

**NON-MONETARY MOTIVATION AND TEACHERS' PERFORMANCE IN  
SECONDARY SCHOOLS IN WAA- BARI DISTRICT IN  
MOGADISHU, SOMALIA**

**BY**

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**1163-0766-07803**

**A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN AND  
DISTANCE E-LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
MASTERS OF EDUCATIONAL MANAGEMENT  
AND ADMINISTRATION OF KAMPALA  
INTERNATIONAL  
UNIVERSITY**

**SEPTEMBER, 2017**

## **DECLARATION**

I Abdullahi Ahmed Adam declare that this is my original work and it has not been presented for a degree or any other academic award in any university or institution of learning

Signature:.....

Date: .....

### **APPROVAL**

This dissertation entitled “Non-Monetary Motivation and teachers’ performance in secondary Schools in Waa- Bari District in Mogadishu, Somalia” was done under my supervision and has been submitted for the award of degree of masters of educational management and administration with my approval as a University Supervisor.

Signature: ..... Date.....

Dr. Seyi Fabiyi

## **DEDICATION**

I dedicate this work to my parents and family members for their moral support and the encouragement that they gave me during the study.

## **ACKNOWLEDGEMENTS**

I wish to acknowledge and be grateful to Allah for enabling me to reach this point in my academic life and I am so thankful for His unconditional protection.

Secondly many thanks to my supervisor and advisor Dr. Seyi Fabiyi who made numerous revisions and helped me make some sense of the project.

I am also grateful to Kampala International University Hearing and Defending workshops for providing me with the conceptual means to complete this project. Thirdly, I equally express my utmost gratitude to the respondents at the schools in Mogadishu who afforded to spare time to complete the questionnaire and also to sit for the interviews.

Fourth acknowledgement goes to my research assistants who devoted their time and energy towards the accomplishment of this research project. The moral support that they gave me too was overwhelming and came in handy at times when I was being challenged by various issues in the field. And finally, thanks to my family, tutors and numerous friends who provided me with consolidated support vital for the success of this project.

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## **ABSTRACT**

The purpose of the study was to establish the relationship between motivation and performance of teachers in secondary schools of Mogadishu Somalia. The study objectives included to determine the motivation of teachers in secondary schools of Mogadishu Somalia, to establish the performance of teachers in secondary schools of Mogadishu Somalia and the third objective include effect of motivation on performance of teachers in secondary schools of Mogadishu Somalia. The study independent variable was motivation which was measured by promotions, job security and learning and development while the dependent variable was teacher's performance was measured by teaching, marking of examination scripts, guiding and counseling. The study adopted a survey research design based on qualitative and quantitative research approaches; the data was collected majorly through the questionnaire administration for 202 teachers. The results reveal low motivation of teachers in the schools. The study first objective finding reveals that the motivation of teachers in the schools was poor mean (2.44). The second objective findings were that the performance of teachers in the schools was low with mean of (2.43). The third objectives reveal that there is a significant relationship between motivation and performance of teachers in secondary since the sig. This finding can be seen in the r-values of 0.413 and a significant value of 0.000. The study concludes that motivation among the teachers in the secondary schools was low and need to be enhanced. The financial motivations should also be improved to support the business environment among the teachers in schools in Mogadishu. The second research objective provided that the performance of teachers in the secondary schools of Mogadishu was poor, the researcher conclude that the performance through marking and administration need to be enhanced through management of the teachers authority to enhance management. On the third research objective, the study conclude that motivating the employees improve their potential of the performance of the teachers, from the findings the researcher conclude that there is need for a focused mind on the state of the motivation to improve the teachers performance in the secondary schools. Motivation need to take the dimensions of financial and non financial enhancement in order to provide means for improving the teachers performance in the schools. The first objective, the researcher recommend:- that the ministry of Public Service should work out incentive packages to increase teachers' motivation to teach in primary schools. Special attention should be put at increasing teacher's salaries because majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their morale to teach. Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools. Communities should be assisted by the government to put up decent teachers 'houses so that teachers live within the schools and thus reduce lateness and absenteeism. The second objective recommend that there is need for supervision by the ministry of education and Sports especially through Education Standards Agency should be strengthened and circuit supervisors are more regular to stop teachers from participating in secondary employment. On the third objectives, the study recommends that teachers need to be motivated to perform the work tasks for the business undertaken through motivation and improvement of the work tasks.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter consisted of the background to the study, statement of the problem, objectives of the study, scope of the study, significance of the study and definition of key concepts.

#### **1.1 Background of the study**

##### **1.1.1 Historical perspective**

Employees' motivation is the heart of giving people what they really want most from work (Onanda, 2015). The ability to provide what they want yields to expectations required, namely: productivity, quality and service. Akinyi (2015) argues that employees' motivation is as the psychological force that determines the direction of person's behavior, level of effort and level of persistence in an organization. Bowen (2000) states that reward systems date back to the 18th century when Taylor perceived and advanced theories and concepts of the economic man. He argued that man is predominantly motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance. Beardwell (2004) further claims that the use of money as a motivator linked to various objectives would offer the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible wages through working in the most efficient manner possible thereby satisfying the employee and the employer. Dessler (2003) agrees with Beardwell that in his theory of scientific management, Taylor (1911) popularized the use of financial rewards in that employees who exceed the pre-determined standard would be financially rewarded, hence boosting employees' performance.

In the African continent, responding to today's workplace demands means among other things that organizations need to understand the preferences and needs of employees and offer more than a good paycheck (Nienaber, 2009). According to Aghazader (2003), the changing expectations of employees present various challenges to managers. (Nienaber, 2009) suggests that employees seek more meaningful and challenging opportunities, an alignment between personal and organization values as well as tolerance to individual preferences and differences. Remuneration is important to employees, but what really impacts people on a daily basis are the quality of their work experience. Most companies are not sensitive to the different needs of their

employees and do not differentiate between different forms of rewards (Amstrong, 2006). Because Employees are the direct beneficiaries of rewards, their different needs and demographics should be considered before constructing a reward package. Bennell (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. A study conducted in Malawi and Tanzania on motivation and performance of teachers in primary schools indicates that about one-half of junior secondary school leavers who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is at 81 per cent.

Giancola (2009) argues against generalizing rewards. He argues that instead of generalizing, they should directly ask employees for their preferences and eliminate guesswork about the rewards favored. A powerful similarity of the impact of financial rewards is given by Bussin (2008). He states that a supertanker called Exxon Valdez ran aground in Alaska and poured oil in the ocean. Speedy action was required to rescue wildlife from the spreading oil. Local members of the Eskimo tribe were hired to take care of the stranded whales at \$20 per hour. When the oil spill was cleaned up and the whales release back to the ocean, the Eskimos went back to their occupation which was to hunt the same whales. This shows that Money can only motivate to a certain extent, what matters is the impact the reward has on the individual as a whole. According to Lawler (1996), while extrinsic rewards such as money are important in the short term, intrinsic rewards in the form of meaningful work tend to sustain motivation in the long-term.

The concept of motivation in the context of Mogadishu is prevalent though limited knowledge exist on the functionality of non financial motivation, it is believed that secondary schools motivate individual teachers to perform regardless of their academic qualifications; at times they are rewarded depending on the number of distinctions scored by students in a given subject. This system is criticized on grounds that students' performance depends on the system in the school management and it is not individual efforts that bring out such results. The system of motivation based on non monetary motivations is known to bring conform, working environment improvement a vehicle that can provide performance. Therefore the prevailing nature of motivations based on the non monetary terms can enhance the operations of the teaching profession in Somalia.

## **1.2 Theoretical Perspective**

The study was based on Frederick Herzberg's Two-Factor Theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by Frederick Herzberg, a psychologist, who theorized that job satisfaction and job dissatisfaction act independently of each other. The theory finds rewards to be much stronger than financial rewards in increasing employee motivation.

In the 1950's Herzberg and his associates conducted a study of the job attitude of 200 engineers and accountants. Herzberg placed responses on factors relating to Job satisfaction and dissatisfaction. From this research, Herzberg concluded that Job dissatisfaction and Job satisfaction arose from two separate sets of factors. Hence the two factor theory. Dissatisfiers which he called "hygiene" factors included salary, working conditions and company policy. Company policy was the most highlighted factor. One that individuals judge to be a major cause of Inefficiency and ineffectiveness. Satisfiers (motivating factors) include achievement, recognition, responsibility and advancement- all related to the content of work and the rewards of work performance.

### **1.1.3 Conceptual Perspective**

Kreitner (1995) defined motivation as psychological process that gives behaviour, purpose and direction, thus, a tendency to behave in a purposive manner to achieve specific unmet needs.

Lawler (2003) defined motivation as a conscious process that results from an individual's choice about what will and will not be in a given situation, while Armstrong (2006) defined motivation as concerned with the factors that influence people to behave in certain ways. Armstrong mentioned three components of motivation as direction (what a person is trying to do), effort (how hard a person is trying), and persistence (how long a person keeps on trying).

Robbins and Judge (2008) expand the term motivation to the set of psychological processes that cause the arousal, direction and persistence of an individual's behavior towards attaining a goal. However, Mitchell (1982) looks at motivation as it pertains to determination, intention and self-choice.

According to Mathis and Jackson (2009) performance is associated with the quality and timeliness of output, presence/ attendance on job, efficiency with which the work is completed and effectiveness of the work completed. In this respect, teacher performance connotes the teacher's role of teaching students effectively and efficiently in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling.

Performance refers to the result of an activity (Boddy, 2008). Upon an individual's results, there are three main models of performance-based reward programs that are commonly found in the education systems.

#### **1.1.4 Contextual Perspective**

Employers in private schools in Mogadishu Somalia have not put standard measures upon which employees are motivated (Mohamed, 2010). Some employers have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge. There is evidence that in some schools when students perform well, the concerned teachers of the candidate classes are rewarded basing on the numbers of distinctions in a subject which may not be the case with other teachers who teach in lower classes, yet they also play a role in preparing these candidates in lower classes for the final exams (Mohamed, 2010). He further established that other individuals in private schools have always been rewarded on grounds of nepotism and tribalism. It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo-performance. A motivational system would be deliberately created to support schools' unique human capital strategy if increased performance of teachers were to be realized (Odden& Kelly, 2002). The focus of the study is based on the non monetary motivation.

Motivation of teachers in Mogadishu Somalia among the teachers present a challenging situation where most of the teachers complain about the poor modes of motivation that are prevailing in the schools. The motivation mix for the schools especially in the government schools is inappropriate for the teachers and therefore the presence of the teacher's state of affair demonstrate the prevailing status for the women movements in the country. The teacher

motivation in the schools is also demotivated by limited funding in the schools especially the government schools in the operations (Ministry of education, 2014).

## **1.2 Problem Statement**

The performance of teachers in secondary schools of Mogadishu Somalia provides a wanting environment where by the teachers performance has been registered with limited capacity. This is even with specious motivations of financial nature which have never the same left the performance of teachers in the secondary schools of Mogadishu wanting (UNICEF, 2014)

Financial motivation can only be utilized to a limited degree depending on the capability of the employer (Lawler, 2006). This has been illustrated in the recent strikes by teachers and other workers demanding higher pay. Sometimes, the money is not forthcoming leading to some of the workers leaving for greener pastures. This external factors impact the financial viability of organizations and they can be reduced by the use of less costly, convenient and long term non-financial rewards. The poor performance of teachers is exhibited in limited efficiency, quality of work and failure to meet the required timeline among other inconveniences, there also exist a delay in marking of exams and curriculum coverag; this has not only affected the teachers but grossly affected the performance of schools and the entire education sector in Mogadishu Somalia. This study seeks to find out whether schools are utilizing the non-financial rewards as a competitive advantage in retaining their staff

### **1.3.1 Purpose of the study**

The purpose of the study was to establish the relationship between non monetary motivation and performance of teachers in secondary schools of Mogadishu Somalia.

### **1.3.2 Research objectives**

- 1) To determine the motivation of teachers in secondary schools of Mogadishu Somalia
- 2) To establish the performance of teachers in secondary schools of Mogadishu Somalia
- 3) To establish the relationship between motivation and performance of teachers in secondary schools of Mogadishu Somalia

## **1.4 Research Questions**

- 1) What is the level of motivation of teachers in secondary schools of Mogadishu Somalia?
- 2) What is the performance of teachers in secondary schools of Mogadishu Somalia?

- 3) What is the relationship between motivation and performance of teachers in secondary schools of Mogadishu Somalia?

### **1.5 Hypothesis**

There is no significant relationship between non monetary motivation and performance of teachers in secondary schools in Mogadishu Somalia.

### **1.6 Scope of the study**

#### **1.6.1 Subject Scope**

The study was conducted on the state of motivations of teachers in terms of promotions, job security and Training and development including their respective effect on employee performance in secondary schools.

#### **1.6.2 Geographical Scope**

The study was conducted in Mogadishu Somalia the capital and most populous city of Somalia. Located in the coastal Banaadir region on the Indian Ocean, the city has served as an important port for millennia. According to the United Nations development program the population in 2005 was 901,183 and according to the CIA fact book in 2015 it was estimated to be 2,138,000. According to demographic information, as of April 2016, it has a population of 2,265,000 residents. The areas are chosen because of having the schools with the poorly performing teachers.

#### **1.6.3 Time Scope**

The study was conducted for the period of Six months that is to say February to July 2017. The study period is deemed to be sufficient enough to enable in the data collection and presentation of findings to attain the information for both academics and decision making.

#### **1.6.4 Theoretical Scope**

The study was based on Frederick Herzberg's Two-Factor Theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by Frederick Herzberg, a psychologist, who theorized that job satisfaction and job dissatisfaction act independently of each other.

### **1.7 Significance of the study**

This study is considered beneficial to head teachers by providing information on the factors that affect performance of teachers in schools. Secondly, it is hoped to help policy makers in general

to assess the performance of head teachers for organizational ability and good management skills. The findings may be important to education training institutions when training the head teachers in areas of educational administration, management and planning

An effort will turn into visible effort when people expect their efforts will result in good performance. The important point to note here is that it is not just the financial rewards that cause people to perform well but also the employee needs to know that their efforts will turn into good performance. So it is clearly evident so far that financial rewards are important in motivation of executives but it is not the only factor and must be used in the correct way in order to achieve maximum results. So if the rewards are attractive and linked to performance (instrumentally) people are motivated to take action. Intended effort will turn into actual effort when people believe their hard work will result in good performance.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presented a review of literature on the non monetary motivations of job security, promotions and Learning and development. The theory reviewed built a platform of understanding the importance of non-financial rewards within the context of job security, promotions and learning and development. The chapter began with a theoretical review followed by a conceptual framework, empirical review and a research gap.

#### **2.1 Theoretical Review**

A theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena the theories.

#### **2.1 Herzberg's Two-Factor Theory**

The two-factor theory of job satisfaction was the result of a five year research program on job attitudes initiated by a grant from The Buhl Foundation. There was an urgent need at the time Herzberg's Two-Factor Theory 4 for more and better insight about the attitudes of people towards their jobs due to the prevalence of job dissatisfaction indicators such as strikes, slow downs, and filing of grievances. During the first stage of the program, Herzberg and his colleagues conducted a comprehensive literature review of over 2000 writings published between 1900 and 1955. The literature yielded contradictory results, and the research designs of the studies varied widely in quality and the methodologies used. Based on their review of the literature, Herzberg (1987) made core assumptions on which to base their hypothesis and research design. First, there was enough evidence to assume that there was some relationship between job attitudes and productivity. Second, the characteristics of dissatisfied workers had been well-defined in the existing literature. Third, the factors related to job attitudes had also been previously well-defined.

Herzberg (1987) developed an initial hypothesis that satisfaction and dissatisfaction could not be reliably measured on the same continuum. Herzberg et al. next conducted an empirical study to test the hypothesis. After two pilot programs, the design and hypothesis were further developed and expanded (Herzberg, 1987). The main hypothesis stated that factors leading to positive

attitudes and those leading to negative attitudes will differ. The second hypothesis stated that factors and effects involved in long-range sequences of events would differ from those in short-range sequences.

The high sequence events provide contrast to the low sequence events. It was found that a great many things can be a source of dissatisfaction, but only certain factors can contribute to satisfaction. Low sequence factors were rarely found in the high sequences. Salary was the exception to these findings as it was mentioned with similar frequency in both the high and low range stories. However, when viewed within the context of the events, it became apparent to the researchers that salary is primarily a dissatisfier. When salary was mentioned as a satisfier, it was related to appreciation and recognition of a job done well and not as a factor in itself

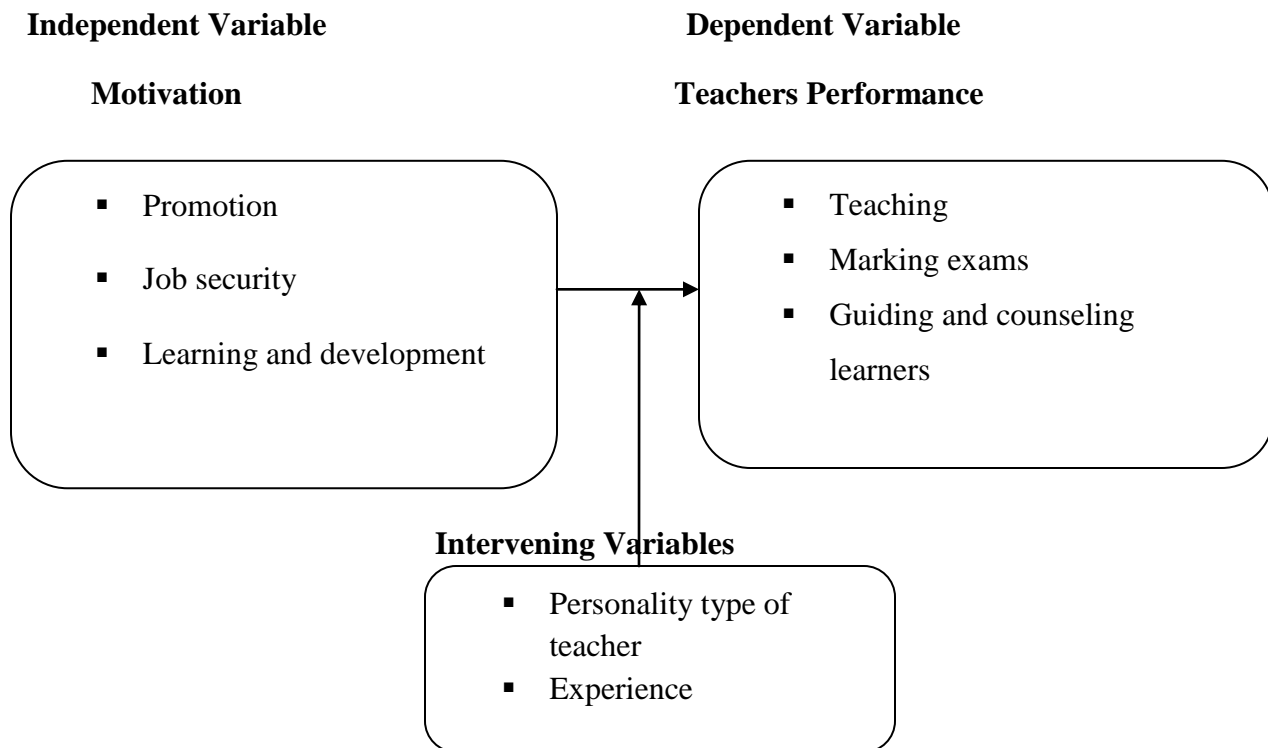
Stander & Rothmann (2008) seeks to explore the perceptions of scientists regarding the intrinsic and extrinsic factors that motivate them and the role of management in enhancing and maintaining motivation with the purpose of identifying practical recommendations for managers to improve the productivity of scientists. A total of 18 semi-structured interviews were undertaken with randomly selected (stratified sampling) scientists working at a government research institute in the UK. The scientists interviewed were typically motivated by the ability to do high quality, curiosity-driven research and de-motivated by lack of feedback from management, difficulty in collaborating with colleagues and constant review and change. Extrinsic motivators such as salaries, incentive schemes and prospects for promotion were not considered as motivating factors by most scientists. Promotion was not a motivator for most of the scientists and many thought that they would never get promoted again. Efforts should be focused on addressing the hygiene factors (i.e. removing the negatives) rather than introducing new incentives.

Stoner (1995) used the two-factor theory as the theoretical framework for a study of 835 university employees in order to understand the impact of demographical factors on job satisfaction. The researcher found that overall job satisfaction was related to age and educational level, and that levels of intrinsic and extrinsic job satisfaction were not the same for different occupational groups – findings that contradicted Herzberg's findings (Schroder, 2008). The two-

factor theory was also tested among construction workers in Bangkok. The study did not provide support for the theory, but it was hypothesized that the conflicting results were due to the lower placement of Thailand's construction workers on Maslow's hierarchy of needs. Because survival was still a basic need of these workers, they were not able to desire self-actualization and place value.

The theory, workers who are satisfied with both motivation and hygiene factors would be top performers, and those who are dissatisfied with both factors would be poor performers. Wayne (2006) found no support for this, and his research concluded that Herzberg's results prove accurate only under his original methodology. Theories of worker motivation address a model connecting job satisfaction, motivation and performance. Considerable importance is attached to these concepts, and there is a need for clarification on how satisfaction and motivation differ from each other. Job satisfaction is an emotional response accompanying actions or thoughts relating to work, whereas motivation is the process that activates behavior. As satisfaction is an attitude, it is possible for a worker to be satisfied with his job but not be motivated. Hence, motivation and satisfaction are not synonymous with each other. It is vital to clarify the distinction between the concepts so that it is easier to understand that motivation leads to satisfaction, which ultimately leads to enhanced performance (Svinicki, 2010).

## 2.2 Conceptual frame work



Nassazi (2013) and modified by the researcher.

The figure above indicates researcher's conceptualization of variables, their linkages and how each related to one another amidst other intervening factors. The independent variable presents in the conceptual framework as displayed, Motivation, the independent variable (IV) is hypothesized to influence teachers' performance in which two dimensions of non-financial and financial motivation are used. Performance on the other hand, is conceptualized as a dependent variable (DV). Performance is measured in terms of efficiency, quality, productivity and timeliness. According to Stoner (1996), efficiency is defined as the ability of employees to meet the desired outcomes by using as minimal resources as possible, and effectiveness as the ability of employees to meet the desired objectives or target. Productivity is expressed as a ratio of output to input and quality is the characteristic of product or services that bear an ability to satisfy the stated or implied needs. Therefore, performance should be measured by the results (output/outcomes) that an organization produces. As per the conceptual framework motivation is fundamental for enhancing employee performance for the teachers in secondary schools while poor motivations has a negative relationship with teacher's performance in secondary schools.

## **2.3. Review of literature**

### **2.3.1 Motivation of teachers in schools**

Motivation has been defined as; the psychological process that give behavior, purpose and direction (Kreitner, 1989); an internal drive to satisfy an unsatisfied need (Higgins, 1994). For the purpose of this study a more operational definition of motivation is defined as the psychological process that causes the arousal, direction and persistence of behavior (Oxford Dictionary of Business, 2003). Balunywa (2005) defines motivation as the inducement of a desired behavior with in subordinates with a view of channeling their efforts and activity to achieve an organization's goals. He adds that it's an internal drive to satisfy an unsatisfied need in an organization and is also known as an incentive action.

Beyond defining motivation, however, researchers have also categorized various types of motivation, based on whether the motivational states are internally or externally derived. These two global motivational states are called intrinsic and extrinsic motivation (Deci, 2000) theorized about both intrinsic and extrinsic motivational states and about correlates of those states.

Extrinsic motivation is related to tangible rewards such as salary and fringe benefit, security promotions contract of service the work environment and conditions of work. Such tangible rewards are often determined at the organizations level and largely outside the control of individual managers.

Many different scholars have agreed and disagreed on the ways employees should be motivated. Some of them assert that in order to motivate an individual, a financial benefit has to be foregone by the motivator whereas others believe that money is not a true motivator hence both financial and nonfinancial incentives are considered in the discussion below; According to Cole (1998), financial incentives are rewards/payments that employees get in consideration of their contribution towards the organization.

#### **2.3.3.2 Promotions**

The result of promotion opportunity which was positively related with job satisfaction was paralleled with findings of Stander & Rothmann (2008) that indicated a positive significant relationship between opportunities for promotion and job satisfaction. Promotion opportunities are also an important aspect of a worker's career and life. It can have a significant impact on

other job characteristics such as responsibilities, etc. The university can use promotion opportunities as a reward for highly productive workers to exert greater effort. More satisfied workers are less likely to leave their employer, have lower rates of absenteeism and higher productivity.

Researches by groups of researchers (Stander & Rothmann (2008) another group found a positive significant relationship between opportunities for promotion and job satisfaction. Tang, Luna-Arocas & Tang (2004) argue that employees that perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. Today, many lecturers will consider leaving the institutions where they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young lecturers who are looking for more work experiences from various institutions before deciding to remain with a particular institution.

An important reason that promotions are sources of incentives is worker reputation, or “career concerns” (Thomas, 2000). Suppose that a worker’s ability is not publicly known, and the labor market pays wages based assessments of ability (reputation). If effort and ability are substitutes at producing output or ability signals, then the worker has an incentive to improve reputation by increasing effort. Where does reputation come from? Often it is the worker’s history of positions or promotions which provides the greatest evidence on productivity and potential. Thus promotions can play a key role in incentives, even when firms do not intend them.

A second reason that promotions may be important motivators is that they can be self-enforcing incentive schemes. Assume, for example, that the firm attaches wages to jobs, not to individuals, and fills slots by promoting the best performers. If this is done, then the firm’s wage bill is fixed, regardless of who is promoted. In order for this system to provide incentives, the firm needs to credibly promote good performers rather than poor performers. Because the wage bill is fixed, the firm has no reason not to; thus, the incentive contract is self-enforcing. This may give a contracting advantage over other incentive mechanisms.

Both of the implications discussed above may be tested easily with appropriate data. Such data would measure promotion rates and salary differentials or rewards earned on promotion. Promotion rates are easy to estimate either by measuring spans of control between hierarchical levels, or by using historical data on actual promotions. Promotion rewards may be very closely proxied by the raise earned on promotion, or by average differences in compensation between positions. Potentially, data from a single firm with a sufficient number of positions or hierarchical levels could be used to test this theory. Unfortunately, most firms do not have enough hierarchical levels or job titles for statistically significant tests. A more promising approach would be to use across-firm data on promotion rates or spans of control, and on compensation levels in each job, such as the data used (WorldatWork, 2007).

Nassazi (2013) contend that one of the benefits of training is the promotion of efficient and effective operation. It helps employees to learn their quickly and effectively, hence minimizing learning costs and enhances performance. It is also noted that when people learn, they improve performance because they have acquire skills. Existing staff can be helped by training to improve their work performance and to keep up to date in their specialist field. The present and future standers of work required by the organization are more likely to be achieved and maintained if employees are well trained. Training also acts as a motivating factor and enhances commitment of employees to the organization, hence making it able to develop and retain its employees.

### **2.3.2 Job security among teachers in Schools**

Job security is basically income security that can be derived from employment, either dependable employment or self-employment. The security is derived from the level of human capital of the individual on the one hand and the functioning of the labour market on the other, Aswathappa (2013) Employment security generally refers to protection against unfair or unjustified dismissals. According to the most commonly used definition, “employment security means that workers have protection against arbitrary and short notice dismissal from employment, as well as having long-term contracts of employment and having employment relations that avoid casualization.

Wayne (2006) state that employment security is not only important for the purpose of providing income security but also that we should not neglect or underestimate “the non-pecuniary benefits

of employment - the sense of social participation that it provides, and the psychological effects on self-confidence and self-respect that employment brings.

Research on job insecurity is recently focusing on those intervening variables that could mitigate and reduce its negative consequences. It was suggested that individual differences in personality traits such as negative affect and self-care, self-esteem and optimism (Van Wart, 2008) emotional intelligence locus of control and need for security may moderate the negative effects of job insecurity on wellbeing outcomes. On the other hand, external resources such as social support, perceptions of process and work control, participations in decision processes fairness of treatment and organizational justice were shown to affect work attitudes (like satisfaction and commitment) and wellbeing, and thus may moderate the effects of job insecurity.

The qualitative job insecurity refers to feelings of potential loss in the quality of organizational position, such as worsening of working conditions, lack of career opportunities, decreasing salary development (Norusis, 2005). However, these two different facets of job insecurity have in common the underlying assumption that job insecurity is intended to be a subjective experience, based on individual perception and understanding of the environment and the situation, and refers to the anticipation of the stressful event of losing the job itself (Norusis, 2005).

According to Aacha (2010) job security is the feeling of having a proper job and the assurance of its continuance in future as well as the absence of threatening factors. If individual feels that he/she will continue his/her job until the end of his/her service and will not be threatened by individual *B* to play his/her proper job roles and tasks, such person enjoys job security (Aacha, 2010). Job security is one of the implications of security. In job security, there are issues such as job changes, missing the job and non-achieving proper jobs.

According to industrial and organizational psychologists, job security is one of the creators of job satisfaction and commitment (Thomas et al., 2006). Job satisfaction is individual's overall attitude on his/her job. According to Smith, Kendall and Hullin, there are five job traits which



show remarkable characteristics of a job including job satisfaction, satisfaction from superior, satisfaction from colleagues, satisfaction from promotion and satisfaction from wage/salary.

### **2.3.3 Training and development among teachers**

According to Florence (2008) human capital is made up of intellectual capital, social capital and emotional capital. Learning and development have often been hailed as a core organization strategy influencing both employee retention and human capital growth. Economists have different interpretations of the term “human capital” in different ways. According to (Foot & Hook, 2008).) In this age when the technology is changing so rapidly that any skill becomes obsolete in quick time and to keep pace with the evolving technology every company who wants to remain competitive need to give training to their employees to remain competitive. Most of them agree that human capital comprises of skills, ability, experience and knowledge. Human capital refers to the intangible resource of ability, effort, and time that workers bring to invest in their work.. According to the resource-based view (RBV) of the organization, competitive advantage depends on the valuable, rare and hard-to-imitate resources.

Training plays a key role in employee commitment, according to Scott Brum of the University of Rhode Island. The training program must meet expectations and needs of the employees, though. Companies are more likely to retain employees who view their training as relevant to their jobs and subsequently have a positive commitment to their company. A successful training program consists of management providing employees with accurate information and communication about the training as well as a program that ensures that training is relevant to their jobs. (Munsamy& Venter, 2009).

Tumuhairwe. (2014) argued that countries in the European Community Household Panel (ECHP) 1994-2001, found that job satisfaction tended to be higher where there was access to workplace training. The relationship between skill acquisition and job satisfaction is not straightforward. First, there is the distinction between general and specific skills. The portability of general skills may raise job satisfaction as it is easier to move to other jobs where satisfaction is higher. In contrast, specific skills bind the worker to the firm and may reduce satisfaction by creating a barrier to exit as workers will lose a portion of the return on such skills if they move. This leads on to the question of the matching of individual skills and levels of education with job

requirements. If workers are mismatched in terms of skill and education requirements, this may lower job satisfaction, as evidenced in the earlier literature.

In the context of Africa the non-financial motivation results in employee motivation and how it affects in behaving positively towards the following ways: employees, who stay loyal to the organization, speak positively about the organization in comparison to newer employees. Robbins and Judge (2007) indicated that satisfied employees drive the organization to have an increased productivity.

In Somaliland context and as per the researcher's knowledge, there is lack of financial and non-financial motivation. The employees working with the different ministries within Somaliland are not rewarded favorably, something which results in de-motivation and provision of lousy work. The government of Somaliland has not sought to carry out satisfaction surveys among employees even though it's clear that employees are the most important resource any organization can have. It is only in Somaliland where the government hours of work are from 7.00am to 1.00pm and even by 11am some employees start leaving work till the next day unlike in the private sector whose employees work which work from 7.00am to 5.00pm. This is of great concern to a developing country since even for developed countries employees still work for long hours such as between 8-12 hours a day. The Ministry of Finance in Somaliland is not left behind since the employees are coerced to work by external factors such as a good pay and good working conditions. If the country is to develop, the employees in Somaliland must be motivated to work for longer hours. Understanding motivation and employees productivity in the Ministry of Finance will be helpful since the findings will be replicated to all Ministries in Somaliland.

High employee absenteeism is a product of de-motivation on the part of employees whose end result is delayed service delivery and decrease in employee productivity. Lack of meeting set deadlines and early closure of work reduce employee productivity (Stella, 2008). In Somaliland context, lack of motivation on the part of employees is exhibited by late reporting to work and early closure even as early as 11 am more so in the government ministries. This has resulted into delayed productivity and low rates of development for the country at large. In order to overcome

this, government ministries needs to identify and know how to tackle the common factors that enhance employee motivation so as to upscale service delivery.

## **2.4 Performance of teachers in Schools**

Naharuddin and Sadegi (2013) emphasized that employees' performance depends on the willingness and openness of employees to do their job. Further, they stated that by having this willingness and openness of employees to do their job, it could increase the employees' productivity which also leads to performance.

Foot and Hook (2008) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices. They also asserted that organizations should attempt to maximize their employees' contribution to the achievement of organizational goals so that employees have the ability to add value through high-performance working while, at the same time, directly benefiting employees themselves.

According to Kusek&Rist (2005) employee performance is measured in terms of the results that organizations achieve in relation to their objectives. They further argue that, in principle, it can be measured at output, outcome or impact level. Performance should therefore be measured by results (output/outcomes) that an organization produces. Other scholars recommend that performance should be measured in terms of efficiency, quality, productivity and timeliness where efficiency is defined as the ability of employees to meet the desired objectives or target. Productivity is expressed as a ratio of output to input quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2004).

Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling.

Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the effect of motivation on performance of teachers are still scanty. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda) (Bennell, (2004).

According to the synthesis report of a sub regional workshop and four country monographs (1996), it was found that in Uganda, 40% of all primary teachers are unqualified. Although the percentage of untrained teachers is reported by Buitenlandse (2008) to have reduced to 20% in 2003 and about 11% in 2006, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon. Given the fact that in practice it is not uncommon for a primary teacher to have more than 150 pupils, one may be surprised to note that there is a double shift system where one teacher teaching two classes, one in the morning, the other one in the evening as a model of reducing the class size without increasing the teaching force. Yet as teachers' salaries are so low, primary teachers are sometimes obliged to have a second job to make ends meet for them and their family. All these coupled with frequent delays in the payment of these little salaries, absence of staff accommodation, poor or no staff meals; tend to reinforce

absenteeism, low morale and lack of commitment to work (Ward, Penny and Read, 2006). Consequently, in Kimaanya-Kyabakuza Division for example, a report by the Municipal Education Officer revealed that teachers were devoting less and less time to extra-curricular activities, teaching preparation, and marking.

## **2.5 Effect of Monetary motivation on performance of teachers in Schools**

Allen and Helms (2002) argue that motivation (rewarding) is a way of recognizing individuals and members of a team for their commendable performance and acknowledge their contributions to the organization's mission. The organization can achieve this if the reward systems are closely aligned to the organization's strategies.

Nelson (2004) argues that most employees appreciate being recognized by their managers when they do good work. This should be sincere praise and given in timely manner. This will encourage the behavior of employees to reach strategic goals. Torrington (2002) agrees with Nelson that teams and individuals need to be recognized and rewarded for their efforts. This will build a sense of identity and confidence with improved performance.

Aacha (2010) states that non-financial motivation assumes greater significance in the present tight economic scenario characterized by limited budgets for performance bonuses and incentives, since they meet the employees' internal needs such as recognition, self-esteem and fulfillment, thereby influencing employee motivation.

Wayne (2006) argues that performance is where goals are set, measured and assessed which in turn helps the employees to know what is expected of them. He further argues that there should be a conducive work environment, capital resources and material resources, skilled and competent human resource. He stresses the idea that employees can be motivated if they are allowed to participate in setting measuring and assessing goals.

Odden (2000) argues that teachers who are not motivated by financial rewards, can be encouraged with non-financial rewards. These include satisfaction from high student achievement, influence, recognition, learning new skills and personal growth. Aswathappa (2003) states that employees' benefits are received as an addition to direct pay although they are

not directly related to performance; but as a condition of employment they can still attract and retain competent employees and improve on performance since they represent an increase in earning if they are not passed through the payroll for taxing.

Lawler (2003) states that monetary motivation seems to be very essential in an organization because if organizations are to attract and retain people, they have to pay them. He further argues that for organizations to survive they have to be financially viable, thus obtaining, allocating and spending of money in an organization is a crucial issue. In support of Lawler's argument, Aswathappa (2003) asserts that money is taken as a powerful motivator for an individual or group of people. Money is fundamental for the completion of tasks. Unless work is voluntary, it involves a contract between two people guaranteed by payment of money. The employee takes pay as the reward for his or her work and the employer views it as the price for using the service of the employee. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skills of teachers determine salaries, teacher quality will be improved.

Bowen (2000) states that reward systems date back to the 18th century when Taylor observed and developed theories and concepts of the economic "man". He argues that man is primarily motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired performance.

Beardwell (2004) argues that the use of money as a motivator linked to various objectives would offer the best motivation for performance. For this reason, employees should be motivated by obtaining the highest possible wages through working in the most efficient manner possible, thereby satisfying the employee and employer.

In Uganda, information about the teachers' job performance is little documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork, among other activities. Cheptoeck (2000) carried out a study to establish whether job satisfaction influences job performance among non-academic staff at Islamic University in Uganda. However, the study was not directly related to the

teachers' role of teaching (job performance). A Malawian study by Kadzamira (2006) found that primary and secondary teacher motivation and job satisfaction were strongly determined by both pecuniary factors, such as levels of pay and other material benefits, and non-pecuniary factors, in particular living and working conditions of service.

Another study in Uganda by Aacha (2010) examined whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. It was found out that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Furthermore, a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that both extrinsic and intrinsic motivations affected the performance of teachers. However, the study only examined primary school teachers at work; and hence the relevance of our study is to examine the effect of motivation factors on teachers' performance in private secondary schools in Sheema District.

Research carried out in Tanzania by Mruma (2013) revealed that motivational factors for teachers to join the teaching profession are: job security, absence of job alternatives or prospects for employment. Though salary was listed as another factor, it was the lowest in order of importance. The findings further revealed that the majority of the teachers are motivated by intrinsic factors while a few are motivated by extrinsic factors. These extrinsic motivators include salary, free accommodation, free meals, weekly allowance, or remuneration for extra teaching.

Onanda (2015) asserts that motivated employees under no circumstance will churn out decreased performance. The study revealed that trust, respect and high expectation were seen by most of the employees (71%) as a form of motivation, indicating that as employees, they desire self-respect from management and colleagues and self-esteem. Promotion and growth as motivational factors enhance performance as 69% of the employees shared this opinion. He concluded that great strides should be made to motivate all the staff to enhance performance.

Danish and Usman (2010) observed that a statistically significant and favourable association was found to influence rewards and motivation, indicating that modifying the rewards extended to employees would result in parallel modification in job satisfaction and motivation. On the other hand, regular and special salary increases, fringe benefits, incentives, bonuses, and other payments result in elevated employee morale and hence higher motivation

In the study carried out by Kawesa (2004: 104) in Kampala revealed that the most commonly used types of rewards in private schools are public appreciation, promotion, packages/presents, and duty allowances and overtime pay. It was also revealed that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. Regarding to fringe benefits paid to staff, it was found out that fringe benefits of all types when paid in time can provide job satisfaction and good performance in schools.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004:43).

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in SSA are usually considerably younger than secondary school teachers.



Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behavior towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the 'labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for', which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

Abdikarin, Hussein, Ali (2013) in their study was designed to investigate the relationship between leadership behavior through motivation and employee performance in Mogadishu. Emphasis was put on trying to establish the relationship between leadership behavior and employee performance in Mogadishu-Somalia. The study employed the use of both descriptive and correlation research design to establish the nature of the relationships. To analyze the data, the spearman correlation statistical tool was used with the aim of establishing the relationship between above variables. This formed the basis of the detailed analysis, conclusions and recommendations. The findings revealed the existence statistically significant has a positive relationship between leadership behavior and employee performance, the study also indicate that there is a statistically significant moderate positive relationship between leadership behavior and employee performance. The basis of the findings, the researchers made the following conclusions. Telecommunication companies should provide good leadership behavior to their employee that will improve performance of employee. Telecommunication companies should provide the performance appraisal of their employees that based on their system of their promotion to better satisfactory. Telecommunication companies should promote their employee performance in order to satisfy it. Finally, telecommunication companies should supposed to not

only think about resource or money but take into account that there are other factors that can effects their employee performance.

## **2.6 Research Gaps**

Several studies on motivation and work performance conducted, for example in Sweden's small and medium enterprises (Mruma, 2013), Ultimate Companion Limited of Cameroon (Akah, 2010) and among primary and secondary teachers in Malawi (Kadzamira, 2006) and primary schools in Uganda (Aacha, 2010) indicated that employees, including teachers, are motivated by both intrinsic factors and extrinsic factors. However, most of these studies were conducted outside Uganda and very few studies have been conducted to assess the effect of financial and non-financial motivation on teachers' performance in private secondary schools. Furthermore, studies in Uganda only examined performance and motivation in public institutions and private companies other than private secondary school. This research intends to fill this gap. Therefore, it is against this background that the researcher wants to establish the combined effect of financial and nonfinancial motivation on the performance of teachers in secondary schools of Mogadishu.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses the methodology that is used to conduct the study. It highlights how data is collected and analyses. This chapter presents the research design adopted by the study, population of the study, sample size and sample selection strategy, data collection methods, and data collection instruments, validity and reliability of instruments, data analysis, ethical procedure and limitations of the study.

#### **3.1 Research design**

The study adopted a survey research design in this study. Cooper (2003) observed that descriptive studies are structured with clearly stated questions to be investigated. It was based on majorly numerical data implying that questionnaires were fundamentally incorporated under the design. The descriptive design was selected in this study because it would allow the researcher to gather numerical and descriptive data to assess the relationship between the variables.

#### **3.2 Population of the study**

For the purpose of this study the researcher targeted the population that includes the teachers from the ten schools of Waa-Bari district in Mogadishu Somalia Waa- Bari Schools that included the teachers from every school. This therefore provides a total of 409 teachers that the target population (1)Raaga Ugaaas (45), (2) Maximuud Mire (38), (3) AbuuXaniifaaa (49), (4)Alrajab(39) (5) Alqarni school (48) (6) Imaamu-Shafic (43) (7)Yuusuf- Koonayn (37), (8) MaxamuudXarbi (25), (9) Axmed-Guray (41) (10) al-iimaan (44) that constitute the population for this study. The teachers are chosen because they are the people directly and indirectly affected by the motivation of the employees.

#### **3.3 Sample Size**

Slovene's formula was used to compute the sample size. This formula will be employed so as to sample fairly a large number of people as representation of the total population such that the research findings obtained can be trusted and believed. The details on the determination of sample size using Slovene's formula are shown below;

$$n = \frac{N}{\quad}$$

$$1 + N(e)^2$$

Where

**n**= Sample size

**N**=Total population size

**I**<sup>2</sup>= 0.05 level of significance

$$n = \frac{409}{1 + 409(0.05^2)} = 202$$

Following this formula, the established sample size was 202 respondents from population of 409 and this made fairly a large proportion of the target population involved for effective data collection on the topic under study.

**Table of selection of sample size from the population**

schools	Teacher population in each school	Sample size
1	45	22
2	38	19
3	49	24
4	39	19
5	48	24
6	43	21
7	37	18
8	25	13
9	41	20
10	44	22
<b>total</b>	<b>409</b>	<b>202</b>

### 3.4 Sampling Procedure

The sampling techniques to be used in this study involved systematic random sampling the teachers were selected through systematic random technique because they are many and any of them could be able to give the required information for this study. Thus, their names were obtained and written down on papers and the researcher selected only the employees whose

names landed on odd numbers and left out those whose names landed on even numbers while considering the number of respondents from each category. The only criterion for their selection was their consent to participate in the study

### **3.5 Sources of data**

Both Primary was used in data collection

#### **3.5.1 Primary data**

This is data to be collected from the field. Primary data was obtained through the use of research questionnaires after thorough the questionnaires.

### **3.6 Research Instruments**

Questionnaire survey was used to collect data. These are discussed below:

#### **3.6.1 Questionnaire**

Questionnaires were used to collect data from respondents. The research questionnaires were self-administered to various respondents sampled. The closed ended questionnaires were made to obtain responses about respondent's perceptions on Motivation and performance of teachers in secondary schools in Mogadishu. The questionnaire enabled respondents to indicate the extent to which they agree with each question given. The questionnaire has three sections; section A has questions on the demographic characteristics of the respondents such as age, gender, education level and number of years of working experience. Section B is on the non-monetary motivation with (18 items) based on the three components of promotions in the secondary schools with 6 items, Job security in the secondary schools with 6 components and learning and development items (6 items). Section C is on performance of teachers in the secondary schools with 10 items. All questions in sections two and three were closed-ended, based on four point Likert Scale, ranging between one to four, where 1=strongly disagree (meaning disagreeing with no doubt at all); 2=disagree (meaning disagreeing with some doubt); 3=agree (meaning agreeing with some doubt); and 4=strongly agree (meaning that agreeing with no doubt at all) and this was done by ticking (marking) one of the choices outlined above.

### **3.7 Validity and Reliability of the Instruments**

#### **Validity**

To ensure the validity of the questionnaire and interview guide; some two experts in research will involve in instrumentation of the research instruments. In this regard, after formulating the questionnaires and interview guide, they were submitted to the two experts to ensure their

validity through their duties' basis. This is based on the estimated alpha coefficient value of 0.7 and more. Thus, after the experts' judgment, the compilation of the resonances from raters was computed to determine the content validity index (CVI). The findings from the two experts were used to establish content validity index as shown in Table 3.3.

Thus, since the CVI computed was above 0.7, the standard Cronbach's alpha, the instruments were considered valid this is also in line with Amin (2005) who noted that the overall CVI for the instrument should be calculated by computing the average of the instrument and for the instrument to be accepted as valid the average index should be 0.70 or above (Amin, 2005).

**Table 3. 7.1: Determination of Validity of Instrument**

	<b>Relevant items</b>	<b>Non-Relevant Items</b>	<b>Total</b>
Rater 1	22	6	28
Rater 2	23	5	28
Rater 3	22	6	28
<b>Total</b>	<b>67</b>	<b>17</b>	<b>84</b>

$$CV = \frac{67}{84} = 0.79\%$$

The acceptable rate that researcher preferred was 0.7 that resulted from the division of the corrected questions out of the total questions.

### **Reliability**

To achieve accuracy or reliability, pre-testing of the instruments was done. This was done in some schools in Mogadishu that do not form part of the study. Questionnaires were distributed to those categories of people as pilot test. The results from this pre-testing helped in rephrasing and adjustment of questions that were unclear so as to bring about clarity and reliability and the findings regarding. The reliability tests were done and the Cronbach's Alpha Values of the various constructs investigated were above 0.7, the standard Cronbach's Alpha Values thus, the items were reliable enough.

**Table 3.7.2: Cronbach's Alpha**

<b>Construct Variable</b>	<b>Cronbach's Alpha</b>	<b>Number of items</b>
Motivation	0.82	18
Teacher's Performance	0.87	10
<b>Mean</b>	<b>0.84</b>	<b>28</b>

The mean of the reliability is established at 0.84 therefore the internal consistency (Reliability) of the instrument was confirmed

### **3.8 Data Gathering Procedures**

#### **Before to Data Collection**

Before data collection, an introductory letter was obtained from the College of Higher Degree and Researcher (CHDR) of Kampala International University. This letter to introduce the researcher and research intention to the authorities at Mogadishu schools. List of people from the selected for this study then sought such that sampling process could begin. All the selected people were met physically such that the researcher and research assistants could introduce themselves and create rapport with them and brief them about the intention of the study.

#### **During Data Gathering**

Data collection involved distribution of self-administered questionnaires to respondents and interviewing others. The researcher together with the research assistants was involved in this process such that data collection could be done faster. Respondents were kindly requested to fill in the questionnaires within one 10 days. The researcher visited the schools every day to ensure that respondents quicken the process of filling in the questionnaires. Questionnaires that are filled in were immediately collected to avoid them being misplaced by respondents. While collecting research instrument, verification on whether respondents finished answering all the questions or not was done there and then. This ensured that respondents answered all the questions.

#### **After Data Gathering**

After data collection, data processing began immediately. The researcher begun tallying responses, coded them using SPSS (Statistical Package for Social Sciences) so that Pearson's simple linear regression analysis could be established. Tables will then used to present the data

and data analysis together with its discussion was done. The final works were presented to the supervisor so that errors being made could be rectified. The fair copy at the end of it all was presented for approval and defended before the viva voce.

### **3.9 Data Analysis**

The Statistical Package for Social Sciences (SPSS) version 16 was used for data analysis. Data on the profile of respondents were analyzed through frequencies and percentages. To determine the effect of non-monetary rewards on performance of teachers in Mogadishu, mean values and standard deviations ranging from 1-4 were used.

The interpretations for the data for both the independent and dependent variables (Non-monetary motivation and teacher's performance) were interpreted using the following mean ranges:

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	strongly agree	Very effective
2.51-3.25	Agree	Effective
1.76-2.50	Disagree	Ineffective
1.00-1.75	Strongly Disagree	Very ineffective

To establish the effect of the independent variable constructs on the dependent variable the linear simple regression were used. Qualitative data were analyzed by developing different themes generated from research objectives.

### **3.10 Ethical Considerations**

The following strategies were adapted to ensure the moral justification of the investigation.

**Authorization:** This involved getting clearance from the ethical body/ethics committee and consent of the respondent.

**Informed consent:** The researcher sought for authorization from potential respondents. The researcher will ensure free will consent from participants.

**Anonymity and Confidentiality:** The names or identifications of the respondents were anonymous and information collected from them treated with utmost confidentiality.

**Integrity:** The researcher acted honestly, fairly and respectful to all other stakeholders that were involved in this study.



Ascriptions of authorships: The researcher accurately attributed the sources of information in an effort to celebrate the works of past scholar or researchers. This ensured that no plagiarism occurred. Scientific adjudication: The researcher worked according to generally acceptable norms of research.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.0 Introduction

This chapter presents the findings from the study with specific emphasis on the effect of motivation on performance of teachers in secondary schools of Mogadishu Somalia. The study solicited response for these research objectives that included to determine the motivation of teachers in secondary schools of Mogadishu Somalia, to establish the performance of teachers in secondary schools of Mogadishu Somalia and to determine the effect of motivation on performance of teachers in secondary schools of Mogadishu Somalia. This chapter is organized based on the demographic traits of respondents, following by the analysis as per the research objectives presented objective by objective. The data is presented, analyzed and interpreted as shown in the sub-chapters below.

##### 4.1.1 Response Rate

The study targeted a sample population of 202 respondents who were teachers in schools under the study. The research achieved a response rate of 92 Percent from the 186 respondents out of the 202 questionnaires that were administered and distributed to the selected respondents of the study. Therefore with this response rate, there is high confidence that the responses received on the study are reliable. Mugenda (1999) as well as Saunders (2007) suggests that a response rate of 50% is adequate when quantitative data is manually collected. Table 4.1 below presents a breakdown of the response rate of the respondents by their categorization.

**Table 4.1.1: Response Rate**

<b>Respondents Category</b>	<b>Sample Size</b>	<b>Actual returned</b>	<b>Percentage</b>
All respondents	202	186	92.0

**Source: Field Data, 2017**

Table 4.1 above presents the response rate of the responses to which the research instruments were administered. The findings presented show that out of 202 respondent's targeted 186 responded giving a response rate of 92.0%. This implies that the response rate was high.

#### 4.1.2 Demographic Characteristics of respondents

This was based on the gender of respondents, gender, age, education and marital status. This was intended to attain a detailed understanding of the respondent's key characteristics influences the result of the study. The general information has an implication on the study variables. The different demographic characteristics are analyzed and presented in table 4.1.1 below;

**Table 4.1.2: Demographic Characteristics of the Respondents**

<b>Categories</b>		<b>Frequency</b>	<b>Percentages</b>
<b>Gender</b>	Male	93	50.0
	Female	93	50.0
	<b>Total</b>	<b>186</b>	<b>100.0</b>
<b>Age</b>	20-29	30	16.1
	30-39	48	25.8
	40-49	63	33.9
	Above 50	45	24.2
	<b>Total</b>	<b>186</b>	<b>100.0</b>
<b>Education</b>	Certificate	12	06.5
	Diploma	98	52.7
	Bachelors	42	22.5
	Masters	15	08.1
	Others	19	10.2
	<b>Total</b>	<b>186</b>	<b>100.0</b>
<b>Working Experiences</b>	Below 2 Years	69	37.1
	3-5 Years	65	34.9
	6 Years and above	52	28.0
	<b>Total</b>	<b>186</b>	<b>100.0</b>

**Source: Field Data, 2017**

Table 4.1.2 Present the findings on gender of the respondents. The findings were that on the gender of respondents, the male respondents who had 50% of the total respondents while the female were 50%. The presentations imply that the teachers studied were both the female and

males. It also critically shows that both men and women are teachers in the schools under the study.

The table further provide findings on the age brackets of the respondents, the researcher presented that majority respondents were in the age of 40-49 age bracket had the highest of 33.9% percentage according to the presentations, 25.8% were recorded on the age bracket of 30-39, above 50 bracket had 24.2% of the total respondents and finally followed by 20-29 which had 16.1%. The findings imply that the study was taken from mature respondents thus information attained can be based on for decision-making.

The study findings reveal that regarding the education of the respondents, the findings reveal that majority respondents were Diploma holders in teaching with 98(52.7%) of the respondents while bachelors had 42(22.5%) of the respondents, others were (19)10.2% of the respondents in other education qualifications, 15(8.1%) of the respondents and certificate holders were 12(6.5%) of the respondents. The study findings reveal that majority of the respondents were educated meaning that teachers legally qualify to perform the teaching job in Mogadishu Somalia.

The study findings regarding the time teachers have taught in Mogadishu Somalia, the respondents who constituted 69(37.1%) of the respondents had been in the teaching profession for below 2 years while 34.9% of the respondents are for the period of 3.5 years of teaching while 6-7years had 52(28%) of the respondents. The study findings reveal and imply that majority respondents had been on the teaching job for a period of more than 3 years which is a sign of experience by the respondents.

#### **4.2 Objective 1: To determine the motivation of teachers in the secondary schools of Mogadishu Somalia.**

The independent variable in this study was motivation and was broken into three parts namely; Teacher Promotions (with 6 questions), Job security (with 6 questions) and Training and development (with six questions). Each of the questions was based on the four point Likert scale where by respondents were asked to rate the Motivation by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means and rank as indicated in table 4.2;

#### 4.2 Level of Motivation of teachers in secondary schools of Mogadishu Somalia

**Table 4.2: Level of Motivation of teachers in secondary schools of Mogadishu Somalia**

<b>Motivation of Teachers in Schools</b>	<b>Mean</b>	<b>St.D Dev</b>	<b>Interpretation</b>
<b>Promotions in secondary schools</b>			
There is promotion of teachers based on the experience on the work places	2.40	.97	Poor
Most teachers are promoted because of talent in the work	2.55	1.02	Good
Highly educated teachers are always promoted in the schools	2.50	.97	Poor
There is periodic promotion of teachers in this school	2.63	1.79	Good
Our teachers are aware of the promotion procedures and those with capacity are promoted	2.62	1.03	Good
There is effective training for promotion preparedness for the teachers	2.33	.94	Poor
<b>Average Mean on Promotion of Teachers</b>	<b>2.50</b>	<b>1.12</b>	<b>Poor</b>
<b>Job security in the schools</b>			
The schools management guarantee the teachers of their security on jobs	2.26	1.05	Poor
The teacher's performance provides them a guarantee of their performance	2.36	.95	Poor
The teachers teacher's employment contracts are provided with the job security	2.38	1.00	Poor
The management teams of the schools provide guarantee of the teachers employment	2.44	.97	Poor
The highly educated teachers have their job security guaranteed in the operations	2.58	1.03	Good
The highly experienced employees have their jobs secured and highly guarded	2.78	1.01	Good
<b>Average Mean on Job security</b>	<b>2.46</b>	<b>1.00</b>	<b>Poor</b>
<b>Training and development</b>			
There is a training policy that ensures employees are exposed to relevant skills to improve performance.	2.27	.99	Poor
There is training for every new aspect of the school's need	2.31	.86	Poor
Training opportunities are offered to all departmental employees.	2.55	.91	Good
The training is conducted to foster clear understanding on new technology in the schools	2.43	.96	Poor

Training opportunities are offered regularly to all departmental employees	2.53	1.02	Good
There is sustainable training on the needs of schools and supporting creativity	2.58	1.70	Good
<b>Average Mean on Training and Development</b>	<b>2.44</b>	<b>1.07</b>	<b>Poor</b>
<b>Overall Average Mean</b>	<b>2.47</b>	<b>1.06</b>	<b>Poor</b>

*Source: Field Data, 2017*

The study findings in table 4.2 Shows responses on the level of Motivation of teachers in secondary schools of Mogadishu Somalia. The study results reveal that the overall mean of 2.47, SD=1.06, interpreted as poor. This is based on the responses of the promotions which had a mean of 2.55, SD=1.12 interpreted as poor. The aspect of job security among the teachers reveal a mean of 2.46, SD=1.00 and training and development with the mean=2.44, SD=1.07 interpreted as poor meaning the responses are adequate and low motivation.

The study findings regarding the promotions had an overall mean of 2.50, Interpreted as poor. The study results reveal that the promotions in terms of There is promotion of teachers based on the experience on the work places had 2.40, SD=.97 interpreted as poor meaning that teacher's promotion based on experience are poor.

The table further present information that Most teachers are promoted because of talent in the work with the mean of 2.55, SD=1.02 interpreted as good meaning that the teachers with talent are easily promoted. It was further established that highly educated teachers are always promoted in the schools with the mean of 2.50, SD=.97 interpreted as poor meaning that several teachers are always promoted.

There is periodic promotion of teachers in this school by the teachers in the day to day operations. The study findings reveal that the mean was 2.63 indicated that the findings were good on prevalence of periodic promotions.

The study findings reveal that the study "Our teachers are aware of the promotion procedures and those with capacity are promoted. The study mean had the 2.62, Standard deviation of 1.03 interpretations of good. The findings also that there is effective training for promotion preparedness for the teachers, the mean was 2.50, SD=1.12 interpreted as poor meaning that several activities are undertaken for promotion of the teachers.

The study findings concerning the job security in the schools reveal that the schools management guarantee the teachers of their security on jobs with the mean of 2.26, SD=1.05 interpreted as poor meaning that the management for the schools have limited motivation for job security,

The study findings reveal that the teacher's performance provides them a guarantee of their performance the mean was 2.36, SD=.95 interpreted as poor meaning that the state of affairs in job security are low. It was also established that the teacher's employment contracts are provided with the job security had the mean of 2.38, SD=1.00 Interpreted as poor.

The study findings also reveal that” The management teams of the schools provide guarantee of the teachers employment with the mean of 2.44, SD=.97 interpreted as poor meaning that employment is not highly guaranteed by the schools management for the teachers.

The study results reveal that highly educated teachers have their job security guaranteed in the operations, this was with the mean of 2.58, SD=1.03 interpreted as good meaning that teachers with higher qualifications have guaranteed job security.

The study findings also provided that “The highly experienced employees have their jobs secured and highly guarded. These findings were supported with the mean of 2.78, Standard deviation of 1.01 interpreted as good. The findings further reveal that the experienced teachers have guaranteed job security.

The study results regarding the aspects of training and development of the teachers reveal on overall that teachers are inadequately trained. The overall mean on training and development had 2.44. The findings imply that the issues of training and development among the teachers are lowly undertaken.

The study findings reveal that “There is a training policy that ensures employees are exposed to relevant skills to improve performance. These was supported by 2.27 mean and standard deviation of .99 interpreted as poor meaning that the respondents were qualified for low training and development.

The study also reveals that “There is training for every new aspect of the school’s need”, the study results reveal that the mean was 2.227, SD=.99 interpreted as poor meaning that training is needed is low.

The study findings also provided that” Training opportunities are offered to all departmental employees” The mean 2.55, SD=.91 interpreted as good meaning that the provisions of the undertaking taken are interpreted as good.

The study findings reveal that the mechanism for the training is conducted to foster clear understanding on new technology in the schools, the SD=2.43 interpreted as poor meaning that the training fosters understanding on the technology which is low.

The study findings reveal that” Training opportunities are offered regularly to all departmental employees with the mean of 2.53, SD= 1.02 interpreted as good meaning that training opportunities are highly low further implying that the state of provisions are low.

The study further reveal that the” There is sustainable training on the needs of schools and supporting creativity, the study further reveal that the mean was 2.58, SD=1.70 interpreted as good meaning the state of the training needs is high on the agenda.

#### **4.3 Objective 2: To determine the Performance of teachers in secondary Schools**

The dependent variable in this study was teachers performance in secondary schools, this variable had 10 questions for which respondents were required to ascertain the extent to which they agree or disagree with the items or statements by indicating the number which best describes their perceptions. This variable was measured using questions with response rate ranging between 4=strongly agree, 3=agree, 2=Disagree and 1=strongly disagree. The responses were analyzed and described using means as summarized below in table 4.3;



**Table 4.3: Performance of teachers in secondary schools of Mogadishu Somalia**

<b>Performance of Teachers in Schools</b>	<b>Mean</b>	<b>St.D Dev</b>	<b>Interpretati on</b>
Teachers actively participate in co- curricular activities	2.34	.98	Low
There is regular marking of tests and feedback to students	2.33	.92	Low
The teacher's are always present in the schools for teaching	2.52	.89	High
There is regular attendance to extra lessons by the teachers	2.47	.97	Low
The teachers ensure that the students pass highly in exams employing different mechanisms	2.45	.96	Low
Teachers supervise all school activities assigned to them by school management	2.53	.91	High
The teachers always mark the exams and provide results in time	2.55	1.00	High
Teachers provide counseling and guidance to students	2.47	.90	Low
Teachers are efficient at maintenance of students discipline	2.40	.90	Low
There is effectiveness and innovations in teaching among the teachers	2.30	.92	Low
<b>Overall Average Mean</b>	<b>2.43</b>	<b>0.93</b>	<b>Low</b>

**Source: Field Data, 2017**

The study results provided in the Table 4.3 shows the responses on the performance of teachers in secondary schools of Mogadishu Somalia. The results provided that the mean 2.43, SD=.93 interpreted as low. The study results further imply that low performance was assessed on the provided terms.

Table above further present data regarding the state of the teachers performance in the schools of Mogadishu, concerning the aspect of “Teachers actively participate in co- curricular activities,

the findings provided the mean of 2.34,  $SD=.98$  interpreted as low meaning that teachers participation in co-curricular activity is low.

Concerning the aspect of “There is regular marking of tests and feedback to students, the findings showed the mean of 2.33,  $SD=.92$  interpreted as low meaning that the teachers concentration on tests and exams marking is low.

The table further present the results on the aspects of “The teacher’s are always present in the schools for teaching, the aspects of prevalence provided that the mean of 2.52,  $SD=.89$  interpreted as high meaning that the aspects of teaching are highly prevalent.

Concerning the aspects of the provisions of the issues that “There is regular attendance to extra lessons by the teachers, the mean responses was 2.47,  $SD=.97$  interpreted as low meaning that the mechanisms for the assessment of extra lessons are low.

The study results also reveal that the mechanisms for the assessment of the issue concerning” The teachers ensure that the students pass highly in exams employing different mechanisms”, the mean responses were 2.45,  $SD=.96$  interpreted as low meaning that the issues teachers passing exams is lowly prevalent.

Furthermore concerning the issues “Teachers supervise all school activities assigned to them by school management had a mean of 2.53,  $SD=.91$  interpreted as high meaning that the issues of the activities are supervised by the school management.

It was also established that the issue of performance of the respondents on “The teachers always mark the exams and provide results in time had the mean of 2.55,  $SD=1.00$  interpreted as high meaning that the state of the performance in marking exams and results are timely.

The study findings presented the findings on the “Teachers provide counseling and guidance to students, the mean responses were 2.47,  $SD=.90$  interpreted as low meaning that the counseling and guidance to students is lowly prevalence to the situation of teachers.

The study findings provided the means of the teachers providing that “Teachers are efficient at maintenance of students discipline with the mean of 2.40, SD=.90 interpreted as low meaning that the state of the teachers in discipline is lowly established among the teachers.

The study findings provided that the mean responses that “There is effectiveness and innovations in teaching among the teachers” with the mean of 2.30, SD=.92 interpreted as low meaning that teachers innovation and teaching are low.

The study findings regarding the performance of teachers in secondary schools of Mogadishu Somalia, the study mean was 2.44 interpreted as Low. The prevalence of the results reveals that teachers performance in regard to teaching, co-curricular activities, marking of exams and assignments among others are undertaken of low performance that signal poor performance among the teachers in the secondary schools.

#### **4.4 Objective 3: Effect of motivation on performance of teachers in secondary schools of Mogadishu Somalia.**

The third objective in this study was to examine the effect of motivation on performance of teachers in secondary schools of Mogadishu Somalia. To achieve this objective the researcher correlated the mean of motivation on performance of teachers in secondary schools of Mogadishu Somalia using the Pearson's Linear Correlation Coefficient, as indicated in table 4.4;

**Table 4.4: Effect of Motivation on performance of teachers in secondary schools of Mogadishu Somalia**

<b>Variables correlated</b>	<b>r-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Motivation Vs Performance of teachers	.413	.000	Significant correlation	Rejected

**Source: Field Data, 2017**

The Pearson’s correlation Coefficient (PLCC) results in table 4.4 indicated that there is a significant relationship between motivation and performance of teachers in secondary since the

sig. value (0.000) was far less than 0.05 and r-value (0.413). This finding can be seen in the r-values of 0.413 and a small significant value of 0.000. This research finding means that any variation in Motivation will lead to 0.413 variations in teacher's performance in secondary schools.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion of findings, conclusions and recommendations made based on the study findings. They were made basing on the research questions. It also gives areas of further study.

#### **5.1 Discussion of findings**

The discussion of the findings is done based on the specific research objectives. The analysis is undertaken based on the findings in comparison with the previous studies that were conducted by other researchers.

##### **5.1.1 Motivation of teachers in secondary schools of Mogadishu Somalia**

The study findings on the level of Motivation of teachers in secondary schools of Mogadishu Somalia. The study results reveal that the overall Motivation was poor. This is based on the responses of the promotions which was poor. The job security was poor among the teachers and training and development were all established under the motivation of the teachers in the schools in Mogadishu Somalia. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below.

Stander & Rothmann (2008) argued that the result of promotion opportunity which was positively related with job satisfaction was paralleled with findings of Stander & Rothmann (2008) that indicated a positive significant relationship between opportunities for promotion and job satisfaction. Promotion opportunities are also an important aspect of a worker's career and life.

Nassazi (2013) contend that one of the benefits of training is the promotion of efficient and effective operation. It helps employees to learn them quickly and effectively, hence minimizing learning costs and enhances performance. It is also noted that when people learn, they improve performance because they have acquire skills.

Even Wayne (2006) state that employment security is not only important for the purpose of providing income security but also that we should not neglect or underestimate "the non-pecuniary benefits of employment - the sense of social participation that it provides, and the

psychological effects on self-confidence and self-respect that employment brings. Research on job insecurity is recently focusing on those intervening variables that could mitigate and reduce its negative consequences.

### **5.1.2 Performance of teachers in secondary schools of Mogadishu Somalia**

The study findings regarding the performance of teachers in secondary schools of Mogadishu Somalia. The prevalence of the results reveals that teachers performance in regard to teaching, co-curricular activities, marking of exams and assignments among others are undertaken of low performance that signal poor performance among the teachers in the secondary schools. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below.

The findings are in Line to the results of Foot and Hook (2008) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices.

Bennell (2004) contend that teacher performance connotes the teacher's role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers 'participation in sports, attending school assembly and guidance and counseling.

### **5.1.3 Relationship between Motivation and performance of teachers in secondary schools of Mogadishu Somalia**

The study findings established that there is a significant relationship between motivation and performance of teachers in secondary since the significant values was far less than 0.05 and r-value. These findings show that there is a significant relationship with significant value of 0.000. The study findings are in line with previous studies of Danish and Usman (2010) observed that a statistically significant and favorable association was found to influence rewards and motivation, indicating that modifying the rewards extended to employees would result in parallel modification in job satisfaction and motivation. On the other hand, regular and special salary

increases, fringe benefits, incentives, bonuses, and other payments result in elevated employee morale and hence higher motivation

Even Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

On the contrary Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking

## **5.2 Conclusions**

The study findings on the first objective reveal that motivation of the teachers on the grounds of promotions, job security and training and development are poor. The study conclude that motivation among the teachers in the secondary schools was low and need to be enhanced with also financial motivations to support the business environment among the teachers in schools in Mogadishu.

The second research objective provided that the performance of teachers in the secondary schools of Mogadishu was poor, the researcher conclude that the performance through marking and administration need to be enhanced through management of the teachers authority to enhance management.

On the third research objective, the study conclude that motivating the employees improve their potential of the performance of the teachers, from the findings the researcher conclude that there is need for a focused mind on the state of the motivation to improve the teachers performance in the secondary schools. The motivation need to take the dimensions of financial and non financial motivations enhancement in order to provide means for improving the teachers performance in the schools.

### **5.3 Recommendations**

The following are the researcher's suggestions regarding what should be done to positively influence motivation for the teacher's performance in Schools. Basing on the findings and conclusions of the study, the following recommendations are made:

The first objective, the researcher recommend:- that the Ministry of Public Service should work out incentive packages to increase teacher's motivation to teach in primary schools. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn. Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools. Communities should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will increase their motivation and eventually performance. The local community's contribution in this case may be in form of provision of free labour or financial contributions towards the construction process.

The second objective: - there is need for supervision by the Ministry of Education and Sports especially through Education Standards Agency should be strengthened and circuit supervisors are more regular to stop teachers from participating in secondary employment. The District Inspectorate should also be strengthened and adequately funded to carry out routine inspections in schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment. Awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation.

Third Objectives: - The study recommends that teachers need to be motivated to perform the work tasks for the business undertaken through motivation and improvement of the work tasks.



Teachers attempt to arouse the interest and the joy in each lesson they teach. They could do this through the use of humor in the classroom, paying individual attention to the pupils using different approaches to teaching and positive reinforcements. Motivated classes tend to increase teacher morale and performance.

#### **5.4 Areas for Further Research**

The study considered only the non monetary extrinsic Motivation of teachers. There is need for further studies on the monetary aspects of the motivation studies should be conducted on the effect of intrinsic Motivation on teachers Performance.

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## Appendix I: Questionnaire

Please assist me by answering the questionnaire by providing the most appropriate answer in your opinion by writing the rating in the given space. Kindly use the scoring system below.

### SECTION A: Demographic Characteristics of the respondents

#### 1. Gender (please tick)

Male ☐

Female ☐

#### 2. Age

20 — 29 years ☐

30 — 39 years ☐

40 — 49 years ☐

50 years ☐

#### 3. Education levels (please specify):

Certificate ☐

Diploma ☐

Bachelors ☐

Masters ☐

PhD ☐

#### 4. Number of years (working experience) (please):

Below 2 years ☐

3 — 5 years ☐

6 years and above ☐

Response Mode	Rating	Description	Interpretation
Strongly agree	4	You agree with no doubt at all	Very Good
Agree	3	You agree with some doubt	Good
Disagree	2	You disagree with some doubt	Poor
Strongly disagree	1	You disagree with no doubt at all	Very Poor

Direction: please tick the column corresponding rating that best describes your response using the guide below.

## PART B: Motivation in the secondary schools

*Please rate /indicate/ tick (✓) appropriately your response with respect to the importance of the statements below:*

	Items	1	2	3	4
	<b>Motivation</b>				
	<b>Promotions in secondary schools</b>				
PR1	There is promotion of teachers based on the experience on the work places				
PR2	Most teachers are promoted because of talent in the work				
PR3	Highly educated teachers are always promoted in the schools				
PR4	There is periodic promotion of teachers in this school				
PR5	Our teachers are aware of the promotion procedures and those with capacity are promoted				
PR6	There is effective training for promotion preparedness for the teachers				
	<b>Job security in the schools</b>				
JS1	The schools management guarantee the teachers of their security on jobs				
JS2	The teacher's performance provides them a guarantee of their performance				
JS3	The teachers teacher's employment contracts are provided with the job security				
JS4	The management teams of the schools provide guarantee of the teachers employment				
JS5	The highly educated teachers have their job security guaranteed in the operations				
JS6	The highly experienced employees have their jobs secured and highly guarded				
	<b>Training and development</b>				
LD1	There is a training policy that ensures employees are exposed to relevant skills to improve performance.				
LD2	There is training for every new aspect of the school's need				
LD3	Training opportunities are offered to all departmental employees.				
LD4	The training is conducted to foster clear understanding on new technology in the schools				
LD5	Training opportunities are offered regularly to all departmental employees				
LD6	There is sustainable training on the needs of schools and supporting creativity				



**SECTION C: Performance of teachers in secondary schools**

	Items	1	2	3	4
PF <sub>1</sub>	Teachers actively participate in co-curricular activities				
PF <sub>2</sub>	There is regular marking of tests and feedback to students				
PF <sub>3</sub>	The teacher's are always present in the schools for teaching				
PF <sub>4</sub>	There is regular attendance to extra lessons by the teachers				
PF <sub>5</sub>	The teachers ensure that the students pass highly in exams employing different mechanisms				
PF <sub>6</sub>	Teachers supervise all school activities assigned to them by school management				
PF <sub>7</sub>	The teachers always mark the exams and provide results in time				
PF <sub>8</sub>	Teachers provide counseling and guidance to students				
PF <sub>9</sub>	Teachers are efficient at maintenance of students discipline				
PF <sub>10</sub>	There is effectiveness and innovations in teaching among the teachers				