with strong positive effects while transactional leadership has moderate positive effects on them, and laissez-faire leadership has a significant negative impact on the job satisfaction of secondary school teachers. However, these results are consistent with the study's goals, indicating that principals who are active supporters of their teachers—those who do not take a passive or hands-off approach—are far more likely to foster a positive and satisfying work environment.

Table 5: Results of Multiple Regression Analysis Examining the Impact of Leadership Styles on Teacher Job Satisfaction.

Predictor	B (Unstandardized)	Std. Error	Beta (standardized)	t-value	Sig.	Tolerance	VIF	Condition index
Constant	2.984	0.466		6.400	0.000			
Transformational Leadership	0.324	0.067	0.329	4.840	0.000	0.779	1.283	1.000
Transactional Leadership	0.195	0.072	0.180	2.733	0.008	0.826	1.210	3.586
Laissez-faire Leadership	-0.538	0.075	-0.517	-7.132	0.000	0.687	1.456	12.628

The multiple regression was conducted to explore the influence of leadership styles (Transformational, Transactional, and Laissez-faire) on teacher job satisfaction. The findings revealed transformational leadership ($\beta = 0.329$, $p < 0.01$), transactional leadership ($\beta = 0.180$, $p = 0.008$), and laissez-faire leadership ($\beta = -0.517$, $p < 0.01$) as statistically significant predictors of job satisfaction. In particular, the standardized Beta coefficients revealed that transformational leadership had the highest positive prediction on job satisfaction, followed by transactional leadership; however, laissez-faire leadership had a significant negative prediction on job satisfaction. None of the variance inflation factors (VIF) were greater than 2.0 and all tolerance values were greater than 0.1, suggesting that the predictors were not highly collinear.

DISCUSSION

Relationship to Previous Research

These study's results are consistent with previous studies on the relationship between leadership style and job satisfaction. Like the study of Bass and Riggio (2006), Bogler (2001), and Leithwood and Jantzi (2006), the findings affirm that transformational leadership has the most positive effect on teachers' job satisfaction. The role of transformational leadership found a highly significant positive association ($r = 0.574$, $p < 0.01$) and predictive influence ($\beta = 0.329$) with job satisfaction indicating that school leaders assisted teachers by inspiring and motivating them while offering specific support to create a more engaged and satisfied teaching workforce. This finding echoes earlier findings (e.g., Eyal & Roth, 2011) that transformational leadership improved teacher morale and satisfaction in the workplace.

Likewise, transactional leadership had a moderate positive correlation ($r = 0.416$, $p < 0.01$) and significantly ($\beta = 0.180$) predicted job satisfaction; this is consistent with Judge and Piccolo's (2004) and Luthans and Avolio's (2009) claims that structured, rewards-based leadership will increase job satisfaction to a large degree. Nevertheless, the study also supports the findings of Nguni et al. (2006) and Bass & Avolio (1994), which emphasize the fact that transactional leadership is highly effective in providing clarity and structure, but it lacks in fostering intrinsic motivation compared to transformational leadership.

In contrast, laissez-faire leadership was significantly negatively correlated with job satisfaction ($r = -0.679$, $p < 0.01$) and was a significant negative predictor ($\beta = -0.517$). These findings are consistent with the conclusions of Eagly et al. (2003) and Hulpia et al. (2009), highlighting that passive leadership, based on insufficient guidance and commitment, correlates with dissatisfaction and a decrease in teacher morale. Previous research, for instance, Harris (2004) identified an absent leadership approach, predominately through laissez-faire leadership, as one of the lead contributors to teacher stress and disengagement generating a finding that better explains the detrimental impact of this calling style on job satisfaction.

Limitations of the Study

Despite its valuable contributions, this study has limitations. Firstly, the study employed a structured questionnaire which, although beneficial for generating quantitative data, may have limited participants in articulating richer insights about their experiences. Further research may integrate qualitative methods such as interviews or focus groups to provide a deeper understanding of teachers' views. Secondly, the investigation was only carried out within a single district, Qardho, limiting the generalizability of findings to other parts of Somalia and abroad. Future research might consider increasing the sample size and geographical scope in order to increase the external validity.

Another limitation was the cross-sectional design of the study, limiting causal inference. Longitudinal studies might give more insights into changes in leadership style over time and their effect on job satisfaction. Also, while the study focuses on leadership styles, other organizational and external factors, such as school infrastructure, government policies, and socioeconomic conditions, can also impact teachers' job satisfaction. These variables may be incorporated in future studies for comprehensive analysis.

Theoretical Implications

By confirming the idea of transformational leadership theory in the context of Somali secondary schools, this study contributes to leadership and educational management theories. The outcome strengthens the notion that leadership is more than just managerial administration; rather, it is about motivating and supporting teachers to attain higher satisfaction and greater performance. The findings further bolster leader-member exchange (LMX), which maintains that leaders who develop positive, individualized relationships with their subordinates promote greater job satisfaction.

In addition, this research contributes to the emerging literature contrasting transformational and transactional leadership in the education field. It emphasises that although both styles relate positively to job satisfaction, transformational leadership has a greater effect, corroborating findings from studies undertaken in the Western, Asian and African contexts. However, the consistency of this pattern with geographical regions implies that transformational leadership could be a universally successful leadership style adopted in educational institutions.

Practical Applications

These findings have important implications for school administrators, policymakers, and educators working in Qardho and similar out-of-school educational environments. Because of the highly positive effect of transformational leadership on job satisfaction, principals should participate in professional development programs that provide principals with transformational leadership skills. Training involving motivation, personalized coaching, and developing a common vision enhances leadership capabilities.

Policymakers should bridge this gap between politics and education by embedding leadership development programs into educational reform efforts. Fluctuating between leadership paradigms encourages school leaders to think in their paradigm that may exploit maverick teacher satisfaction and hence even lead to potential student achievement. Schools should also not tolerate laissez-faire leadership, and hold the principal accountable for engagement and decision-making.

For teachers, these findings underscore the need to advocate for supportive leadership. Teacher unions and school committees can collaborate with administrators to ensure that school leadership structures respond to teacher needs. In addition, formal mentorship programs for transformative leaders who can help guide new or struggling principals may increase effectiveness throughout the school system.

CONCLUSION AND RECOMMENDATIONS

Recommendations

The following recommendations were made based on the findings and the objectives of the study.

- Principals need to adopt a transformational leadership style so as to promote teachers' growth and enhance job satisfaction among teachers.

- School principals should not take a hands-off leadership style (also called the laissez-faire style) with teachers. Teachers in unsupportive environments with uninvolved or neglectful principals, for example, tend to report lower levels of job satisfaction. It is time for principals to lead and provide guidance, support, and clear direction towards improving teacher's morale/ job satisfaction.

- Principals need to have open and clear communication with teachers. Regular and transparent communication can help ease teacher concerns and provide feedback and a supportive environment. This type of communication builds trust and relationships between teachers and school leaders which positively transfers into job satisfaction.

- Principals need to encourage teachers to attend workshops, meetups, and training programs. This not only enhances teaching ability but also increases teachers' confidence and job satisfaction as they feel nurtured and engaged in their profession.

Conclusion

The present study has underscored that principals' leadership styles greatly affect the job satisfaction of teachers at secondary schools in Qardho district, Somalia. It highlights the importance of transformational leadership in facilitating greater teacher job satisfaction, providing further evidence that principals who inspire and motivate their teachers have a greater chance of creating a positive work environment. On the other hand, laissez-faire leadership, marked by passivity and lack of engagement, was shown to have a strongly negative impact on job satisfaction among teachers.

The positive correlation between transformational leadership and job satisfaction ($r = 0.574$) and the negative correlation between laissez-faire leadership and job satisfaction ($r = -0.679$) emphasizes the relevance of active and supportive leadership in nurturing a motivated and satisfied teaching force. The multiple regression analysis illustrated above gave more strength to these Inferences: transformational leadership ($\beta = 0.329$) has the highest impact as a predictor of teacher job satisfaction, followed by transactional leadership ($\beta = 0.180$), but laissez-faire leadership ($\beta = -0.517$) acts as a disbenefit of teacher morale.

These findings highlight the importance for principals to adopt a transformational leadership style that is proactive, supportive, and engaging. For educational leaders in Qardho district, it is recommended to give the highest priority to leadership development programs emphasizing transformational leadership practices and also consider the negative effect of laissez-faire leadership. By developing a supportive and motivating leadership approach, principals are better able to raise teacher job satisfaction, which may in turn lead to more effective teaching and school-wide successes.

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