

**PERFORMANCE-BASED REWARDS AND THE PERFORMANCE OF TEACHERS IN
PRIVATE SECONDARY SCHOOLS IN MOGADISHU-SOMALIA**

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ABSTRACT

This research examined the impact of performance-based rewards and the performance of teachers in Private Secondary Schools in Mogadishu-Somalia. The problem in this context was that there was a reduction in the performance of teachers in the specific schools that were put under investigation in Mogadishu. The research was guided by three objectives that examined the various types of performance-based rewards used in private secondary schools in Mogadishu. The second objective deliberated on the performance of teachers in the schools. The third objective concerned the relationship between performance-based rewards and performance of teachers. The study was descriptive survey in design that sought to establish the role of performance based incentives. The research involved a total population of 300 respondents out of which 171 were identified as the sample size. Systematic random sampling and purposive sampling techniques were used to determine the participants in the study. Findings indicated that performance based rewards were not considered an approach by the schools investigated. On the other hand, the performance of teachers was also seen to be low. The study fulfilled its hypothesis where it found that there was a significantly strong relationship between the two study variables. The conclusion was that more needed to be done to improve the performance of the teachers in question. Recommendations were also made and they included more financial pay, more recognition, issuance of bonuses to overtime workers, fair evaluation of teachers' performance.