THE INFLUENCE OF SCHOOL CULTURE ON TEACHERS' JOB SATISFACTION AT SOME SELECTED SECONDARY SCHOOLS IN MOGADISHU, SOMALIA

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ABSTRACT

In today's economic world, human resources are the most valuable resource that organizations have. As a result, in order to improve teacher satisfaction, it is necessary to conduct research on what factors can affect teacher job satisfaction. The purpose of this study is to analyze the influence of teamwork, reward, and training and development on teacher job satisfaction. A quantitative approach was used in this study. The convenient sampling technique was employed in the study to collect 120 teachers from secondary schools in Mogadishu, Somalia. A questionnaire technique was used to collect data. Using the SPSS version 26 application, the researcher conducted a technical analysis of the data employing multiple linear regression. According to the findings of the study, teamwork, reward, and training and development all have an 85.9 percent positive effect on teacher job satisfaction. The conclusion is that the three variables play a role in increasing teacher job satisfaction.

KEY WORDS: *School culture and teachers' job satisfaction*

INTRODUCTION

Organizational theorists asserted that organizational culture exists. They acknowledged that organizations, like people, have personalities. Organizations, for example, can be flexible or rigid, friendly or unfriendly, innovative or conservative. Organization theorists have documented the importance of culture in the lives of organization members.

An organization's culture is defined as all of the beliefs, feelings, behaviors, and symbols that are unique to that organization. In other words, the collective effect of a company's employees' shared philosophies, ideologies, beliefs, feelings, behaviors, assumptions, expectations, attitudes, norms, and values is defined as organizational culture. These norms govern how employees perform and serve customers, how they collaborate with one another, whether they are motivated to meet goals, and whether they are sincerely committed to the overall mission of the company. What methods do employees use to complete their tasks? Independently or collaboratively? Are they inspired, committed, and engaged, not irritated, overworked, and underappreciated.**?(30)**

When we talk about organizational culture, we're referring to the employee experience, or the internal perspective. What are the employees' thoughts? How does it feel to work here? How can leaders keep their employees engaged, loyal, and devoted? The employee experience, or organizational culture is a consistent setting for every organization's daily operations, and it refers to the characteristics that unite and integrate employees of an organization and distinguish them from employees of other institutions. According to (Serinkan & Kiziloglu, 2021), human resources are the most valuable resources that organizations have in today's business world. Nonetheless, it makes no

difference if the organization develops a high-quality product/service or if there is an underlying attitude of unpleasantness, resentment, or boredom, the organization's long-term outlook will be poor. Everything else happens through the filter of organizational culture. (31)

Satisfaction is one of the factors that contribute to the overall efficiency of work performed, and it is defined as the relationship between what individuals actually get from work (in terms of salary, status, appreciation, and so on) and their projected results. This construct can be defined as events that cause a subjective feeling of relief or pleasure, which can be expressed or described by the person experiencing it but cannot be seen from the outside by another person.

However, Job satisfaction is multidimensional, whether it is about job satisfaction alone or about wages, workplace safety, promotion opportunities, recognition and appreciation, decision-making power and influence, and, of course, a sense of productivity and useful, well-done work (Bota, 2013). To varying degrees, each of these dimensions may play a role in shaping their sense of job satisfaction. In addition, according to Bota (2013), job satisfaction is determined by a number of factors, some of which are of individual order: age, education, skills, work experience, other organizational arrangements such as organizational climate, working conditions, policy and organizational management, and last but not the least, personality factors.

As stated by (Fujimoto et al., 1981), a number of factors influence job satisfaction, including the nature of the work, salary, advancement possibilities, management, workgroups, and working circumstances. Furthermore, consistent with (Lopes & Oliveira, 2020), data from the Teaching and Learning

International Survey (TALIS) 2013 was also used to conduct a study on job satisfaction characteristics in a Portuguese sample of lower secondary school teachers (2010). According to this study, the most significant predictors of job satisfaction, are factors connected to interpersonal connections.

Likewise, the study (Tien, 2018), investigates the determinants of teachers' job satisfaction in Lam Dong Province, Vietnam, and examines the feasibility of applying Herzberg's Two-Factor Theory in the Vietnamese educational setting using a mixed research approach that includes a survey questionnaire, in-depth interviews, group discussions, and observations. The findings supported the application of Herzberg's theory in the educational setting of Vietnam, with the exception of recognition. The findings revealed that the factors satisfying a teaching career were overwhelmingly phenomena intrinsic to teaching tasks. These include career accomplishment, work itself, advancement, responsibility, job security, and parental support for students. On the other hand, dissatisfiers were those that were extrinsic to the teaching core and beyond the ability of teachers, such as promotion, pay, supervision, student behavior, job pressure, teacher status, teacher training, working conditions, recognition, school policies, coworker relationships, school reputation, and career support from the school.

Furthermore, (Nyamubi, 2017) carried out a study in Tanzania to investigate teacher job satisfaction. The study focused on a single research question: what factors influence secondary school teachers' job satisfaction? Teachers were satisfied by both monetary and non-monetary incentives, such as community support, according to the findings. Teachers' satisfaction in the classroom was also influenced by their friendship and cooperation with coworkers and students, as well as their respect for community members. The success of their students both in and out of school was also important to their satisfaction because it demonstrated the teachers' sense of duty and responsibility.

Moreover, formulating research aim and objectives in an appropriate manner is one of the most important aspects of the study. This is because research aim and objectives determine the scope, depth and the overall direction of the research.

General Objective
To explore the influence of school culture on teachers' job satisfaction

SPECIFIC OBJECTIVES OF THE STUDY
1. To determine the influence of teamwork on teachers' job satisfaction at some selected secondary schools in Mogadishu, Somalia.
2. To identify the influence of reward on teachers' job satisfaction at some selected secondary schools in Mogadishu, Somalia.
3. To investigate the influence of training and development on teachers' job satisfaction at some selected secondary schools in Mogadishu, Somalia

LITERATURE REVIEW
The paper considered several recent studies that show a clear link between healthy and sound school cultures and greater student achievement and motivation, as well as teacher satisfaction.

(Febriantina et al., 2020) surveyed 142 teachers to investigate the impact of school culture and teacher stress on teacher satisfaction at vocational high schools in Greater Jakarta, Indonesia. The effects of variables on the data were determined using path analysis, which was then processed using SPSS 24. The findings indicate that a teacher's job satisfaction is directly influenced by classroom pressure, with a dominant influence. Physical condition is the most important factor in developing a teacher's job satisfaction skills for school policy-making as well as individual teaching. Similarly, school culture and teacher stress have a 52.3 percent and a 47.7 percent impact on teachers' satisfaction skills, respectively. In accordance with the data in this article, school culture has a greater impact on teacher satisfaction than stress. It's also been discovered that instructors' satisfaction skills are influenced by the physical condition of the classroom, which might be a part of the school culture.

(Polatcan & Cansoy, 2019), investigated the factors that influence teachers' job satisfaction. From a total of 206 studies, 27 were chosen for review based on a variety of criteria. Relevant studies from the WOS, ERIC, SCOPUS, and ULAKBM databases were retrieved and synthesized using systematic review methods. In the analyses, the themes were administrators' behaviors, individual variables, and organizational variables. In conformity to the study's findings, a strong school culture that fosters support, trust, justice, and communication is a critical factor in ensuring teachers' job satisfaction. Besides, teachers' professional competence beliefs and psychological well-being were discovered to be important factors for job satisfaction. After analyzing 206 studies, Polatcan & Cansoy, 2019 came to the conclusion that school culture, which includes elements like support, trust, fairness, and communication, is a vital factor in assuring teachers' job happiness.

Additionally, The (Muhammad Arifin, 2015) study sought to discover and analyze the impact of competence, motivation, and organizational competence on high school teacher job satisfaction and performance in Jayapura, Papua, Indonesia. Competence and organizational culture, according to the findings, have a positive (though insignificant) impact on teacher job satisfaction. Job motivation has a significant and positive effect on teacher job satisfaction but no effect on teacher performance. Competence and job satisfaction both have a positive and significant impact on teacher performance, whereas organizational culture has a positive but minor impact on job satisfaction.

Besides, (Hosseinkhanzadeh et al., 2013) conducted a study in Tehran with the purpose of investigating the relationship between organizational culture and job satisfaction among middle school teachers. A total of 123 people were chosen through cluster sampling. The research tools were the Darabi Organizational Culture Questionnaire (2008) and the

Smith, Kandle, and Heulin Job Descriptive Index (1969). Data analysis revealed a significant relationship between organizational culture and job satisfaction.

The goal of the (Sami et al., 2011) study was to investigate the impact of organizational culture on teachers' job satisfaction in public and private higher education institutes and universities in Lahore, Pakistan's second largest city and a higher education hub. A standardized questionnaire was used to obtain data from a sample of 347 teachers. The construct validity was tested using Principal Component Analysis. To investigate the impact of organizational culture on teacher job satisfaction, regression analysis was used. Organizational culture is divided into two components, according to empirical findings: organizational culture related to managers and leaders (OCM) and organizational culture related to employees (OCE). The impact of both types of culture on job satisfaction is favorable and significant in this study.

Also, Questions about organizational culture, levels of job satisfaction, and variables influencing them were investigated in higher education institutions in Bishkek, Kyrgyzstan, as part of a study done by (Serinkan & Kiziloglu, 2021). The characteristics that influence organizational culture and job satisfaction in higher education institutions in the service sector were examined in this study. In order to explain the elements impacting university employees' organizational culture and job satisfaction, as well as to characterize the link that exists, if any, between organizational culture and job satisfaction, a questionnaire was administered. The findings showed a 47.2 percent significant linear and positive association between organizational culture and job satisfaction, which amounted to a medium strength correlation.

The purpose of the (Widhy et al., 2021) study is to investigate the impact of organizational culture and compensation on teacher job satisfaction in SD, SMP Pembangunan Jaya. The method used in this study is multiple linear regression with a quantitative approach to determine how much influence organizational culture and compensation have on job satisfaction of elementary school teachers at SMP Pembangunan Jaya. The study's findings pointed out that organizational culture and compensation have a positive influence on teacher job satisfaction in SD, SMP Pembangunan Jaya.

The goal of this study at Wachemo University was to identify the factors that influence teachers' job satisfaction. The findings indicated that the major work-related factors influencing teachers' job satisfaction were salary, stressful job, overtime work without pay, relationship with top management, opportunities for advancement, chance for promotion, and availability of teaching learning materials, as well as campus rules and regulations (Melaku & Hundii, 2020).

Furthermore,(Abdulahi, 2020) used a descriptive correlation design with a mixed data technique to conduct a study in four public secondary schools in Harari regional state, Ethiopia, on the effect of school culture factors on teachers' job satisfaction. Using questionnaires and interview guides, teachers and educational leaders were asked questions to learn more about the impact of school culture on teacher job satisfaction. The study discovered that teachers were dissatisfied with their jobs and teacher job satisfaction was linked to school culture, specifically professional development and collaborative leadership practices. This finding emphasized how obvious it is that the learning culture within a school helps improve employee satisfaction.

SUMMERY

The aforementioned studies focused on the relationship between school culture and teacher job satisfaction using school culture surveys without taking into account specific school culture factors or only taking into account some of the factors. In addition to this gap, the findings' relevance may be limited to the specific context, and school culture in other countries may differ. Therefore, the purpose of this study was to look into the influence of school culture on teacher job satisfaction with a focus on specific school culture factors such as teamwork, reward, and training and development. On the other hand, employee job satisfaction and related issues have become hot topics in every workplace around the world, particularly in Somalia's education system.

METHODOLOGY

The purpose of this survey study was to investigate the influence of school culture on teachers' job satisfaction in some secondary schools in Mogadishu, Somalia. To answer the research objectives, the study used multiple linear regression analysis.

The researchers collected 120 teachers from secondary schools in Mogadishu, Somalia, using convenient sampling. These respondents were given a questionnaire that contained three main constructs that measured teamwork, training and development, reward, and teachers' job satisfaction.

RESULTS AND DISCUSSION

Many assumptions about the model are made in regression analysis, including multicollinearity, nonconsistant variance (non-homogeneity), linearity, and autocorrelation . If one or more assumptions are violated, the model is no longer reliable and cannot be used to estimate population parameters.

    a. Test Multicollinearity

The regression model must be correlated with the independent variables in order to determine multicollinearity. Variables should not be connected in isolation in a well-designed regression model. The independent variables are not orthogonal if they are related to one another. The term "variable orthogonal" refers to an independent variable with a correlation coefficient of zero with respect to other independent variables (Daoud, 2018). if the VIF value is less than 10.00 and the tolerance value is not less than or greater than 0.1. This means that multicollinearity does not exist ((Daoud, 2018). Test results multicollinearity can be seen in the following table.

Table 1: Correlation Coefficient between Independent Variables

Coefficients^a

Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
1	(Constant)	.284	.172		1.650	.102	-.057	.626					
	Teamwork	.164	.069	.195	2.389	.019	.028	.301	.597	.217	.146	.558	1.794
	Reward	.427	.076	.478	5.650	.000	.277	.576	.712	.465	.345	.521	1.919
	Training_development	.209	.092	.186	2.284	.024	.028	.391	.592	.207	.139	.561	1.784

a. Dependent Variable: Job_satisfaction

b. Table 1: shows that the teamwork VIF value is 1.794 < 10.00 and the tolerance value is 0.558 > 0.25, the rewards VIF value is 1.919 <10.00 and the tolerance value is 0.521 > 0.25, and the training and development VIF value is 1.784 <10.00 and the tolerance value is 0.561 > 0.25, then multicollinearity does not occur.

c. Auto Correlation Test
The Model Summary box should be checked to verify the next assumption. The Durbin-Watson statistic is used here to test the assumption that residuals are independent (or uncorrelated). This statistic has a range of 0 to 4. Values less than one and greater than three are cause for concern and may invalidate your analysis if this assumption is not met (Luis & Moncayo, n.d.).

Table 2: Calculated Value of Durbin Watson

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	.753^a	.567	.556	.41498	.567	50.701	3	116	.000^a	1.611

a. Predictors: (Constant), Training_development, Teamwork, Reward

b. Dependent Variable: Job_satisfaction

Table 3 shows that Durbin Watson's arithmetic value is 1.611 greater than > 0 and less than 4, indicating that this assumption was met.

b. Normality test
There are several pieces of information that the researcher can use to test this assumption: The histogram and P-P plots provide this researcher with information about normalcy.
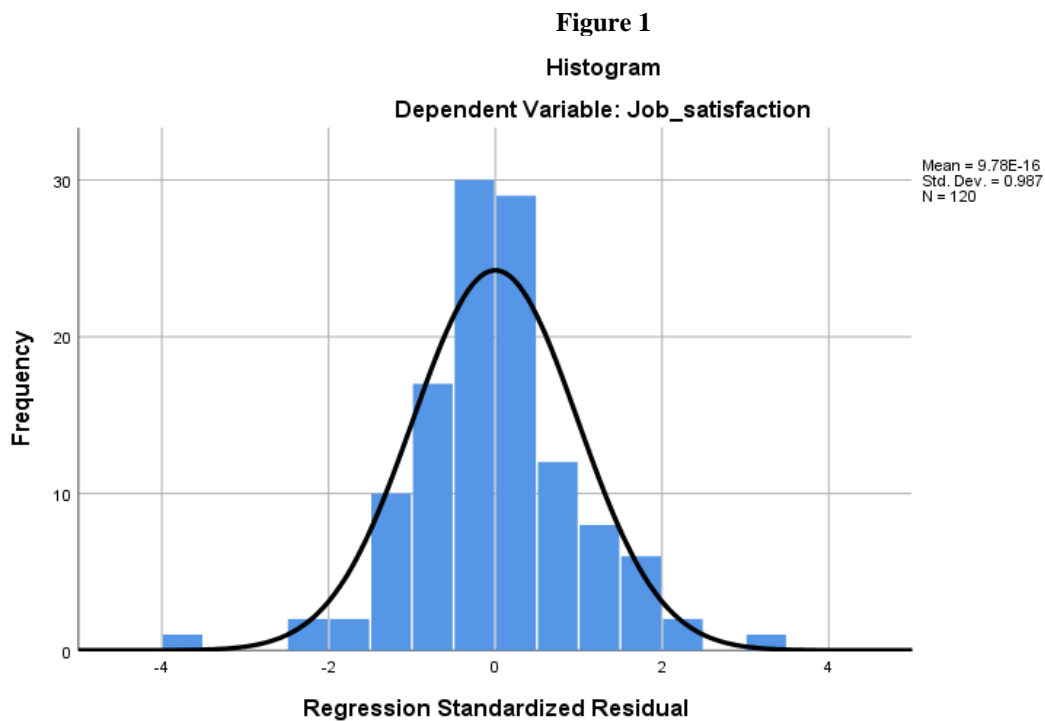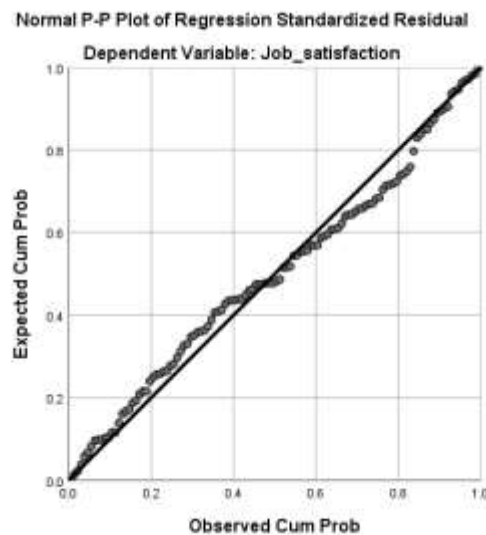
Figure 1

Histogram

Dependent Variable: Job_satisfaction

Mean = 9.78E-16
Std. Dev. = 0.987
N = 120

Figure 2

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Job_satisfaction

When the histogram graph is compared to the standard plot graph, it is clear that the histogram graph has a close to normal distribution pattern. While the standard plot graph shows the dots spread out around the diagonal line in the direction of the diagonal line, the standard plot graph shows the dots spread out in the other direction. These two graphs demonstrate that the regression model is possible since it adheres to the normality assumption.

Regression Analysis Results

Regression analysis is used in a linear equation to predict a dependent variable (Y) based on a variable (X). The research findings were discussed, among other things, using an analysis of multiple linear regression based on data from 120 respondents.

Based on the output results, a regression analysis of Teamwork, reward and Training and development variables on teachers' job satisfaction variables was performed, and the following coefficient predictors and constants were determined:

a = 2.84
b1 = 0.164
b2 = 0.427
b3=0.209

Then the regression equation is: $Y = a + b1X1 + b2X2$ $Y = 2.84+ 0.164X1 + 0.427X2 + 0.209 X3$

Information:
A = Constant
b1 = Coefficient
b2 = Coefficient
 X1 = Teamwork Variable
X2 = Reward Variable
X3 = Training and development
Y = Teachers' Job satisfaction

1. The constant value (a) is 2.84If there is no teamwork (X1), reward (X2) and training and development (X3) value, then the teacher's job satisfaction value is (Y) 2.84.
2. The value of the teamwork coefficient (X1) of 0.164 indicates if the teamwork variable changes by one unit with the assumption that the reward variable (X2) and training and development variable (X3) is fixed, it results in a change in teachers' job satisfaction of 0.164 units.
3. The value of reward (X2) of 0.427 indicates that if the reward variable changes by one unit with the assumption that the teamwork coefficient variable (X1) and training and development coefficient variable (X3) is constant, it changes teacher job satisfaction by 0.427 units.
4. The value of Training and development (X3) of 0.209 indicates that if the training and development variable changes by one unit with the assumption that the teamwork coefficient variable (X1) and reward coefficient variable (X2) is constant, it changes teacher job satisfaction by 0.209 units.

Hypothesis Test

This study investigated the influence of school culture on teachers' job satisfaction at secondary schools in Mogadishu-Somalia. Three hypotheses were developed after reviewing the literature, to test the research hypothesis; the linear regression analyses were employed. The researchers checked regression hypothesis. H1 confirmed that there is positive relationship between teamwork and teachers' job satisfaction. H2support confirmed that there is positive relationship between reward and teachers' job satisfaction. H3 asserted positive relationship between training and development and teachers' job satisfaction.

CONCLUSION

Based on the results of the data and research analysis, it can be concluded that: There is a significant simultaneous effect between teamwork, reward and training and development to teachers' job satisfaction at secondary schools in Mogadishu, Somalia of 85.9 % with the regression line equation Y = 2.84+ 0.164X1 + 0.427X2 + 0.209 X3. This means that the higher the teamwork, reward and training and the development, the better the teachers' job satisfaction, whereas the lower the teamwork, reward and training and the development, the less teachers' job satisfaction.

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