EMPLOYEE MOTIVATION AND PROJECT SUCCESS OF NGOs

IN MOGADISHU-SOMALIA

BY

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DECLARATION A

I, Abdiwahab Ahmed Mohamud, hereby declare that this report is original and has never been submitted to any other institution of higher learning for the award of any Degree. Where the works of others have been used, reference has been made thereof.

Signature: _____

Date: 23/11/2015

APPROVAL

I confirm that the work in this thesis entitled Employee motivation and project success of NGOs in Mogadishu Somalia; is an original work done by Abdiwahab Ahmed Mohamud under my supervision.

Name of the supervisor: _Dr. ONKODIA A. EKOMOLOT_

Signature: _(signature)_

Date: _23/11/2015_

DEDICATION

I dedicate this project to my Mother, Faduma Ahmed. my brother, Yusuf Idle. my sister, Samira Ahmed. and my uncle, Idle Mohamud, also my brother Mohamed Idle. For their financial and moral support and the encouragement they gave me during my study.

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TABLE OF CONTENTS

LIST FIGURES

LIST OF TABLES

ABSTRACT

This study investigated the role played by employee motivation and project success of NGOs in Mogadishu, Somalia. The study was motivated by the fact that these projects were reported to have been going through a difficult time in terms of their performance. The objectives of the study were to

1) Determine the level of employee motivation at selected NGOs in Mogadishu, Somalia.

2). Identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia.

The design adopted was on quantitative approach using this method; the researcher used a structured questionnaire (close ended). A research population of 100 was identified and a sample size of 80 respondents was computed using the Slovene's formula. In selecting the respondents the researcher used simple random sampling and purposive sampling techniques. From the findings it was intended to identify the relationship between employee motivation and project success in selected NGO's Mogadishu-Somalia. It was guided by two specific objectives 1) to determine the level of employee motivation at selected NGOs in Mogadishu, Somalia.

II) To identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia.

For data analysis, the study employed Statistical Package for Social Science (SPSS) to provide means and standard deviation. i) Salary pay (mean index = 3.74, stander deviation. = 1.1688);

ii) Incentive (mean index = 3.85, stander deviation. = 1.054).

Results using person's correlation found that employee motivation is moderate correlated with; i) on salary pay = 0.408, sig= 0.000. Also project success has strong correlation with, ii) incentive pay = 0.572, sig=0.000; finally the two variables, employee motivation and project success have strong correlation with 0.593.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In the last thirty years the role of NGOs in service delivery and development has been acknowledged both at the discourse and policy levels. Equally long acknowledged is the central impact of motivation on employee performance and hence organizational success. While motivation refers to a set of indefinite factors that cause a person [an employee) to perform his or her duties in a special way, project success on the other hand is the ability of the entity to sustainably achieve its objectives efficiently and effectively. Several factors influence employee motivation and thus their performance. The proposed study will examine these factors and how the impact on project success of NGOs in Somalia.

This opening chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study and significance of the study.

1.1 Background of the study

This section situates the study in context. The historical, theoretical, conceptual and contextual perspectives are described and explained. These perspectives build the foundation for the problem statement which leads to study objectives and research questions. Within the background the scope of the study is specified and its significance highlighted. The last sub-section outlines how the dissertation is structured.

1.1.1 Historical perspective

Researcher and managers have believed that organizational objectives and goals are unachievable without enduring commitment of members and employees of the organization. The world is going through an enormous change. Globalization of businesses is increasing and information technologies are advancing (Dockel, 2003).These major changes reshaping our significantly, for better and for worse (Keritner, 2004). They lead to changes in the way business is done, the way employees behave and the way managers manage their employees. For

companies to remain successful, they are required to adapt to these changes (Vercueil, 2001). The changes that are reshaping the world have altered the way organizations operate and have also led to changes in employee characteristics (Robbins, 2000).

According to Stoner et-al (2000), Motivation is a human psychological characteristic that contributes to a person degree of commitment in an individual behavior. Balunywa's(2005), define employees' motivation as identification of the desires and needs of subordinates and creating an atmosphere to attain organizational goals and objectives. The term motivation has been defined variously by different authorities in the study of Psychology, Management and allied disciplines. According to Cole (1995), motivation is essentially about what drives a person to work in a particular way and with a given amount of effort. To Buford et al (1995), motivation is a pre-disposition to behave in a purposive manner to achieve specific needs. Lindner (2004) perceives motivation as a psychological process that gives behavior purpose and direction. Obviously, there are divergences in these definitions, though some common threads seem to exist. What is common to the foregoing definitions, among others, is that something has to trigger an employee to perform in an exceptional way.

Motivation is operationally defined as a set of indefinite factors that cause a person [an employee) to perform his or her duties in a special way. The factors are described as indefinite because they constantly change with time, as pointed out by Kovach (1987).What is implicit in this definition is that an employee will not work in that special way if he or she is not encouraged (motivated) to do so.

1.1.2 Theoretical Perspective

Equity Theory, first proposed by Adams (1963), focuses on social comparison between coworkers. When employees compare themselves to colleagues and find the comparison inequitable in a negative way, then they will pursue actions to alleviate the state of inequality (e.g. demand a raise). Employees may even go as far as to engage in illegal actions (company theft) to restore a sense of equality (Greenberg, 1990). As found by Scrota et al. (2005), the idea of fairness and equality plays a major role in employee satisfaction, but is not just limited to economic equality (salary, bonuses), but is also perceived as important when it comes to physiological (comfortable, healthy environment) and psychological needs (being treated with

respect). According to Ambrose &Kulich (1999), equity theory presents a solid foundation for the predictions of effects of under-compensation. Being treated equally is not the only factor that drives overall employee motivation.

Motivation is related to, but distinct from emotion. Wightman J. (2008).Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Header's attribution theory, Bandera's work on self, and Deco and Ryan's cognitive evaluation theory. Reiss Steven (2004), extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Reiss Steven (2004).Denise M. Rousseau who is a professor of Organizational behavior at Carnegie Mellon University wrote an article on the Academy of Management Executive about her current research on motivation. She believes that modern organizations cannot succeed if the people they employ agree to contribute to their mission and survival. This is called a psychological contract in which beliefs are based upon expressed promises. A psychological contract motivates employees to fulfill commitments made to employers when employees are certain that employers will give in return and carry out their end of the bargain. Professor Rousseau said, "Agreement between worker and employer on what each owes the other is critical to the employment relationship's success. Managers who feel poorly treated by the employer are less likely to make extensive commitments to their workers or to signal that the employer is trustworthy."

Whyte, Cassandra B. (2007).Employee performance refers to the output in terms of quantity and quality that helps the organization to realize its set objectives. In other words performance can be measured by traits, behaviors' and/or outcomes, (Bratton and Gold, 2003). Employee performance management encourages the employee to get involved in the planning for the

company, and therefore anticipates by having a role in the process the employee will be motivated to perform at a high level. Chrisman, B.J. (2002).

1.1.3 Conceptual perspective

According to Greenberg and Baron (2003, 2000) definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behavior takes. The last part deals with maintaining behavior clearly defining how long people have to persist at attempting to meet their goals. Motivation can be intrinsic and extrinsic. Extrinsic motivation concerns behavior influenced by obtaining external rewards (Hit, Asser, & Marriott, 1992). Praise or positive feedback, money, and the absence of punishment are examples of extrinsic or external rewards (Deco, 1980).Intrinsic motivation is the motivation to do something simply for the pleasure of performing that particular activity (Hagedoorn and VanYperen, 2003). Examples of intrinsic factors are interesting work, recognition, growth, and achievement. Several studies have found there to be a positive relationship between intrinsic motivation and job performance as well as intrinsic motivation and job satisfaction (Linz, 2003). This is significant to today's highly competitive business environment in that intrinsically motivated employees will perform better and, therefore, be more productive, and also because satisfied employees will remain loyal to their organization and feel no pressure or need to move to a different firm. Deci and Ryan (2000) conducted and replicated an experiment that showed the negative impact of monetary rewards on intrinsic motivation and performance. A group of college students were asked to work on an interesting puzzle. Some were paid and some were not paid for the work. The students that were not being paid worked longer on the puzzle and found it more interesting than the students being paid. When the study was brought into a workplace setting, employees felt that their behavior was being controlled in a dehumanizing and alienating manner by the rewards. It was discovered that rewards would seriously decrease an employee's motivation to ever perform the task being rewarded, or one similar to it, any time in the future. Motivation is the force that makes people chooses a particular job, stay with that job, and work hard in that job. The early approaches to studying motivations focused on the different needs of people. These approaches suggested that

people tend to be motivated to fulfill unsatisfied needs. In other worlds, people exert efforts hoping that their needs will be satisfied.

Other approaches are concerned more with long-terms goals, a sense of fairness, and the employees' values, in other words, what the employees perceive as important. Employees are not simply need –based. They interest work based on their lives, their cultural values, their levels of success, and the levels of satisfaction that they have already achieved (Simons &Enz, 2006).Motivation is the driving force by which we achieve our goals.

1.1.4 Contextual perspective

When engaging a difficult or complex project, the obvious question a project manager may ask is "How do I motivate my team members?" Interestingly, some research indicates that this question may be a step in the wrong direction. For example, one research study that surveyed 135,000 employees at 40 organizations concluded that asking such a question may be foolish since "most people enter a new organization and a job with enthusiasm, eager to work, to contribute, to feel proud of their work and their organizations" (Sirota, Mischkind, & Meltzer, 2005, p. 15). While research trends have generally avoided creating an overall definition of motivation, focusing instead on specific team tasks or roles (Ambrose &Kulik , 1999), PMBOK defines motivation in project settings as "energizing people to achieve high levels of performance and to overcome barriers to change" (p. 27).

The ability of a project manager to work with a team and achieve goals is critical to the success of an organization. Successful project management is more than simply working within predefined project management constructs and techniques, yet understanding how motivation works from the project manager's perspective remains unclear.

1.2 Statement of the problem

Motivation refers to the combination of a person's desire and energy directed at achieving goal. (Thomas 1992) It can be a result of intrinsic rewards, which includes satisfaction, feelings of achievement, punishment, or goal achievement any many others. (Lewis 1985). Organizations motivate employees in many ways like provision of motor vehicles, transport, lunch allowances, provision of bonus scheme, shelter, Insurance and medical allowances among others. According to workers compensation and employment Act (2006), organizations are legally required to

provide the above benefits to their employees and worker compensation ACT (CAP: 225), which emphasizes social security and provision of financial assistance to those who lose jobs through no fault of their own. Despite of the above ways of motivating employees, performance in organization is still poor in form of absence at work, late coming, and insufficient construction of responsible employees among others. Therefore the researcher is investigating on employee motivation and project success of NGOs in Mogadishu Somalia. Whereas human beings are the important determinants of the success or failure of the organization in achieving the output, it is not clear to define what it takes to have employees produce to the utmost potential. Employees in every organization need motivation for their proper performance but it is important for organizations to find other ways to motivate. This involves getting to know their employees and what drives them. When appropriate motivation techniques are used, employee performance will improve. When employees are not motivated it results into absence from work, little work done which affects the performance of the organization. According to Reiss, Steven (2004) many of the problems in the NGO in Somalia could be attributed to low levels of motivation of employees. From this angle, the researcher therefore seeks to find out how employee motivation affects project success of NGOs in Mogadishu, Somalia.

1.3 Purpose of the study

Purpose of this study is; to understand the underlying motivational issues in project success of NGOs in Mogadishu, Somalia.

1.4 Research objectives

1. To determine the level of employee motivation at selected NGOs in Mogadishu, Somalia.

2. To identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia.

1.5 Research questions

1. What is the level of employee motivation at selected NGOs in Mogadishu, Somalia?

2. Is there relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia?

1.6 Hypothesis

There is a relationship between employee motivation and project success.

1.7 The scope of the study

1.7.1 Geographic scope

The study was conducted within the NGOs operating in Mogadishu, Somalia. The choice of Mogadishu was dictated by two considerations. First it is the Capital City which draws a lot attention since what has happens in has far-reaching consequences to the rest of the country. Secondly, and flowing from the first, many NGOs operate here.

1.7.2 Time scope

The time of studied of employee motivation and project success of NGOs in Mogadishu, was restricted to the time of study which was conducted between 2013 up to 2015.

1.7.3 Content scope

Broadly the study was limited to the relationship between employee motivation and project success of NGOs in Mogadishu, Somalia. This is further delimited by the study objectives, determining the level of employee motivation within the NGO sector in Mogadishu; analysis of existing motivational strategies, and drawing a motivational strategy for Mogadishu.

1.8 Significance of the study

The role of NGOs in peace building and the reconstruction of Mogadishu have been acknowledged; therefore the performance of these NGOs is critical. To be effective this performance has to be aligned with appropriate human resource practices that appreciate the contemporary role of motivation in achieving project objectives. Besides, the general review of the theories of motivation and organizational success there is a legitimate and authentic link between systematic management of motivation and NGO project success. This link signifies the central role that process motivation theories of agree have to play in bringing about enhanced performance within the NGOs. It means that research activities leading to the understanding of the role of motivation in NGOs and lessons drawn from such studies are significantly relevant for the NGO sector in conflict situations in developing countries, especially Africa. Empirical studies addressing the role of motivation in managing NGO performance have rarely gone beyond the private sector.

The study is of   significant to the different stakeholders that include:; The NGO management, Researchers, suppliers, consumers and Government organizations in the following ways:-

- The study is helpful to the employers as the study will be highlighting the benefits of motivation and how they subsequently influence employee output.
- The study is relevant to other scholars who presented with factual information on the relevance of employee output or productivity.
- This study will benefit NGO managers and leaders in our society to identify the things that they need to do in order to successfully motivate their employees to perform at their best. As a leader this knowledge will therefore help to understand what new strategies to implement in order to motivate employees to achieve optimal business results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this Chapter, the researcher critically analyzed existing works of other scholars related to variables under study. The purpose of the review is to clarify the study concepts and understanding of the research problem. It will also identify gaps in the literature to justify the research. Accordingly the chapter is structured to reflect the research objectives and it includes; conceptual framework; theoretical review; motivation strategies; and summary.

2.1 Conceptual Review

According to Neumann (1989) good relationship between motivation and employee performance judge participative decision making as a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of faction accountability and associated to system-wide control. Employee participation and empowerment is not only directed to efficiency, effectiveness and innovation but also boosts employee gratification, work motivation and trust in the organization (Constant. 2001).

John Baldoni in his book Great motivation secrets of great leaders has explained that empowerment and recognition encourages and motivates people to work. He elaborates that empowerment grants people responsibility and authority to act as it puts people in control of their own destinies. In addition he emphasized that it is fundamental to our humanity that everyone needs to be recognized about how and what work they have done and next time they do it more efficiently for the sake of more recognition (Baldoni, 2005). Motivation and employee performance towards work refers to prospects of the employee

An internally satisfied, delighted and motivated worker or employee is actually a productive employee in an organization. This contributes to efficiency and effectiveness of organization which leads to maximization of profits (Matthew. et al, 2009). Thus various studies fully support that there exists a positive relationship between employee performance and motivation. According to Armstrong (2006) good relationship between motivation and project success will enhance employee performance in an organization where everyone works in expectation of some

rewards (spiritual, financial and material), including welfare. In other words, the degree of reward influences the quality and quantity of work, and in turn improved performance. Hence, it is important to explore how to give the stimulus (welfare) in order to promote work motivation and project success.

According to Armstrong (2006) good relationship between motivation and project success will encourages implementation of employee benefit programmer's performance. Employee benefit programmers have greater impact on work-motivation than on productivity. Monetary benefit programmers are most highly valued by both executives and workers. However, there is a cognitive gap between management and worker on the importance of employee benefit programmers. Private corporation employers have greater employee benefit demands than their public corporation counterparts. Female and male employees have different benefit demands. Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadier et al, 2009). A motivated employee is responsive to the definite goals and objectives he/she must achieve, therefore he/she directs her/his efforts in that direction. Not so long back, Rutherford (1990) reported that motivation propels an organization to be more successful because challenged employees are constantly looking for improved practices to do a work; so it is essential for organizations to peruse motivation of their employees (Kalimullah et al, 2010).

2.2 Conceptual Framework

Figure 2.2 gives a framework illustrating how variables in the study are conceptualized and related:

Independent variable

> **Employee Motivation**
>
> **Extrinsic Motivators**
> Pay, working conditions, physical surroundings, job security
>
> **Intrinsic Motivators**
> - Achievement, Recognition, Responsibility, and Advancement

Dependent variable

> **Project Success**
>
> ➤ Project product success
> ➤ Project management success
> ➤ Project delivery success
> ➤ Project outcome success

10
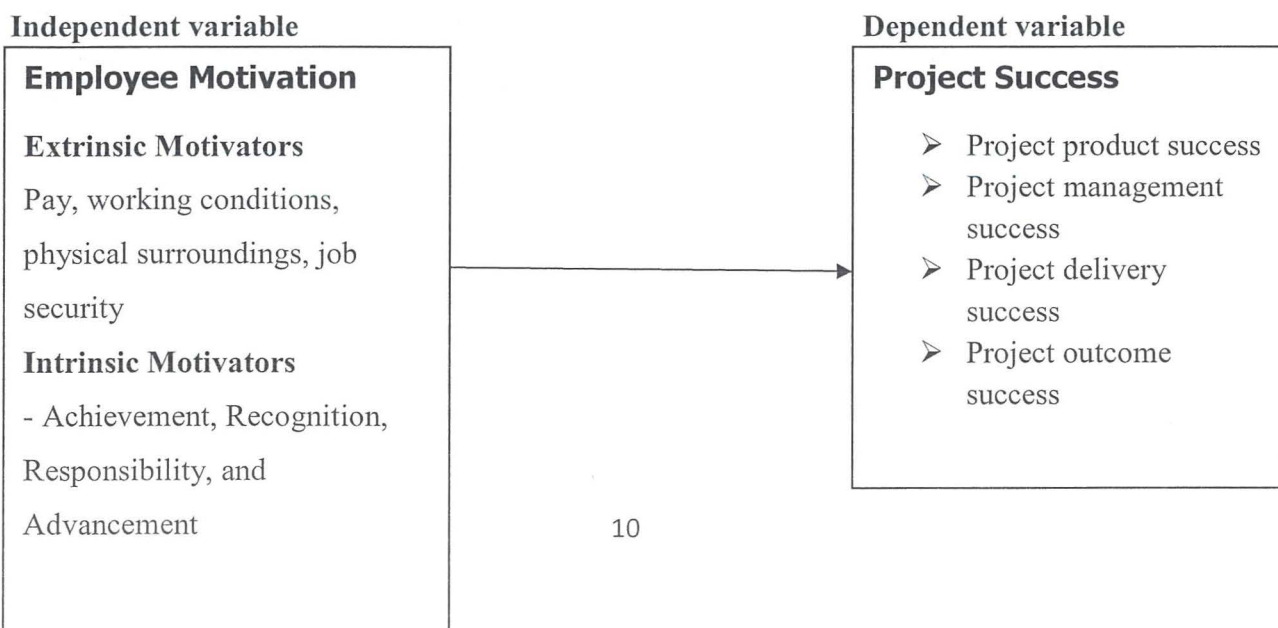
Fig2.2 Conceptual framework relating employee motivation and project success. Source: Motivation and personality, Harper and row (1954)

The conceptual framework in Figure 2.1, illustrates two independent variables, namely Extrinsic motivation and Intrinsic motivation, all conceptualized to have effects on the project success at selected NGOs in Mogadishu, Somalia.

2.3 Theories of motivation

Since the 1950s body different theories of motivation have been developed. Broadly these theories can be categorized as: needs or content theories; process or cognitive theories of expectancy, goal-setting, achievement, reactance and equity (AGREE); and the Herzberg's (1957) - two factor (motivation-hygiene) theory.

Needs or content theories

There is extant research in theories pertaining to motivation. Since it is impossible to cover all of them, this chapter reviews only the most prominent theories of motivation – those which appear repeatedly in organizational behavior books and research literature. The theories are categorized into two: need theories and cognitive theories. Need theories also known as content theories focus on analyzing the needs and motives that affect human being. Cognitive theories also called process theories concentrate on the psychological and behavioral processes behind motivation (Rainey, 2009: 274). An additional theory-the public service motivation theory deals solely deals with public employees' motivation. Cognitive theories, which are also presented:

Need Theories

Early theories of motivation, mainly conceptualized during the 1950s explain motivation in terms of the satisfaction of basic human needs or the prepotency of (needs (Greenberg and Baron,2003, 2003: 1). That is to say, a core set of needs provides the motive force for people's actions (Dunford, 1992:75). While heavily criticized and interrogated over the years, need-theories are probably "the best-known explanation for employee motivation" (Robbins &Judge,

11

2008: 209). I will briefly review   five such theories, which also often receive the title "person as machine" theories, since their premise is that motivation is largely an automatic, mechanical, and unconscious response to internal human needs (Landy &Conte, 2010:369).

Abraham Maslow's (1943) hierarchy of needs theorizes the existence of five sets of innate drives or needs, which are arranged in a hierarchy of prepotency, i.e. a high order need will become dominant only after lower level needs are satisfied (375). Maslow's five level needs, in ascending order, are physiological (e.g. hunger, thirst, sex), safety (the desire not to feel endangered and wish for a physically and emotionally secure environment), love (the "hunger for affectionate relations with people" and belongingness), esteem (the longing for self-respect, strength, achievement, reputation, recognition by others and appreciation), and the need for self-actualization, which is the aspiration "to become everything that one is capable of becoming" (ibid.372-382).

Maslow's model is highly plausible, plausible, due to its sheer simplicity and ability to provide an easy understanding of a complex matter (Dunford, 1992: 76). Yet, the theory was never validated, despite a continuous effort in a plethora of experiments and researches held during the past 60 years. Therefore, Watson (1986) argues the theory is "next to useless", albeit he admits it served as a good "propaganda" that altered the "way managers think about their employees" (107-110).

Addressing the deficiencies of Maslow's work, Clayton Alderfer (1969) formalized a spinoff of the hierarchy of needs. His approach, known as ERG theory, clusters Maslow's five needs into three groups: Existence (which corresponds to Maslow's physiological and safety needs), Relatedness (similar to the love need), and Growth (parallel to the esteem and self-actualization needs) 146-147). Unlike Maslow, Alderfer thought that an individual could focus on all three groups simultaneously without any specific order (Greenberg & Baron, 2003:194-195; Robbins & Judge, 2008:210-211). Despite Alderfer's changes, ERG theory has not received much more empirical support than Maslow's work (Dunford, 1992:1992:78).

Maslow and Alderfer have been harshly criticized, but their theories remain valuable and influential in so far influential insofar as they suggest specific ways to motivate employees (Greenberg & Baron, 2003:195). For instance, instance, Van Wart (2008) infers from Maslow

that managers should use recognition and rewarding to enhance lower-end needs, and inspiring techniques, such as the encouragement of relatedness/commitment feelings, to meet higher-end needs (217-218). Following Van Wart's definitions, hereinafter, by recognition I mean intangible incentives such as showing appreciation (e.g. a good word) and providing praise (e.g. a trophy). And by rewarding I refer to tangible incentives such as promotions, perks, provision of additional responsibility, and so forth (ibid.).

Mitchell (1982:84) also recommends that organizations pay more attention to upper level needs and fulfill them through systems emphasizing autonomy and recognition. Meaningful work is also a motivator according to Behn (1995:319). And as Chalofsky and Krishna (2009:197) explain, "Meaningful work is not just about the meaning of the paid work we perform; it is about the way we live our lives. It is the alignment of purpose, values, and the relationships and activities we pursue in life", thus, it includes the need to maintain a proper work-life balance.

Kumar and Sharma (2001) add some more motivation factors and point out that "doing something worthwhile", that is an important work can satisfy the need for self- esteem(esteem (618). Furthermore, they interpret the love need as humans' predilection for a "conversation, sociability, exchange of feelings and grievances" (ibid.), hence, the necessity for good interpersonal relationships in the workplace.

In 1960, the Maslow needs hierarchy was expanded by Douglas McGregor into the interface of management and motivation (Dunford, 1992: 77). In his work, labeled

Theory X and Theory Y, McGregor argues that two approaches dominate managers' attitude towards their employees. They either believe that employees inherently dislike work and thus should be coerced into performing it (Theory X), or they assume that employees grasp work as a natural part of life and thus can enjoy it and even seek for responsibility (Theory Y) (Robbins & Judge, 2008: 211). Critics such as Watson (1986) do not believe that McGregor's work holds water and consider it to be "grandiose claims and vast generalizations" (111). Though Watson does think that managers can find in theory a useful if they can begin to think how to motivate employees (employees (ibid).

Committed to his Theory Y concept, McGregor recommended that managers promote employee participation in decision-making, provision responsibility, create challenging jobs, and maintain

good interpersonal relationships in the group(group (Robbins &/Judge, 2008: 211). According to Bruce and Pepitone (1998), Theory Y also implies that "recognition and self-fulfillment are as important as money" (13). Meaningful work and Work-Life-Balance are another outcome of Theory Y (Behn, 1995: 319).

Like McGregor, Frederick Herzberg followed the "humanistic path laid down by Maslow" (Watson, 1986: 111). He developed the two-factor theory, which suggests that there are only two basic sets of needs, not five (Landy &Coote, 2010: 371). Moreover, Herzberg (1968) differentiated between the two needs/factors and asserted that one set promotes "job satisfaction (and motivation)", thus named motivator factors, whereas the other only prevents job dissatisfaction, thus named hygiene factors (91). Herzberg thought that hygiene needs (parallel to Maslow's physiological and safety needs) stem from "mankind's animal nature...to avoid pain from the environment", hence in the workplace one looksone looks for job security, good working environment, fairness of organizational policy and administration, and interpersonal relationships (91-92).

Yet, according to Herzberg meeting hygiene factors would only eliminate dissatisfaction, but would not result in actual motivation. This can be achieved only by fulfilling motivator factors, such as recognition, achievement, the work itself (i.e. meaningful, interesting, and important work), responsibility, and growth or advancement (ibid.).

Critiques of the two-factor theory question the reliability of Herzberg's methodology. But regardless of this admissible criticism, Herzberg's work had major effect over generations of managers (Robbins &/Judge, 2008, p.214) and majorly influenced the development of the more valid theory of job redesign/enrichment (Miner, 2005, p.65). Although the latter, which was conceptualized by Hackman and Oldham, do not have its origins in motivation-hygiene theory.

Within the group of need theories the most supported one is David McClelland's theory of needs. Yet it is also the least applicable one (Robbins & Judge, 2008: 214). McClelland specified three needs: the need for achievement (nAch), which is the drive for accomplishments; the need for power (nPow), which is the desire to influence; and the need for affiliation (nAff), which is the wish for friendships (ibid.). Of the three needs, McClelland focused on nAch. He said that high achievers are strongly motivated by interpersonal relationships, responsibility, feedback, and

goal setting (Robbins & Judge, 2008:215; Dunford, 1992:79). Unfortunately, McClelland also said that the three needs are subconscious and can only be revealed by the use of expensive, time consuming psychological evaluations, thus making the theory impractical for daily use (Robbins &Judge, 2008: 215).

The approaches to motivation hitherto discussed share the notion that innate needs drive human behavior (Dunford, 1992: 81). However, today there is little enthusiasm for approaches that attribute human beings solely a mechanical behavior excluding the process aspect of motivation. That is, acknowledging the capacity of individuals to gather and analyze information and make rational decisions. Motivation theories that take this process into account are called cognitive theories, or "person as scientist" theories, because they emphasize not only humans' needs, but also the way people choose to satisfy them. And the way is no less important than the need itself.

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Cognitive theories

VIE Theory

Instead of focusing merely on individual needs, VIE (Valence, Instrumentality, Expectancy) theory looks at the role of motivation in the overall work environment. The theory, which was conceived by Victor Vroom, argues that people are motivated to work when they believe that their efforts in the workplace will result in a desired outcome. Vroom assumed this belief is threefold (Robbins & Judge, 2008:231):

1. Expectancy: one's expectation that exerting a given amount of effort will lead to good performance;

2. Instrumentality: individual's confidence that good performance will be rewarded; and

3. Valence: the belief that the offered reward/outcome will satisfy a desirable need or wish of the individual.

The motivational effect will then depend on the combination of these three beliefs three beliefs, i.e. the level of confidence one has in the fulfillment of all three stages. With that in mind, Greenberg and Baron (2003) suggest that managers strengthen the linkage between employees' expectations and actual result. In congruence with the three stages of VIE theory, they first call employers to enhance the possibility that employees' efforts will lead to good performance. This can be achieved by taking care of staff growth and advancement, or more specifically by training. Second, they recommend managers to administer a rewarding and recognition system which is directly linked to performance. And third, this system should be flexible to ensure that it is "positively valent to employees" (209-210). Furthermore, Wright (2001) believes that especially in the public sector employees tend to perceive low level of instrumentality, i.e. weak relationship between rewards and performance. For that reason, he urges public managers to emphasize the mission valence and the task importance that are associated with the work in public sector (581).

The main deficit of Vroom's theory is that it gives the impression that people act on a rational basis after assessing the situation and the potential outcomes. Only in real life seldom do people hold complicated calculations as VIE theory suggests (Dunford,1992: 86). More often humans

16

make decisions with limited rationality and let emotions play a significant role in their decisions (Landy& Conte, 2010: 364).

Equity theory

J. Stacy Adam's equity theory is based on the assumption that employees' motivation to work is influenced by their perception of the degree of equity/justice in the organization (Dunford, 1992: 83). According to Adam, employees constantly think about their inputs to the job (e.g. effort, experience, education) and their outcomes (e.g. salary, promotions, prizes). Then, they make an output-to-input ratio and compare it to the perceived ratio of their friends and coworkers (Robbins &Judge, 2008:226-227). If the "comparison" of the ratios shows identical results, employees are motivated and keep on with their jobs. But, if it shows that others gain more or sometimes even less, a tension is created and subsequent actions to relive that tension will be taken (Landy& Conte, 2010: 375). For example, an employee who sees his "equal-to-him/her" coworker being promoted over him/her will be demotivated to put effort on the job, since he/she needs to readjust the output-to-input ratio.

Further developments of Adam's theory recognize that employees seek equity and fairness not only when it comes to their outcomes but also on-the-way to get there. That is, people are motivated when decision-making procedures are done in a fair manner (manner (Greenberg & Baron, 2003: 204). More so, when making judgments about fairness, employees take into account also "the dignity and respect demonstrated in the course of presenting an undesirable outcome" (ibid: 205).

Unfairness feelings should not be underestimated. They were most frequently reported as a source of job dissatisfaction in Herzberg's research (Miner, 2005:135). Therefore, Greenberg and Baron (2003) conclude that managers should demonstrate fairness with all their employees as well as nurture good interpersonal relationships (205-206). Though validation of the theory has been generally affirmative, experts stress that the relevance of the theory may change from culture to culture. For instance, there are more chances that the theory would fit an individualistic society rather than a collectivist one (Landy& Conte, 2010: 376).

Goal Setting

Goal-setting theory, formalized by Edwin Locke and Gary Latham, is most likely the most researched, dominant, and validated theory of employee motivation (Durant etal., 2006: 509). The theory claims that specific and difficult yet attainable goals, along with feedback, motivate and lead to high performance more than vague goals such as the exhortation to "do your best" (Locke & Latham, 2002: 706).

However, high performance will be achieved only if the employee accepted the goal as his/her target. Therefore, it is recommended that employees participate in the process of goal-setting. Though, goals assigned by superiors may also achieve high result when given to employees who are "already intrinsically motivated and who thus find the assigned goals less onerous" (Miner, 2005: 172). Important goals can also regulate individuals' motivation and behavior (Wright, 2001: 560).

Most often difficult goals indeed motivate employees, but sometimes they may also be seen overwhelming and intimidating, causing employees to feel unconfident of their possibility to accomplish a goal. Hence, it is vital to increase employees' belief in their capacity to perform a task or to reach a specific goal. Albert Bandura coined this belief as self-efficacy (Landy &Coote, 2010: 383). Self-efficacy has been shown to play a critical role in the enhancement of performance in the public sector and in the reduction of absenteeism among public employees (Wright, 2001: 578).

Goal-setting theory and self-efficacy do not compete with one another but rather complement each other (Robbins & Judge, 2008: 223). And they both suggest that adequate training can ensure goal achievement (Locke & Latham, 2002: 708).

Despite being the most promising theory of work motivation, surveys show that goal-setting is rarely used as a mean for motivation (Robbins & Judge, 2008: 221). The vast majority of respondents argued that goal-setting is not applicable in the public sector, due to the dynamics and lack of financial incentives that characterize the work in the public arena. This, in contrast to theorists (Durant et al., 2006) who strongly call for the use of goal-setting in the public sector.

The factors

The review of theories has underlined the complexity of motivation in organizations. Consequently there are different approaches to work motivation and a variety of recommended motivational factors. Key among these include: Recognition and feedback; growth, career development, and training; reward system. This study focuses on the reward system as its valence has a direct effect on motivation. Rewarding concerns tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments, provision of additional responsibility, and so forth (Van Wart, 2008: 218). A Reward does not necessarily have to be a pecuniary one. Money is always nice, but money is not always available, and may also not be an employee's prime motivator (ibid: 220). Therefore, the first task of a manager is to find out what motivates his/her employees and make a match between employee's desires and the offered reward (Greenberg/Baron, 2003, p.209).

2.4 Project Success

As Project Manager, juggling all of the balls is important, but keeping your eye on the right ball is the key to delivering truly successful projects" – RG

While understanding the causes of project failure is important, without a common definition of "success", there is no clear basis for differentiating a success from a failure. Clearly none of the projects in the Catalogue of Catastrophe can be regarded as great successes (some resulted in bankruptcies, many were cancelled before completion and some caused significant damage to public relations). However, those examples represent the extreme of project failure and in practice, there is a sliding scale between total failure and absolute success. Given that our definition of success should be the guiding light towards which projects are focused, I think it important that we have a clear definition of what constitutes "success" .

On the surface you might think that defining success would be relatively simply, but in practice different people define success in different ways. Based on discussions with a wide variety of project participants and observation of people's actual behaviours in real-life projects, I've classified the different definitions into five tiers:

- Tier 1 – The project was a success if it delivers all or most of what it said it would (the scope), regardless of schedule or budget performance

- Tier 2 – The project was a success if it delivers what it said it would, on schedule and/or within the agreed budget
- Tier 3 – The project was a success if it delivers what it said it would, on schedule, within the agreed budget and to the expected quality standards
- Tier 4 – The project was a success it delivers on all agreed project objectives, be they scope, schedule, budget, quality or outcomes based (i.e. goals to be achieved or strategic positions to be attained)
- Tier 5 – The project was a success if the product produced by the project creates significant net value for the organization after the project is completed.

The classic textbook definition says that a project is a success if it achieves all of the agreed "project objectives" (i.e. the tier 4 definition). However, perhaps because schedule and budget are the most visible dimension, in the midst of a project many people behave as if either tier 2 or 3 where the definitive answer. Once a project is over and once the product produced by the project has time to be used, the perspective sometimes changes and people (especially the Sponsor, members of the public and the media) often look to the tier 5 definition when making their final retrospective judgment.

These differing perspectives mean that a project's relative degree of success of failure may change over time. The Sydney Opera house is a good example. The original 1957 project plan called for the project to be finished in 5 years at a cost of $7M. In the end, the project cost $110M and took 13 years. By any measure that was a severely troubled project and at the time, the press savaged the project for its many missed deadlines and projections. In retrospect, now that we can look back many years later, it is clear that the project created something of enormous value. Today the Opera house is an icon of Australia and a magnet that draws tourists to Australia. It seems reasonable that those tourist dollars will have paid back the development costs many times over and I doubt there are many people who would now say the project should never have been done.

Layers in Project Success

Achieve the desired outcomes

Product success

Create value

Typical dimensions defined in the project objectives

Meet organizational and/or market needs

Project Management success

Meet quality requirements / satisfy quality expectations

Deliver what was agreed (scope)

Execute the project efficiently

Execute project on schedule and on budget

Figure 1 – Layers in project success

One reason people have difficulty agreeing on a definition is because there are two interconnected dimensions in which project success or failure is judged (Figure 1). There is "project management success" (i.e. delivering in accordance with the agreed project objectives) and there is "product success" (i.e. the amount of value the project's deliverables bring once the project is over). Those two would equate to the tier 4 and 5 definitions respectively. With that separation in place, it is fair to say that the Sydney Opera house was a successful product born from a deeply troubled project.

When you ask Project Sponsors which definition of success is most important to them, they usually pick the tier 5 definition (creating real value). Given that the Sponsors are usually the ones paying for the project (i.e. the customer) it then makes sense to me that the tier 5 definition should be the starting point when planning a project. That doesn't mean that schedule and budget aren't important, they are! But the creation of value should be the context within which decisions are made, within which plans are set and against which progress is judged. That approach takes quite a mature environment and many organizations would need to look long and hard at their

corporate culture if they were to try and adopt it in any meaningful way. It requires us to make value based decisions when facing trade-offs and at times it may mean prioritizing value over schedule and budget.

Of course getting agreement about how to define success is not easy. While Project Sponsors do usually think about projects in terms of value created, some Project Managers dislike any definition of success that encompasses value created. Perhaps fearing that they will be held accountability for things over which they have no direct control, some in the Project Management community prefer the tier 3 or 4 definitions. These fears are certainly understandable. Many of the key decisions that influence the value created are out of the Project Manager's direct control. If you are hired to build condos and you deliver on schedule and on budget, but the architect designed units that are not appealing in the market or the developer over prices the units, it's hard to swallow the bitter pill and call the project a failure. While that is an understandable perspective, my thinking is that the definition of success or failure should be from the customer's perspective rather than from that of the person hired to manage the delivery of the project. To me, doing it the other way round is a little like saying that the sun revolves around the earth (i.e. that "Project Management" success is more important than "product" success).

As a professional Project Manager I think it is important to have a clear picture of what success means and I personally choose to use the tier 5 definition as my guide. That definition frames the context within which I make decisions and how I guide my clients. Given the importance of the issue it is a subject I encourage all organizations to think about. If the organization's definition of success is wrong then the context within which decisions are made will be wrong and that can easily become the trigger that leads to a failure. Similarly if stakeholders have different definitions of success we can end up with different people pulling the project in different directions.

Now I'm fully aware that some in the Project Management community will disagree with the use of the tier 5 definition. Some will say that the project ends when the project closes and that moment in time is the point at which success should be judged. While I respect their perspective,

it is not me that they will have to convince. The perception of the public, the Sponsors and the media are the forum in which success or failure is judged. While we may like to impose a very specific point in time when success should be judged, it is doubtful anyone would be able to influence how people outside of the Project Management community make their judgment. Trying to change public perception would be an impossible battle and it is not one I would choose to fight.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study; it gives a description of the study area and the methods that were used to collect data from the field. It provides a summary of the research design, sample population and size, data collection instruments, data type, data processing and presentation and the problems encountered during the process of data collection and analysis.

3.1 Research design

The research was based on quantitative approach. A case study was chosen as the most appropriate research strategy. Saunders et al (2003) defines case study as a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. This fitted well with the author's intention to investigate real life issues through a variety of data collecting methods. Jankowicz (2000) suggests the appropriateness of a case study when the research focuses on a set of issues in a single organization. The quantitative research design was used in form of statistical numbers assigned to variables that enabled the researcher to meet the objectives of the study.

3.2 Research Population

The population of the study was four NGOs in selected. The target population of the study was 100 employees of individuals recently employment from the selected NGOs in Mogadishu. The researcher selected NGOs based on at least 5 years of existence. Considering the accuracy and reliability of the data source, the researcher targeted special population of: Top management, middle management, and employees. This made a total of 100 from the selected NGOs.

Table 3. 1: Target population

No	Organization	Top management	Middle management	Employees	Total
1	Danish Refuge Council	3	3	40	46
2	Norwegian Refuge Council	3	3	20	26
3	Islamic Relieve	2	2	10	14
4	Africa Education Trust	2	2	10	14
	Total target population	10	10	80	100

Source primary Date 2014

3.3 Sample size

The sample consisted of 80 participants which includes Top management, Middle management, and employees selected from service companies. The researcher distributed the sample size as 7 for Top managers, 7 for Middle management and 66 for employees selected from service NGOs in Mogadishu.

To determine the ideal sample size for a population, the study, used Slovene's formula which is n=NI (1+ (N*e2)), where n= sample size, N= population size, 100 and e margin of error of 5 %. n=100I (1+ '(100*0.0025)) — 80 responses.

Table 3. 2: Sample size

Categories	Sample Size	Population
Top Management	7	10
Middle Management	7	10
Employees	66	80
Total	80	100

Source primary Date 2014

3.4 Sampling Procedure

The sampling procedure is descriptive the researchers use to select respondents from target population (Oso&Onen2003), particularly Purposive sampling used to select the sample. Purposive sampling is a method of sampling where the researcher intentionally chooses who to include in the study based on their ability to provide necessary data (Oso&Onen, 2003). The

rationale for choosing this approach is that subjects who are eligible to participate in the study are purposively chosen as target subjects.

3.5 Research Instrument

The research was conducted using a quantitative data collection method. The study was undertaken using the survey within case study approach. Questionnaire technique was used to examine the key research questions. The study adapted questionnaire developed by Fleishman (1951) as the main tool for collecting data of study in questionnaire development, the research objectives, previous studies about employee compensation and employee commitment provided a base for the questionnaire development in this study.

The research questionnaire consisted of closed-ended questions to collect the required data for the study. The researcher chose questionnaire for the reason that the study is concerned with variables that cannot be unswervingly observed such as views, opinions, and feelings of the subject. Such information is best collected through questionnaires.

3.6 Validity and Reliability of the Instrument

Validity refers to the extent to which data collection method accurately measures what it was intended to measure the date or to the extent to which research findings are about what they are claimed. Generally, validity of each question or group of questions is assessed rather than the questionnaire as a whole. In order to increase validity of the questions in this research, the researcher fully utilized content validity index for the reason that the research constructed the questions as clear as possible, measuring only one thing at the time, and main definition on employee compensation and employee commitment was given to the subject by researchers to avoid possible differences and interpretations of the main concept.

Reliability refers to the consistency in reaching the same result when the measurement is made over and over again.

When it comes to the questionnaire, pre-testing, revision and further testing of it may increase its reliability (Webb, 2002). Before distributing the questionnaire, the researcher sought verification from the supervisor.

26

In order to avoid subject or participant bias, which is one of the threats to reliability, anonymity of the subject was assured in the questionnaire and confidentiality in the researcher.

3.7 Data Gathering Procedures

The study observed all those procedures followed in research. Using the letter of introduction obtained from the Faculty, the researcher was introduced to every respondent reached at, and fully explained the purpose of research. After getting their consent, the researcher conducted the study. The researcher also built the confidence of the respondents by assuring them that their views were confidential and used only for academic purposes.

3.8 Data Analysis

After collecting all the necessary data, these data was coded and edited, analyzed and rephrased to eliminate errors and ensure consistency. It involved categorizing, discussing, classifying and summarizing of the responses to each question in coding frames, basing on the various responses. This was intended to ease the tabulation work. It also helped to remove unwanted responses which would be considered insignificant. Data collected from the field with the use of study instruments was classified into meaningful categories. This enabled the researcher to bring out essential patterns from the data. Data was entered into a computer and analyzed with the use of Statistical Packages for Social Science (SPSS). Finally, the research report was written from the analyzed data in which conclusions and recommendations were drawn.

3.9 Ethical Considerations

The researcher gave full consideration about the ethical issues Thus; the data collected was kept confidential and was exclusively used for the purpose of master degree requirements. The respondents were informed of the contents and the aims of the research prior to administration of any instrument. This research was fully conducted ethically and all copyrights were observed and where permission was required to reproduce materials was sought.

3.10 Limitations of the study

The study used basically a quantitative survey. This technique is generally acknowledged to be limited in generating qualitative data which could provide insights into the study questions. In addition the study was limited to select NGOs in Mogadishu; hence the results may not be readily being generalized.

Slow or non- response: Since the researcher did not know the kind of respondents to deal with, some of them might fail to respond or delay to do so. The researcher made convenient appointments with the respondents and encourage them to respond and give true information in time.

Bureaucracy might delay the study. From all the procedures, getting data from management take time. However, the researcher took time and appealed to the bureaucrats to cooperate.

Language barrier-The researcher might meet people who do not understand English. The researcher looked for an interpreter for effective gathering of information.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANLYSIS

4.0 Introduction

In this chapter, the researcher presents the findings, interpretation and analysis of the data collected. The presentation, interpretation and analysis of the data collected is in accordance with the main purpose of the study, that employee motivation and project success in organization of selected NGOs in Mogadishu, Somalia.

The findings are presented in appropriate tables and percentages. Tabulation was used to enable the researcher to interpret and analyze the data systematically, and to reach logical conclusion on the study variables.

4.1 Demographic data on the category of respondents

The findings on the respondent's category were obtained through questionnaires and this is illustrated as below.

Figure 1: Findings on the age respondents
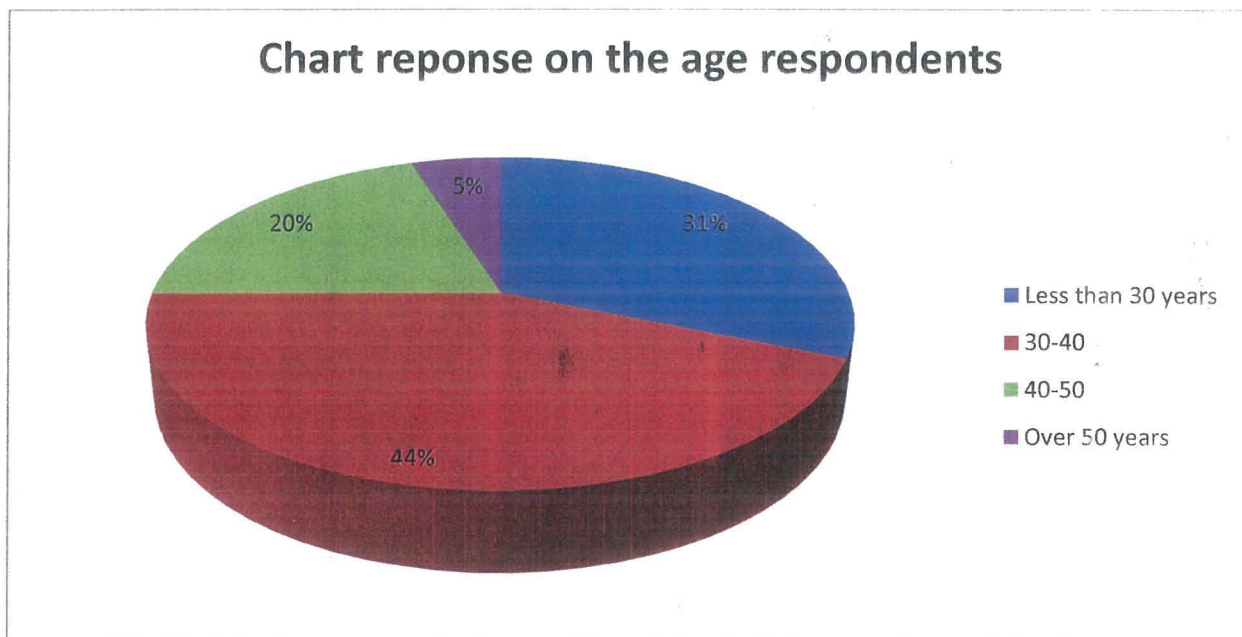
Source: primary data.

Findings in figure 1 indicate that 31.% of respondents were less than 30 years, 44.% were between ages of 30-40 years, 20.0% were between age of 40-50 years and 5.0% were above 50 years. This shows that the NGOs prefer to recruit staffs that are between ages 30-40 years because they are seen to energetic and mature to conduct the field work.

Figure 2: Findings on the gender respondents

Chart response on gender respondents
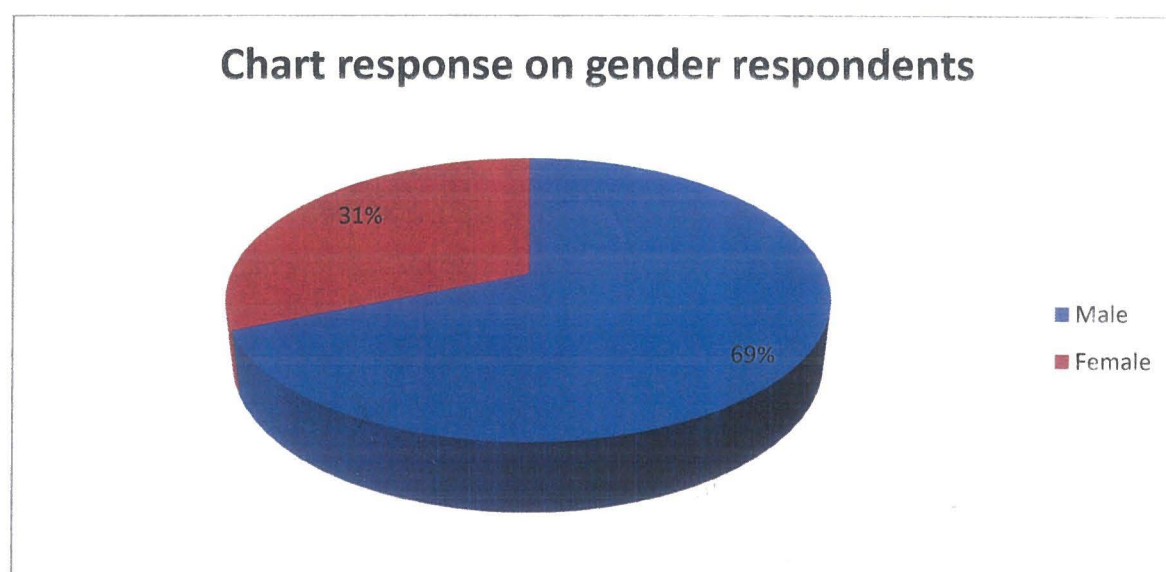
Source: primary data.

The findings in figure 2 indicate that 69% of the respondents were males, and 31% were females. This implies that more male respondents were employed by the NGOs than female respondents.

Figure 3: Findings on employee designation or rank of respondents

Chart reponse on empolyee rank

■ Top management
■ Middle management
■ Operational management

- 9%
- 9%
- 82%
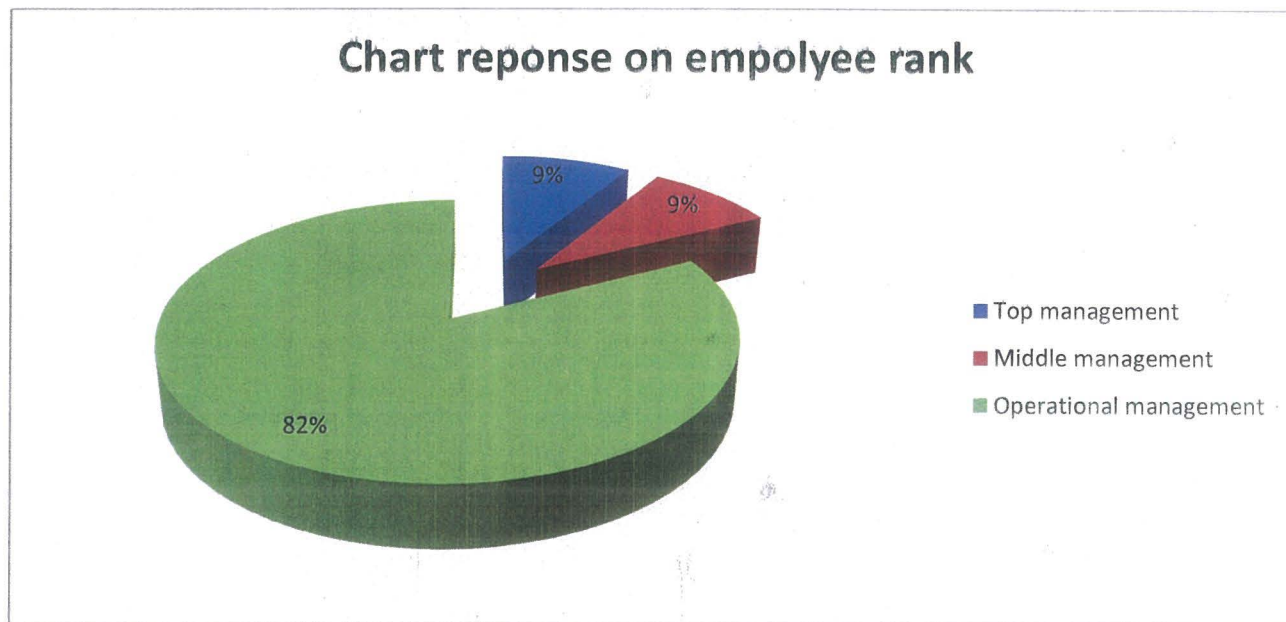
Source: primary data.

The findings in figure 3 indicate 9% respondents were top management, 9 respondents were middle managements, and 82% were operational management.

Figure 4: Findings on academic level of respondents

Chart response on academic level

■ Master degree
■ Bachelor
■ Diploma
■ Secondary

- 18%
- 15%
- 21%
- 46%
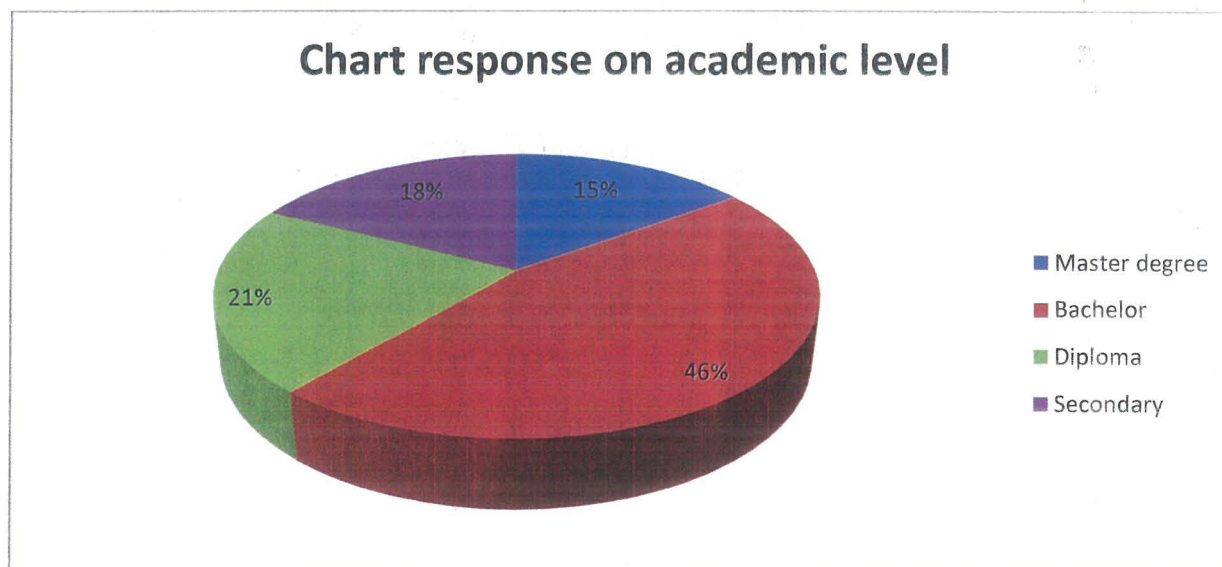
Source: primary data.

Findings from figure 4 above reveal that 15.0% had obtained Master degree, 46% had obtained bachelor, 21% had obtained Diploma, 18% had obtained secondary education.This indicates that the organization mostly employs staff with bachelor degree because they are presumed skilled and knowledgeable to perform the tasks.

Figure 5: Findings on organization's respondents

Chart Response on organizations

- Danish refuge council — 50%
- Norwegian refuge council — 19%
- Islamic relieve — 17%
- Africa education trust — 14%
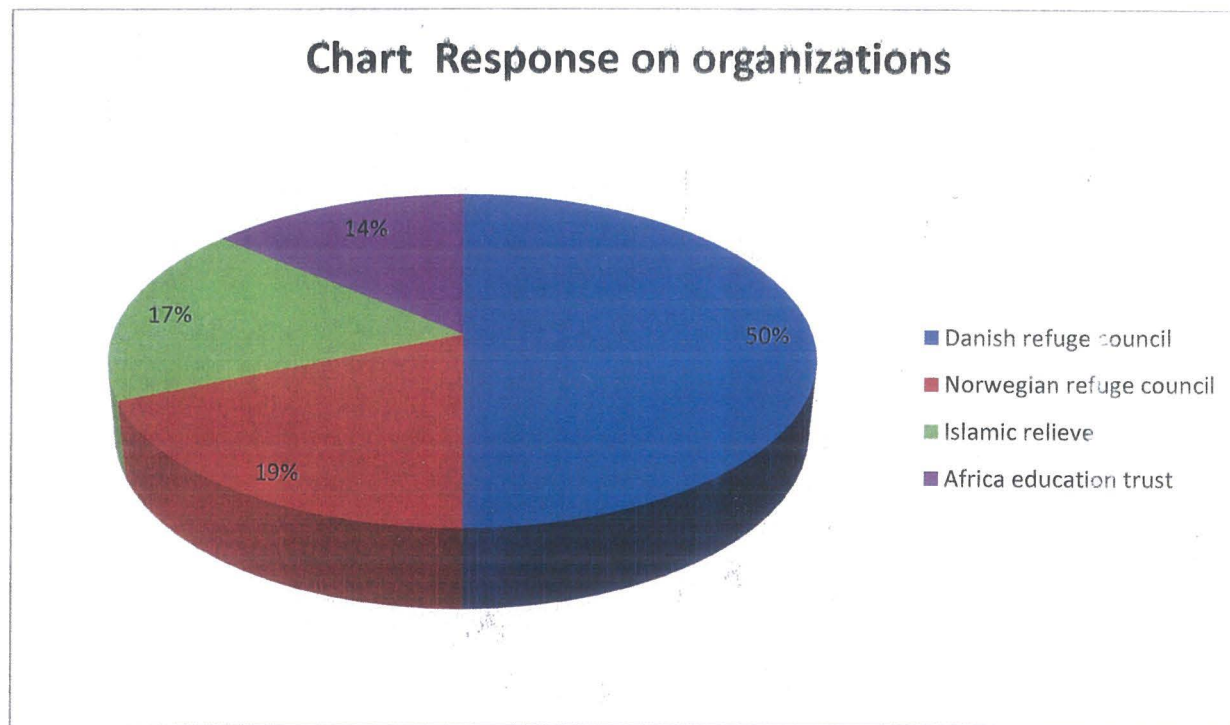
Source: primary data.

The findings in figure 5 indicate 50.0% respondents were Danish refuge council, 19% respondents were Norwegian refuge council, 17% respondents were Islamic relieve, 14% respondents were Africa Education trust. This implies that more respondents were employed by Danish Refuge Council.

Figure 6: Findings on division of operation respondents

Chart response on division of operation

- Administration
- HRM
- Marketing
- Accounting
- Humanitarian service department
- IT department
- Purchasing department
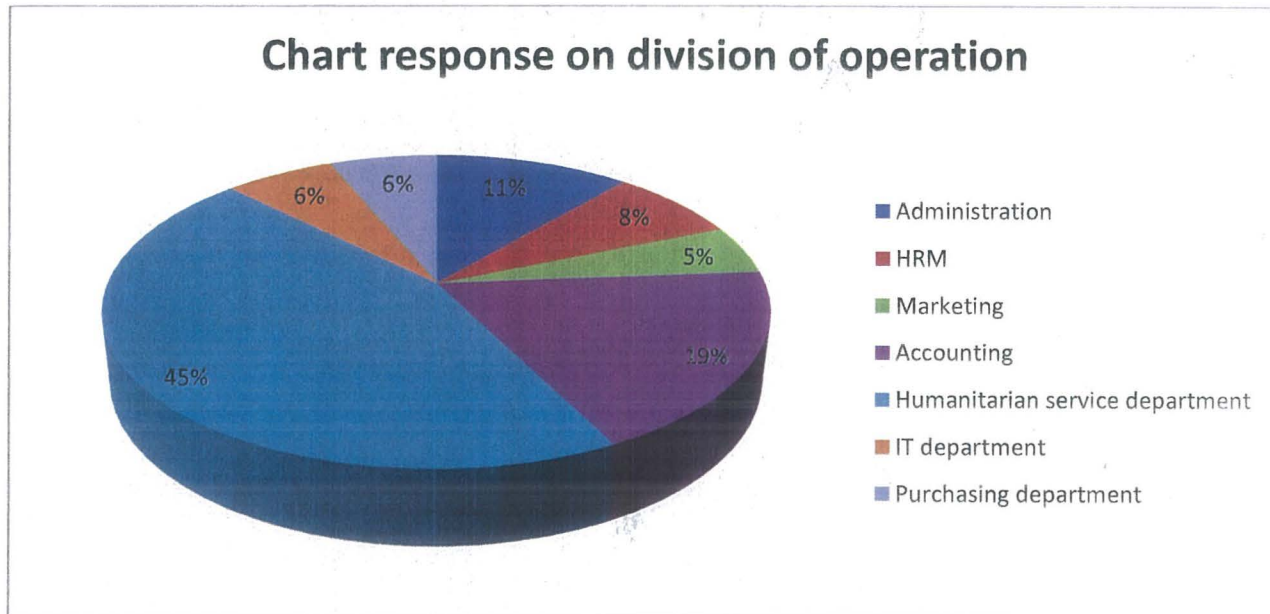
Source: primary data.

Findings from figure 6 show that 11.% respondents were administration, 8% respondents were HRM, 5.% respondents were marketers, 19% respondents were in accounting, 45% respondents were Humanitarian in the service department, 6% respondents worked in the IT department, and 6.% respondents were in purchasing department. Clearly, the majority respondents of the study were in Humanitarian service department.

4.2 Data presentation and analysis

4.2.1 Description of the independent variable

The independent variable in this study is the employee motivation for selected NGOs in Mogadishu, Somalia. Motivation has been broken down into two dimensions namely: salary pay motivation and incentive pay motivation. All these aspects of motivation were covered by 4 questions in the questionnaire, with each item or question Likert scaled in between one to five where 1= strongly disagree. 2= disagree, 3= neutral, 4= agree, 5= strongly agree.

4.2.2 Motivation in terms of salary pay

Motivation in terms of salary pay was measured by four qualitative questions in the questionnaire, each of which was Likert scaled between one to five, where 1= strongly disagree. 2= disagree, 3= neutral, 4= agree, 5= strongly agree. Respondents were required to rate their perception on this aspect by ticking the relevant number in the table. Their response were analyzed using SPSS's summary statistics showing the means and standard deviations, as

Table 4. 1: Motivation in terms of salary pay

Questions	N	Mean	standard deviations
1. Your employee has a formal motivation policy for the entire employee staff.	80	4.24	1.094
2. Motivation levels and adjustments for the executive team are decided primarily by Board of Directors.	80	4.11	1.169
3. Motivation levels and adjustments for the entire employee are decided primarily by Human Resources Department.	80	3.10	1.298
4. Your employer pays employee motivation as compared to your peers with similar jobs in different employees.	80	3.49	1.114
Total	80		

Source: primary data.

The means in table 1indicate that the mean of salary pay for example question," Your employee has a formal motivation policy for the entire employee staff." (Mean=4.24) with standard deviation of (1.094); so the overall table indicates that the mean score of salary pay is 3.74 and standard deviation of 1.1688. Therefore, the standard deviation is low.

4.2.3 Motivation in terms of incentive pay

Table 4. 2: Means and standard deviation on motivation in terms of incentive pay

Questions	N	Mean	Standard Deviation
1. Your employee examines annually motivation levels within the marketplace.	80	3.59	1.052
2. You have a written annual motivation plan as incentive.	80	3.99	1.085
3. Your employee has documented performance evaluation plan.	80	4.00	1.067
4. Motivation and project success have a positive relationship.	80	3.80	1.011
Total	80		

Source: primary data.

The means in table 2 show that the incentive pay for example question," You have a written annual motivation plan as incentive." (Mean=3.99) which is standard deviation of (1.085); so the overall table indicates that the mean score of incentive pay is 3.85 and standard deviation of 1.054, thus the standard deviation is low.

4.2.4 Description of the dependent variable

The dependent variable in this study is the project success for selected NGOs in Mogadishu. Project success were covered by 8 questions in the questionnaire, with each item or question Likert scaled in between one to five where 1= strongly disagree. 2= disagree, 3= neutral, 4= agree, 5= strongly agree.

Table 4. 3: Means and standard deviation on project success

Questions	N	Mean	Standard deviation
1. I am willing to put in a great deal of effort beyond that normally expected in order to reach project success.	80	4.56	0.653
2. I would accept-almost any type of motivation in. order to keep working for project success.	80	4.25	0.921
3. Do you think motivation of employees improves project success in an organization?	80	4.12	1.095
4. I am proud to tell others I am part of project success in an organization.	80	4.93	0.771
5. Motivation of employees improves on their project success.	80	3.68	1.111
6. Does the organization employee motivation in order to reach project success in an organization.	80	4.19	0.873
7. Often, I find it difficult to agree with this employee motivation policies on important matters relating to its project success.	80	2.22	1.158
8. I really care about the project success in the organization.	80	4.53	0.765
Total	80		

Source: primary data

The means and standard deviations in table 3 suggest that the mean of the project success for example, question:" I am willing to put in a great deal of effort beyond that normally expected in order to reach project success." with the mean of 4.56 and standard deviation of 0.653.This summarize how respondents rated their perception of project success in table 4.2.1.3, with a mean score of project success of 3.9925 and stander deviation of 0.9184., The standard deviation is low.

4.2.5 Pearson's correlation between employee motivation and project success

The main purpose of this study was to identify the relationship between employee motivation and project success for selected NGOs in Mogadishu.

The first element was broken down into two cognitions of employee motivation namely, salary pay and incentive pay. The, mean for these two aspects as well as with the aspects of project success were computed using SPSS's 'transform<compute procedure after which the Pearson's Linear Correlation Coefficient was used to correlate these variables in order to test the pertinent research objectives, as indicated in the subsequent subsections., the Pearson's linear correlation (PLLC) of this test are indicated in table 4.2.3

Table 4. 4: Pearson's correlation between salary pay, incentive pay and project success

Correlation

		Employee salary pay motivation	Employee incentive pay motivation	Project success
Employee salary pay motivation	Pearson Correlation	1	0.367**	0.408**
	Sig. (2-tailed)		0.001	0.00
	N		80	80
Employee incentive pay motivation	Pearson Correlation		1	0.572**
	Sig. (2-tailed)			0.000
	N			80
Project success	Pearson Correlation			1
	Sig. (2-tailed)			
	N			

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

Source: primary data

The table 4 indicates the correlation between the variables, while the asterisks indicate the level of significant correlation.

The first objective of this study was to determine the level of employee motivation at selected NGOs in Mogadishu, Somalia.

Referring to the table 4.2.3 it indicates there is significant relationship between motivation and project success.

The first dimension of employee motivation which is on salary pay motivation indicates relation with project success has moderate correlation with = 0.408 according to Cohen (1988).

The second objective of this study was to identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia. It also has a strong relationship with project success with = 0.572** according to Cohen (1988)

Generally, the purpose of this study was to identify the relationship between Employee motivation and project success, as the table 4.2.4 indicates there is strong relationship with = 0.593** of these two variables by testing Pearson's correlation coefficient, the results are presented in table 4.8.8 below.

Table 4. 5: Pearson correlation between employee motivation and project success

		Employee motivation	project success
Employee motivation	Pearson Correlation	1	0.593**
	Sig. (2-tailed)		0.000
	N		80
project success	Pearson Correlation		1
	Sig. (2-tailed)		
	N		

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

4.3 Findings

This study was intended to identify the relationship between employee motivation and project success in selected NGO's Mogadishu-Somalia. It was guided by two specific objectives.

First objective to determine the level of employee motivation in terms of salary and incentive pay of NGOs in Mogadishu, Somalia. The first objective was broken down in two dimension of salary and incentive pay

I)   The first dimension of motivation in salary pay was found out.

For data analysis, the study employed Statistical Package for Social Science (SPSS) to provide means and standard deviation. i) Salary pay (mean index = 3.74, stander deviation. = 1.1688);

Motivation in terms of salary pay

Motivation in terms of salary pay was measured by four qualitative questions in the questionnaire, each of which was Likert scaled between one to five, where 1= strongly disagree. 2= disagree, 3= neutral, 4= agree, 5= strongly agree. Respondents were required to rate their perception on this aspect by ticking the relevant number in the table. Their response were analyzed using SPSS's summary statistics showing the means and standard deviations, as

Table 4. 6: Motivation in terms of salary pay

Questions	N	Mean	standard deviations
1. Your employee has a formal motivation policy for the entire employee staff.	80	4.24	1.094
2. Motivation levels and adjustments for the executive team are decided primarily by Board of Directors.	80	4.11	1.169
3. Motivation levels and adjustments for the entire employee are decided primarily by Human Resources Department.	80	3.10	1.298
4. Your employer pays employee motivation as compared to your peers with similar jobs in different employees.	80	3.49	1.114
Total	80		

Source: primary data.

The means in table 1indicate that the mean of salary pay for example question," Your employee has a formal motivation policy for the entire employee staff." (Mean=4.24) with standard deviation of (1.094); so the overall table indicates that the mean score of salary pay is 3.74 and standard deviation of 1.1688. Therefore, the standard deviation is low.

II) The second dimension of motivation in incentive pay was found out.

For data analysis, the study employed Statistical Package for Social Science (SPSS) to provide means and standard deviation. ii) Incentive (mean index = 3.85, stander deviation. = 1.054).

Motivation in terms of incentive pay
Table 4. 7: Means and standard deviation on motivation in terms of incentive pay

Questions	N	Mean	Standard Deviation
1. Your employee examines annually motivation levels within the marketplace.	80	3.59	1.052
2. You have a written annual motivation plan as incentive.	80	3.99	1.085
3. Your employee has documented performance evaluation plan.	80	4.00	1.067
4. Motivation and project success have a positive relationship.	80	3.80	1.011
Total	80		

Source: primary data.

The means in table 2 show that the incentive pay for example question," You have a written annual motivation plan as incentive." (Mean=3.99) which is standard deviation of (1.085); so the overall table indicates that the mean score of incentive pay is 3.85 and standard deviation of 1.054, thus the standard deviation is low.

The second objective is to identify the relationship between employee motivation and project success at selected.

Results using person's correlation found that employee motivation is moderate correlated with; i) on salary pay = 0.408, sig= 0.000. Also project success has strong correlation with, ii) incentive pay = 0.572, sig=0.000; finally the two variables, employee motivation and project success have strong correlation with 0.593.

The second objective of this study was to identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia. It also has a strong relationship with project success with = 0.572** according to Cohen (1988)

Table 4. 8: Pearson correlation between employee motivation and project success

		Employee motivation	project success
Employee motivation	Pearson Correlation	1	0.593**
	Sig. (2-tailed)		0.000
	N		80
project success	Pearson Correlation		1
	Sig. (2-tailed)		
	N		

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

Generally, the purpose of this study was to identify the relationship between Employee motivation and project success, as the table 4.2.4 indicates there is strong relationship with = 0.593** of these two variables by testing Pearson's correlation coefficient, the results are presented in table 4.8.8 below.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the results obtained in chapter four, draws conclusions and makes recommendations.

The findings of the study indicated that there is relationship between motivation and project success. The research findings indicated that motivation has positive relation with project success.

5.1. Discussion

This section was discussed according to the study which was two variables and their relationship. In this case, it is organized into employee motivation and projects success and relationships between the two variables.

5.1.1 Employee motivation

The first objective from the findings is to determine the level of employee motivation at selected NGOs in Mogadishu, Somalia. This objective was broken down into two dimension of salary and incentive pay motivation. Abraham Maslow's (1943) hierarchy of needs theorizes the existence of five sets of innate drives or needs, which are arranged in a hierarchy of prepotency, i.e. a high order need will become dominant only after lower level needs are satisfied (375). Maslow's five level needs, in ascending order, are physiological (e.g. hunger, thirst, sex), safety (the desire not to feel endangered and wish for a physically and emotionally secure environment), love (the "hunger for affectionate relations with people" and belongingness), esteem (the longing for self-respect, strength, achievement, reputation, recognition by others and appreciation), and the need for self-actualization, which is the aspiration "to become everything that one is capable of becoming" (ibid.372-382).

Maslow's model is highly plausible, plausible, due to its sheer simplicity and ability to provide an easy understanding of a complex matter (Dunford, 1992: 76). Yet, the theory was never validated, despite a continuous effort in a plethora of experiments and researches held during the past 60 years. Therefore, Watson (1986) argues the theory is "next to useless", albeit he admits it

43

served as a good "propaganda" that altered the "way managers think about their employees" (107-110).

Addressing the deficiencies of Maslow's work, Clayton Alderfer (1969) formalized a spinoff of the hierarchy of needs. His approach, known as ERG theory, clusters Maslow's five needs into three groups: Existence (which corresponds to Maslow's physiological and safety needs), Relatedness (similar to the love need), and Growth (parallel to the esteem and self-actualization needs) 146-147). Unlike Maslow, Alderfer thought that an individual could focus on all three groups simultaneously without any specific order (Greenberg & Baron, 2003:194-195; Robbins & Judge, 2008:210-211). Despite Alderfer's changes, ERG theory has not received much more empirical support than Maslow's work (Dunford, 1992:1992:78).

Maslow and Alderfer have been harshly criticized, but their theories remain valuable and influential in so far influential insofar as they suggest specific ways to motivate employees (Greenberg & Baron, 2003:195). For instance, instance, Van Wart (2008) infers from Maslow that managers should use recognition and rewarding to enhance lower-end needs, and inspiring techniques, such as the encouragement of relatedness/commitment feelings, to meet higher-end needs (217-218).

J. Stacy Adam's equity theory is based on the assumption that employees' motivation to work is influenced by their perception of the degree of equity/justice in the organization (Dunford, 1992: 83). According to Adam, employees constantly think about their inputs to the job (e.g. effort, experience, education) and their outcomes (e.g. salary, promotions, prizes). Then, they make an output-to-input ratio and compare it to the perceived ratio of their friends and coworkers (Robbins &Judge, 2008:226-227). If the "comparison" of the ratios shows identical results, employees are motivated and keep on with their jobs. But, if it shows that others gain more or sometimes even less, a tension is created and subsequent actions to relive that tension will be taken (Landy& Conte, 2010: 375). For example, an employee who sees his "equal-to-him/her" coworker being promoted over him/her will be demotivated to put effort on the job, since he/she needs to readjust the output-to-input ratio.

Further developments of Adam's theory recognize that employees seek equity and fairness not only when it comes to their outcomes but also on-the-way to get there. That is, people are

motivated when decision-making procedures are done in a fair manner (manner (Greenberg & Baron, 2003: 204). More so, when making judgments about fairness, employees take into account also "the dignity and respect demonstrated in the course of presenting an undesirable outcome" (ibid: 205).

Unfairness feelings should not be underestimated. They were most frequently reported as a source of job dissatisfaction in Herzberg's research (Miner, 2005:135). Therefore, Greenberg and Baron (2003) conclude that managers should demonstrate fairness with all their employees as well as nurture good interpersonal relationships (205-206). Though validation of the theory has been generally affirmative, experts stress that the relevance of the theory may change from culture to culture. For instance, there are more chances that the theory would fit an individualistic society rather than a collectivist one (Landy& Conte, 2010: 376).

5.1.2. Project success

This statement was in lined the literature review of the study. as Project Manager, juggling all of the balls is important, but keeping your eye on the right ball is the key to delivering truly successful projects" – RG

While understanding the causes of project failure is important, without a common definition of "success", there is no clear basis for differentiating a success from a failure. Clearly none of the projects in the Catalogue of Catastrophe can be regarded as great successes (some resulted in bankruptcies, many were cancelled before completion and some caused significant damage to public relations). However, those examples represent the extreme of project failure and in practice, there is a sliding scale between total failure and absolute success. Given that our definition of success should be the guiding light towards which projects are focused, I think it important that we have a clear definition of what constitutes "success".

On the surface you might think that defining success would be relatively simply, but in practice different people define success in different ways. Based on discussions with a wide variety of project participants and observation of people's actual behaviours in real-life projects, I've classified the different definitions into five tiers:

- Tier 1 – The project was a success if it delivers all or most of what it said it would (the scope), regardless of schedule or budget performance
- Tier 2 – The project was a success if it delivers what it said it would, on schedule and/or within the agreed budget
- Tier 3 – The project was a success if it delivers what it said it would, on schedule, within the agreed budget and to the expected quality standards
- Tier 4 – The project was a success it delivers on all agreed project objectives, be they scope, schedule, budget, quality or outcomes based (i.e. goals to be achieved or strategic positions to be attained)
- Tier 5 – The project was a success if the product produced by the project creates significant net value for the organization after the project is completed.

The classic textbook definition says that a project is a success if it achieves all of the agreed "project objectives" (i.e. the tier 4 definition). However, perhaps because schedule and budget are the most visible dimension, in the midst of a project many people behave as if either tier 2 or

46

3 where the definitive answer. Once a project is over and once the product produced by the project has time to be used, the perspective sometimes changes and people (especially the Sponsor, members of the public and the media) often look to the tier 5 definition when making their final retrospective judgment.

These differing perspective: mean that a project's relative degree of success of failure may change over time. The Sydney Opera house is a good example. The original 1957 project plan called for the project to be finished in 5 years at a cost of $7M. In the end, the project cost $110M and took 13 years. By any measure that was a severely troubled project and at the time, the press savaged the project for its many missed deadlines and projections. In retrospect, now that we can look back many years later, it is clear that the project created something of enormous value. Today the Opera house is an icon of Australia and a magnet that draws tourists to Australia. It seems reasonable that those tourist dollars will have paid back the development costs many times over and I doubt there are many people who would now say the project should never have been done.

5.1.3 Relationship between employee motivation and project success

The second objective of the research was to identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia has moderate correlated. According to Armstrong (2006) good relationship between motivation and project success will encourages implementation of employee benefit programmer's performance. Employee benefit programmers have greater impact on work-motivation than on productivity. Monetary benefit programmers are most highly valued by both executives and workers. However, there is a cognitive gap between management and worker on the importance of employee benefit programmers. Private corporation employers have greater employee benefit demands than their public corporation counterparts. Female and male employees have different benefit demands. Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadier et al, 2009). A motivated employee is responsive to the definite goals and objectives he/she must achieve, therefore he/she directs her/his efforts in that direction. Not so long back, Rutherford (1990) reported that motivation propels an organization to be more successful because challenged employees are

47

constantly looking for improved practices to do a work; so it is essential for organizations to peruse motivation of their employees (Kalimullah et al, 2010).

An internally satisfied, delighted and motivated worker or employee is actually a productive employee in an organization. This contributes to efficiency and effectiveness of organization which leads to maximization of profits (Matthew. et al, 2009). Thus various studies fully support that there exists a positive relationship between employee performance and motivation. According to Armstrong (2006) good relationship between motivation and project success will enhance employee performance in an organization where everyone works in expectation of some rewards (spiritual, financial and material), including welfare. In other words, the degree of reward influences the quality and quantity of work, and in turn improved performance. Hence, it is important to explore how to give the stimulus (welfare) in order to promote work motivation and project success.

5.2 Conclusions

The study set out to investigate the impact that employee motivation and project success of NGOs in Mogadishu, Somalia. The findings and their discussions point to the fact that there is a significant relationship these variables interplayed within the context of the study.

In this part, the researcher give conclusion to the study findings related to the study objectives,

The first objective of this study was established the level of employee motivation at selected NGOs in Mogadishu, Somalia.

The conclusion from the results is that employee motivation on project success has moderate correlation for the case of selected NGO's in Mogadishu-Somalia. High level of motivation can improve project success. Therefore there are other factors besides motivation that affect project success

The second objective of this study was to identify the relationship between employee motivation and project success at selected NGOs in Mogadishu, Somalia. From the findings the researcher concludes that higher level of motivation for employees significantly improves the project success for the case of NGO's organization; all the two forms that make up the employee motivation in this study have a significant positive correlation with the project success.

Overall NGOs face these days an unprecedented challenge, which can be overcome only by the work of highly motivated and productive employees who get "more for less". Yet, there is a common belief that NGO managers do not have sufficient means to stimulate their employees, due to limited resources at their disposal. This thesis completely refutes such a belief.

5.3. Recommendations

Having presented, analyzed and discussed the findings, the study concluded by shedding light on the salient points in this study in the preceding section. In this section, suggestion are made which the researcher feels are necessary to be implemented higher success of the projects of NGOs in Mogadishu, Somalia.

1. Hiring of experts in human resource managers: It is highly recommended that the projects operating of NGOs in Mogadishu Somalia. This will ensure that the experts of the human resource managers are involved in the making systematic motivation will improve project success too.

2. Overall, NGO's organizations in Somalia are one of the most visible humanitarian organizations of Somalia and they have benefit from the findings and recommendations of this study.

3. High success is the ultimate goal every organization strives to achieve. And the success will come after making many efforts in many sides, and one of the most important sides is to make good motivation. Success never comes without making real motivation assuredly.

4. Accomplishing real employee motivation will assuredly improve and increases the level of project success.

5.4. Areas for further research

The researcher suggests that more research should be done in the following areas:

There is need to conduct similar study on a larger number of NGO's in Somalia because this study was limited to NGO's in Mogadishu.

Other factors that affect employee motivation other than compensation like the impact of motivation on employee performance; impact of motivation on behavior and attitude of employees as well as job rotation and employee performance.

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APPENDIX 1

QUESTIONNAIRE

Respondent's Questionnaire

I am **ABDIWAHAB AHMED MOHAMUD**, a student of Kampala international University offering a masters of arts in project planning and management. I am carrying out my research on employee motivation and project success in NGOs in Mogadishu: a case study of selected NGOs in Mogadishu, Somalia

I kindly request you to provide me the necessary information having been chosen to be one of the respondents to enable me complete my research project successfully.

BACKGROUND INFORMATION OF THE RESPONDENTS

1. Gender

a. Female ☐

b. Male ☐

2. Marital Status

a. Single ☐

b. Married ☐

c. Divorced /separated ☐

d. Widowed ☐

3. Age

a. 20 -30 ☐

b. 31-40 ☐

c. 41-50 ☐

d. 51& above ☐

4. Level of education

a) Certificate ☐

b) Diploma ☐

c) Degree ☐

d) Masters ☐

E) PHD ☐

Section A: Questionnaire for Employee Motivation.

Please indicate the extent to which you agree or disagree by writing only the number option for each of the items or statement elaborated on the table below.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
5	4	3	2	1		

No	Scale	5	4	3	2	1
1	Your employee has a formal motivation policy for the entire employee staff.					
2	Motivation levels and adjustments for the executive team are decided primarily by Board of Directors.					
3	Motivation levels and adjustments for the entire employee are decided primarily by Human Resources Department.					
4	Your employer pays employee motivation as compared to your peers with similar jobs in different employees.					
5	Your employee examines annually motivation levels within the marketplace.					
6	You have a written annual motivation plan as incentive.					
7	Your employee has documented performance evaluation plan.					
8	Motivation and project success have a positive relationship.					

Section B: Questionnaire for project success.

Please indicate the extent to which you agree or disagree by writing only the number option for each of the items or statement elaborated on the table below.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree				
5	4	3	2	1				

No	Scale	5	4	3	2	1
1	I am willing to put in a great deal of effort beyond that normally expected in order to reach project success.					
2	I would accept almost any type of motivation in. order to keep working for project success.					
3	Do you think motivation of employees improves project success in an organization?					
4	I am proud to tell others I am part of project success in an organization.					
5	Motivation of employees improves on their project success.					
6	Does the organization employee motivation in order to reach project success in an organization.					
7	Often, I find it difficult to agree with this employee motivation policies on important matters relating to its project success.					
8	I really care about the project success in the organization.					

Source: Cofer, Charles.(1967) Motivation theory and research. New York and London, Sydney.

THANK YOU FOR YOUR COOPERATION

APPENDIX III

BUDGET

Activities	Costs in Uganda shillings in thousands
Supplies	100,000
Transportation cost	150,000
Telephone call cost	150,000
Printing	180,000
Copy	170,000
Total	750,000

Source Primary Data 2014