

**EFFECT OF TEACHER MOTIVATION ON PERFORMANCE IN
PRIVATE SECONDARY SCHOOLS IN HODAN DISTRICT,
MOGADISHU SOMALIA**

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/organization for consideration of any certification. This research project has been harmonized by referenced sources properly acknowledge. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.



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ABSTRACT

Motivation plays an important role for teachers because it drives them to attain predetermined goals. Due to poor academic performance in private secondary schools in Somali, the objective of this research was to determine the influence of teacher motivation on school performance in Hodan District, Mogadishu, Somalia. The objectives of the study were to analyze the effect of rewards, workplace environment, incentives and performance appraisal on school performance in private secondary schools in Hodan District, Mogadishu, Somalia. The study was based on Herzberg's Motivation Theory. The results of this study will help school leaders and other stakeholders in education to recognize motivational challenges that influence the job performance of teachers. The researcher used the design of the correlation analysis. The study was located at Hodan District, Banadir region, Somalia, where school performance was expected to be low. The target population was 120 teachers in 3 private secondary schools in Hodan district. Using Slovene's formula, the study arrived at a sample size of 92 respondents which were sampled from the three private secondary schools using systematic random sampling. Questionnaires and interview schedules were used to gain knowledge from the students. In one private secondary school in Hodan District, a pilot study was carried out and the school did not participate in the main study. The validity of the instruments was determined by experts by content analysis, while reliability was determined by the test-retest process. The alpha coefficient of 0.801 was obtained by Cronbach, which indicated that the instrument was accurate. To summarize details, descriptive statistics including frequencies and percentages were used while regression analysis was used to evaluate the effect of independent variables on the dependent variable. rewards and recognition had a significant effect on school performance with a p value of 0.003 which indicated a positive correlation between rewards and recognition and school performance. In addition, the study established that workplace conditions influenced school performance with p value of 0.002, which is less than 0.05 which shows that there is a positive relationship between working conditions and school performance. Further, the study established that performance appraisal significantly influenced school performance; this was indicated by a p value of 0.000, which is less than 0.055, which means that performance appraisal had a very significant effect on school performance. Finally, the study established that incentives influenced school performance which was indicated by p value of 0.000 which is less than 0.05, suggesting that incentives had a very significant effect on school performance in private secondary schools in Hodan District, Mogadishu Somalia. The study recommended that school managers and heads of schools need to reward teachers, give incentives, create good working environment and use performance appraisal to increase teachers' motivation thus better school performance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives and research questions. In addition, the chapter outlines the significance of the study, limitation and delimitation of the study. Further, it presents the assumptions of the study, the theoretical and conceptual framework. Lastly, the chapter presents the operational definitions of key terms.

1.1 Background of the Study

Globally, research has shown that teacher motivation and performance are interdependent factors and key in school success, teachers are the ones who translate educational objectives into knowledge and skills and transfer them to students (Kihara, Kamiti & Matee, 2018). According to Orji (2014), motivation plays a very considerable role in schools, it improves teacher productivity and improves the achievement of targets in a professional manner. It is therefore right to conclude that teacher motivation plays a key role towards the achievement of educational goals.

Various scholars have put forward divergent definitions on teacher motivation; for instance, Orji (2014) defines teacher motivation in order to encourage teachers to behave in desirable academically productive ways, as the whole class drives, interests, needs, wants and comparative forces started for instructors. According to Mustafa & Othman (2012), motivation directs teachers' actions and behaviors towards the attainment of educational goals, which directly effects learners' accomplishment and school performance. A study conducted by (Manzoor, 2012)

investigated the correlation between organizational performance and morale of employees. The study established that appreciation and empowerment play a very important part in enhancing employee inspiration towards organizational roles. Manzoor elucidated that by recognizing the staff members this satisfies them internally with their task, partnership and managerial environment for their work done and their role in decision making. Therefore, their interest and motivation for the performance of duties increases. Similarly, Acha (2010) explains that motivated instructors are commonly more profitable and can build performance of students in school.

The absence of inspiration is viewed as directed by different factors, for example, the workplace and teacher incentives. Njenga (2012) explains that behavior of teachers can be changed through motivation by fair remuneration, promotions, allowances, good working conditions, positive reinforcement, recognition and fair treatment. According to Nyakundi, raburu & Okwara (2019), the absence of inspiration among educators has been appeared in the reluctance of instructors to take part in school occasions, low participation, unforeseen nonappearance, late appearance, non-invigorating instructing, absence of interest in gatherings, pointless perspectives when help is required, protection from offering more than what is expected of them and the creation of arguments between colleagues in the long term to poor school performance.

Across-country study conducted in Singapore, Japan, Finland and Turkey by Likay & Serdar (2016) delved to establish the influence of the spiritual and motivational values of teachers of science and mathematics on the academic achievement of

students. The findings showed that teacher morale and encouragement generally had a significant and important influence on the success of students in science and mathematics. For instance, it was reported that the encouragement of teachers in Turkey and Singapore had a greater influence on the students' academic achievement. The research found that principals demonstrated high assurance and inspiration for their educators in high performing schools. In view of the results it is clear that the encouragement of teachers has a substantial effect on the academic performance of learners.

A research by Bennell (2004) on motivation of teachers and rewards in sub-Saharan Africa represented that the poor attendance of educators in schools in sub-Saharan Africa could be emphatically connected to low motivation among teachers thus leading to reduced syllabus coverage and poor academic performance. Bennell emphasized that in addition to the teaching job, teachers' pay in Sub-Saharan Africa was very little to drive teachers into side hustles like going into entrepreneurship. The overall level of work satisfaction and encouragement for teachers was poor in both primary and secondary schools, according to Bennell. Further, he explained that the dissatisfaction was caused by poor remuneration and poor working conditions which reduced teachers' morale to work, making them perform poorly in their teaching job.

In Tanzania, Mark (2015) directed an investigation to set up variables that influence the inspiration and employment execution of instructors in Kibaha District public optional schools. The consequences of the examination indicated that educator spirit in the Kibaha District was impeded by elements, for example, awful working

conditions, low compensation, ominous schooling arrangements, delays in advancements and the negative view of the network towards instructing. Based on the outcomes, the investigation suggested that the public authority increment the pay rates and pay of instructors and improve working conditions.

In Nigeria, Jibowo (2007) conducted a study on the effect of motivators and hygiene factors on job achievement in Nigeria, the study revealed that there was some Motivators' effect on job efficiency. Centres and Bugental (2007) carried out another analysis on the basis of Herzberg's two-factor motivation theory, which divided work variables into two categories: hygiene factors and motivators. To assess the validity of the two-factor hypothesis, they used a study of 692 subjects. It was found that "motivators" or intrinsic work variables were more esteemed at higher word related levels, while "cleanliness factors" or outward employment factors were more esteemed at lower word related levels. They concluded from this work that companies that satisfy both extrinsic and intrinsic employee variables get the most out of them. In view of this research aims to identify the influence of motivation on employee performance to resolve issues emerging from motivational approaches in school environments.

In Kenya, the Kenya Teachers Service Commission (TSC) is mandated to manage the teachers' employment and remuneration. Other than the basic wages, various allowances have been created by the Commission, such as the liability allowance and the hardship allowance for teachers employed in arid and semi-arid regions and two year study leave for academic development. However, a study conducted by Wambugu (2018) in Kinangop Sub-County uncovered that there was an absence of

inspiration for educators at public secondary schools. Furthermore, the examination found that absence of motivation had a negative effect on the standard of instructing and picking up, prompting low execution in the sub-public area's assessments. Wambugu concluded that the recognition of teachers by rewards and benefits for good results strengthens job commitment, enhances interaction with understudies, prompting upgraded scholastic execution. The examination proposed that school heads ought to make roads for good execution to be remunerated. The results indicate that encouragement is a significant factor that helps school teachers to follow their goals and conduct their duties efficiently.

In Somali, a study conducted by Ali, Yassin and Dahie (2016) explained that there has been insufficient involvement by local authorities in the education sector due to lack of adequate funding from governmental organizations. As such, most of the schools are established by the Diasporas, the local population, religious organizations or private individuals. Few of Somalia's educational institutions are administered by the government whereas more than half are controlled by instruction affiliations or umbrella associations.

The lack of a strong Somali government and strong local authorities in Somalia has caused privatization of schools to be allowed and encouraged, with school owners at liberty of running the schools without proper regulations (Ali, Yassin & Dahie, 2016). As such, majority of the schools have poor working conditions with inadequate offices and furniture within the workplaces and few classrooms without proper ventilation. Further to that, school owners charge students high school fees and less pay for teachers therefore, the teachers have no payment incentives, no

performance appraisals and lack of health and social security (Ali, Yassin & Dahie, 2016).

In addition, it has been reported that the quality of education offered in these schools is poor and there is low performance (Ali, Yassin & Dahie, 2016). Most schools in the Hodan district recorded low performance for the last four consecutive years from 2012 to 2016, with an average of 4.60, 4.34, 4.30, 4.56 and 4.88, respectively, according to statistics from the Imam Shafi Foundation Examination Board. For instance, in 2012, an average of 113 students out of 232 who sat for secondary leaving examination failed (Examination Board of Imam Shafi, foundation, 2016). Despite the alarming performance in these schools, there is no research carried out in Somali to examine how the motivation of teachers is affecting the performance in the private secondary schools. Against this background, this study aimed to examine the effect of teacher motivation on school performance in Somalia's private secondary schools.

1.2 Statement of the Problem

For teachers, motivation plays an important role because it drives them to attain educational goals. Studies have highlighted that motivated teachers have high interest and inspiration in teaching hence expected to better school performance. On the other hand, teachers who lack motivation are unwilling to discharge their duties and offer non-stimulating teaching which negatively affects the quality of education and leads to poor school performance.

Somalia has essential and auxiliary schools acquired from the British and Italian provincial frameworks after freedom during the 1960s. All the schools were public and the public authority controlled them. The local officials were Somali instructors. The Ministry of Education was answerable for their remuneration, preparing and convenience, honorary work was working with the Ministry of Education, magnificent literature and songs were made by the government to inspire teachers. Numerous private auxiliary schools were set up in Mogadishu and different areas of the nation after the breakdown of the public authority of Somalia. The Somali Diasporas, nearby networks, strict gatherings or private people structure a large portion of them.

Quality of education offered in these schools has been described as poor and there is less efficiency that directly affects the knowledge of the learner and the education system as well. An average of 113 out of 232 students who sit for a secondary leave examination fail, according to statistics from the Imam Shafi examination board, foundation annually. Since no study has been conducted in Somali to investigate how teacher motivation affects private secondary school performance, this study delved into filling the gap by analyzing the impact of teacher motivation on school performance in private secondary schools in Hodan district, Mogadishu, Somalia.

1.3 Purpose of the Study

The main purpose of this study is to determine the impact of teacher motivation on school performance in Hodan district, Mogadishu Somalia private secondary schools.

1.4 Objectives

The study seeks to:

- i Determine the effect of rewards on performance in private secondary schools in Hodan District, Mogadishu Somalia.
- ii Assess the effect of workplace environment on performance in private secondary schools in Hodan district Mogadishu, Somalia.
- iii Determine the effect of performance appraisal on performance in private secondary schools in Hodan District, Mogadishu Somalia.
- iv Establish the effect of incentives on performance in private secondary schools in Hodan district, Mogadishu Somalia.

1.5 Hypothesis

- i There is no significant effect of rewards and recognition on performance in private secondary schools in Hodan District, Mogadishu Somalia?
- ii There is no significant effect of workplace environment on performance in private secondary schools in Hodan District Mogadishu, Somalia?
- iii There is no significant effect of performance appraisal in performance in private Secondary schools in Hodan District, Mogadishu Somalia?
- iv There is no significant effect of incentives on performance in private secondary schools in Hodan District, Mogadishu Somalia?

1.6 Significance of the Study

The results of this research may be of great significance in the following ways.

- i It may allow beneficiaries, both public and private owners of secondary schools, to know how to motivate teachers to work effectively in schools.

- ii The results of this study may allow school leaders and other educational stakeholders to identify and tackle issues that affect the job performance of teachers.
- iii This study addresses the gap in the identification of motivational factors that affect teachers' performance in Somalia's private secondary schools. If addressed, it will improve productivity and meet the needs of teachers in school.

1.7 Limitation and Delimitation

1.7.1 Limitations

Despite extra measures to ensure proper research, there were external factors that limited the research process. The following were some of the limitations of this study:

- i Some Head of Schools were not prepared to have the research carried out in their schools. This was mitigated by providing a letter of authority to conduct research in schools from both Kenyatta University and the National Commission for Science, Technology, and Vocational Institution (NACOSTI).
- ii Teachers experienced challenges in filling the questioners in time due to their demanding work. The researcher gave them a one-week period to complete the questionnaire to solve this.
- iii Study covered a wide area given that Hodan District is expansive and the schools are sparsely distributed. In order to minimize the cost and time to undertake the exercise, the researcher traversed the region using motor bikes and recruited two research assistants to support in data collection.

1.7.2 Delimitation

- i This study was delimited to the Hodan District in Mogadishu, Somali.
- ii The emphasis was on private secondary school teachers due their alarming school performance compared to public schools.
- iii There are many factors which may influence school performance but this study focused in establishing how teacher motivation affects school performance

1.8 Assumptions of the Study

The analysis was based on the assumptions below:

- i When responding to the research instrument, the respondents were eager and sincere.
- ii All teachers are qualified to teach high schools and have the requisite support and services.

1.9 Theoretical and Conceptual framework

1.9.1 Theoretical Framework

The study is anchored on Herzberg's Motivation Theory, which was developed in 1959 by Frederick Herzberg. The theory suggests that there are two variables that a company should adapt to affect organizational motivation. The two factors are motivating factors and hygiene factors. Herzberg elucidates that motivating factors are found within the actual job itself and their presence cause employees to work harder. The theory highlights examples of motivating factors which include: Sense of achievement, praise and recognition, interesting and challenging work, responsibility, promotion opportunities and growth.

Herzberg explains that in the actual job itself, hygiene variables are not present, but they surround the job. These variables include company policies; wage, status and protection working conditions supervision relationships. The theory argues that presence of hygiene factors may not necessarily cause employees to work harder but the lack of variables would lead workers to work less hard.

The theory is relevant to the study because it describes various factors which influence motivation of employees thus influencing execution of an association, which is the focal point of this examination. For instance, Herzberg highlights that organizations, in this case schools must give employees (teachers) a feeling of pride, and this will make you feel good to have achieved something tough but worthwhile.. In addition, employees need to be praised and recognized of their successes and paid fairly and reasonably in order to increase their motivation and productivity at work. Further, the theory emphasizes that working environment and conditions can affect employees' motivation. Herzberg explains that for workers, promotion opportunities should exist for; this will increase their morale to work harder. Also the theory explains that the type of equipment and the working environment should be secure, fit for purpose, and the job itself should be interesting, diverse, and necessary to keep employees motivated.

According to the theory, school managers should strive to have inspired all staff and have very few grievances in order to record good performance. This can be achieved by eliminating stressors in work hygiene and improve workplace satisfaction by ensuring that the everyday working community is positive wherever it is. every

teacher is working under favourable conditions and treated with equal respect. Additionally, school administrators need to ensure that wages in the sector are fair and that there are no substantial pay differences between teachers doing similar work. Finally, the theory emphasizes that employee recognition and empowerment means is important. Heads of schools should delegate increased transparency to each teacher by steadily increasing the amount of responsibility given to a teacher. Present of these factors will boost teachers' motivation which will drive them to work harder, thus increase school performance.

1.9.2 Conceptual Framework

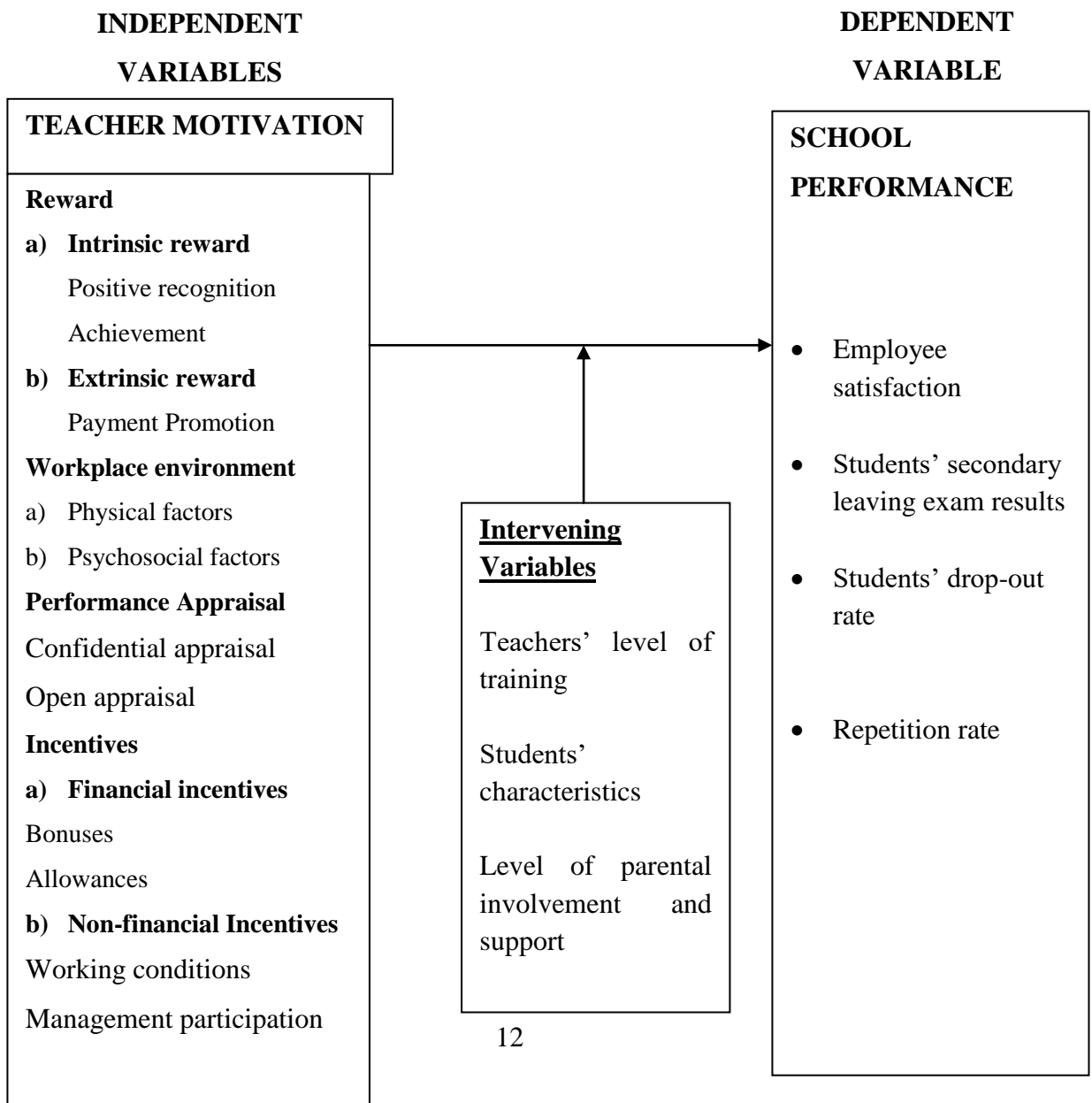


Figure 1.1: Conceptual Framework

In this research, the independent variable is teacher motivation. In terms of reward, working environment, performance evaluation and rewards, teacher motivation was assessed. Intrinsic and extrinsic incentives are known as rewards. The organizational climate is often split into physical and psycho-social, while performance assessment is evaluated in terms of confidential evaluation and open evaluation, and financial incentives and non-financial incentives can be incentives.

School performance as the dependent variable was measured by the following indicators; employee satisfaction, students' secondary leaving exam results, students' drop-out rate and repetition rate. The framework demonstrates that the independent variables which are reward, workplace environment, performance appraisal and incentives influence school performance. It is expected that when schools have a good working environment, fair appraisal performance methods, giving incentives and rewards to appreciate teachers' efforts, will increase teachers' motivation to discharge their duties hence, leading to good performance in schools.

The framework also presents intervening variables which include teachers' level of training, students' characteristics, level of parental involvement and support and the availability of tools for teaching and learning. These variables may influence performance of the private schools in Honda District but they were not the focus of this study however, they were taken care of during data analysis.

1.10 Operational Definition of Key Terms

Teacher motivation: As per the study, motivation for teachers relates to teacher reward and appreciation, working environment, performance evaluation and rewards given to secondary school teachers in Hodan District.

Reward: It is a mechanism that connects the curiosity of employees with those of the group and the organization, thereby growing commitment and accomplishment.

Workplace environment: refers to the Physical and Psychosocial factors in which the teachers carry out their work.

Performance appraisal is a process that involves intentional supply taking into consideration the success, which secondary school teachers have attained in discharging allocated duties or attaining stated.

Incentives: As per the study an incentive is somewhat that stimulates secondary school teachers to teach effectively.

School performance: is defined as an indicator the school that illustrates how the activities conducted have led to the achievement of specific outcomes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter gives a systematic identification, location, and analysis of pertinent and related literature to teacher motivation and school performance. The review is conducted based on the research objectives which focus on reward, teachers' workplace environment, performance appraisal and incentives and their effects on school performance. Finally, the chapter presents the summary of reviewed literature and the identified gaps.

2.1 Concept of Teacher Motivation

Motivation consists of goals that guide human behavior in pursuing and achieving set goals (Huczynski and Buchanan, 2007). Elsewhere, motivation is described as the process that begins with the need for physiology and psychology that triggers behavior the achievement of a goal or incentives (Njenga, 2012). While Orji (2014) opines teacher motivation was initiated for teachers as a whole class of drives, aspirations, needs, desires and similar powers to motivate them to behave academically productive in a beneficial manner.

Research purports that motivation directs teachers' actions and behaviors towards the attainment of educational goals, which directly effects learners' accomplishment and school performance (Mustafa & Othman, 2012). Teacher motivation has also been described by research as one of the factors shaping the achievement of student teaching targets and academic achievement. Abazaoğlu & Aztekin (2016) carried out a study to establish the relationship between the academic achievements of

students in mathematics and science and the encouragement of teachers in Singapore, Japan, Finland and Turkey. The scientists utilized elucidating measurements and various leveled straight demonstrating (HLM) to break down the impact on the academic performance of students of the moral and motivational attributes of science and mathematics teachers. In addition, comparisons according to the results obtained were made in this region. The discoveries demonstrated that the educator factor was more effective in nations with various pay adjustments, while instructor confidence and support commonly positively affected the accomplishment of understudies in science and arithmetic. Furthermore, it was recorded that school directors communicated high confidence and eagerness for their instructors in high-performing nations, and the triumphs of understudies were generally accomplished by educator inspiration in Turkey.

A study carried out by Orji (2014). The influence of teacher encouragement on student academic success in Nigeria has been investigated. The study found that the determinants of teacher-learner relationships for improved academic performance of students were found to include: teacher rank, class size, increased workload, professional independence, job climate, teacher education and professional development, teacher compensation and agreements and consultations. Further, the study established that when teachers are motivated through rewards, incentives, promotions and good working conditions, they get committed in the learning process by encouraging learners to learn to express themselves, to engage in person and group activities by answering questions, and other learning activities which help learners acquire knowledge and skills. The study concluded that encouragement for teachers influences students' academic performance. At long last the examination

recommended that instructors should be enough compensated to permit them to get by on the compensation of their work with dignity and not be compelled to take on additional jobs that distract them from teaching.

Nyakundi, Raburu and Okwara (2019) analyzed the impact of instructor consolation on the scholarly execution of students in elementary schools. The examination populace was 147 head educators in Nyamira County and 836 instructors. To get an example of 84 instructors and 15 head educators, separated inspecting was utilized. For this examination, a blended technique configuration was received that utilized subjective and quantitative strategies in the synchronous assortment and investigation of information. Albeit a meeting plan assembled information from head educators, a poll was utilized to accumulate information from the teachers. The correlation analysis identified a positive but poor relationship between the motivation of teachers and the academic performance of pupils ($r = .439$; $p = .000$).

It is evident from the existing literature that teacher motivation influence learners' academic achievement thus affecting school performance. However, studies that exist have been conducted in various countries but there is no study that has been conducted in Somali. Since the situation in other counties may not be the same as in Somalia, the findings may not be applicable in Somali which creates the need for this research to establish how teacher motivation affects school performance in Somalia.

2.2 Effect of Reward on School Performance

Reward is an important tool in teacher performance. According to Oosthuizen (2001) reward programs provide the critical factor in sustaining esteem and passion and a well-rewarded teacher develops a sense of value in the institution they work in. Luthans (2000) identifies two types of rewards systems that can be used. These are financial (extrinsic) and non-financial (intrinsic). Luthan explains that financial rewards bonuses, career promotion, gratuities and gifts, and non-financial ones may include praise and social recognition. Both intrinsic and extrinsic rewards motivate the employees towards productivity and develop behaviors that lead to good performance.

Research has demonstrated that reward has an impact on Teachers' performance in secondary schools. Naveda, Shazia & Shabana (2013) conducted a study to identify the various forms of incentives used in schools and identifying the impacts of remunerations on the presentation of auxiliary teachers in Islamabad. The information was gathered through a questionnaire and a survey. For the analysis of the data, frequencies, percentage, mean and Pearson co-relation were used. Most of the respondents were in favor of extrinsic reward; therefore, the study concluded that there was a connection between extrinsic reward and performance at school.

A study conducted by Tahira, Mumtaz, Abdul and Memoona (2017) The interpretation of teachers about the effect of the incentive framework on the exhibition of educators at rudimentary level has been explored. The Expectancy theory of motivation was the foundation of this research. A descriptive study design was adopted and data from 200 teachers in Lahore was collected using a self-rated

questionnaire. The study found that the compensation scheme has an important effect on teacher success at the rudimentary level. The examination made a significant commitment to uncovering the connections between the pay framework and the achievement of teachers at elementary level, but the results might not be valid in Somali secondary schools.

Hyun & Jung (2014) conducted a study to establish how the results of the teacher performance-based incentive program differ according to the characteristics of the teacher in elementary, middle and secondary schools in China. The results showed that female teachers received less motivation (2.68) at an average of 3.23 than male teachers. At $p < .001$, these outcomes were statistically important. The investigation likewise found that instructors working in metropolitan (2.98) and rural (3.10) zones were preferred propelled over provincial educators (2.25). Likewise, educators with over 10 years of involvement have been discovered to be more spurred (3.33) than instructors with under 10 years of involvement. The ANOVA demonstrates that the presentation based motivator raises the spirit of male educators (3.22) more than that of female instructors (2.69). At $p < .001$, this difference was factually significant. What's more, the motivating force program was expressed to be more reasonable for raising the assurance of educators in rudimentary and center schools (3.13 and 3.01, separately), instead of in secondary schools (2.20).

A study conducted by Ibok (2014) explored the effect of teacher motivation in Calabar Municipality of Cross River State, Nigeria, on the success of students in mathematics. A survey study design was adopted and 200 biology students selected from nine (9) public high schools in the Abak Local Government area were sampled.

The study stated that there is a connection between frequent teacher promotion, periodic payment of salary, and the academic success of students in biology. Based on the results, the study suggested that the Government of Nigeria should ensure regular payment of teacher salaries and prompt promotion to ensure that teachers are empowered in the study field to improve students' academic performance.

Ali, Abdulkadir & Ali (2016) conducted a study to establish the important relationship between motivation for teachers and success at school; the mediating impact of job satisfaction for teachers. A survey methodology was used in this study and a convenient sampling was utilized to test 80 respondents from Mogadishu Secondary Schools. It utilized a poll with eight key builds. The investigation found that there is a significant connection between inspiration for instructors, work fulfillment and achievement in school. At last, based on this nearby relationship between these factors, the investigation recommended that both extraneous and natural inspiration be utilized by instructing staff to improve work fulfillment and the achievement of the school in the end. In order to ensure the collection of accurate data, the analysis relied on self-reported questionnaire data that may have been biased.

A study by Njebga (2012) examined factors affecting the motivation of teachers in public secondary schools in Kikuyu District, Kenya. The analysis was based on the hierarchy of needs theory of Maslow. Data was obtained from 250 teachers and head teachers using a survey questionnaire. The investigation found that the exhibition of optional teachers in the Kikuyu locale was disintegrated because of low inspiration and that the extraneous spurring factors emerging from outer impetuses, for

example, compensation and incidental advantages influenced the inspiration of educators more than the inborn variables. It was hence reasoned that educator inspiration in the Kikuyu locale should be tended to.

Personal characteristics of teachers influence teacher motivation. A research by Kerubo (2015) sought to determine how teacher motivation and its impacts on understudy execution is affected by the individual attributes of instructors and to decide the impact of educator inspiration on student inspiration on execution in the sub-province of Manga, Nyamira County, Kenya. The investigator used the descriptive design of the survey. The study found that there were many variables that affected the level of motivation of teachers in these schools. The key variables were: training level, job security, student success, and promotions. The investigator also found that all teachers, counting those utilized by the Board of Management, were instructed in elite schools, while low-execution schools recruited a few instructors without preparing. The agent reasoned that a naturally inspired educator can outperform the norms of instructive partners, however the outward inspirations can't in this way be disregarded in light of the fact that they choose the activities of an individual.

Related studies demonstrate that there is a statistically relevant correlation between incentives and school performance (Hyun & Jung (2014); Ibok (2014); Kerubo (2015); Tahira, Mumtaz, Abdul & Memoona (2017)). The studies have demonstrated that reward programs are best suited to improving the morale of teachers thus making them more committed and productive in their duties. Most of the existing studies were performed in other countries, while in Somalia, only one

study by Ali, Abdulkadir & Ali (2016) has delved to establish how reward influence academic performance in schools. Furthermore, the study relied on self-reported data from questionnaires which might have been biased, to ensure collection of reliable data, this research used both questionnaires and interview schedules to gather teacher data.

2.3 Effect of Workplace Environment and School Performance

Workers consider their work environment to be rewarding if they perceive it to offer some form of intrinsic and extrinsic rewards and meet their individual needs (Haynes, 2008). Oswald (2012) defines a work environment as that geographical place that includes elements such as good quality of air, low noise levels and putting in place measures to improve employee welfare. Sustaining a positive work environment has great reward which includes more productivity, happier people and low staff turnover. According to Shrestha (2007), by improving the work environment, the managers are able to reduce job related errors and complaints as well as cases of absenteeism and increase work performance. This provides the organization with greater security and comparative advantage.

Ismail (2010) opines that the manner in which the working condition and physical environment are organized will influence the well-being of the organization. Such conditions include factors related to layout of offices, furniture within the workplaces, lighting, heating and ventilation which may affect the overall demeanor and aesthetics of the workplace and contributes to the levels of comfort of employees. In the long run, this will improve the workers' experiences and contribute to better performance.

The psychosocial variables that influence the work environment are considered a major concern of contemporary workplaces (Vischer, 2008). Other authors like Noe (2008) consider the workplace to comprise several dimensions that include the workload, job autonomy, collegial support and supervision. In these work places there are positive relationships and a sense of control, role definition and involvement. Therefore, both the physical and psychosocial conditions may influence school performance.

Research shows that the kind of leadership in a school can affect teachers' motivation and school performance. Corkin, Ekmekci, & Parr (2018) conducted a study which investigated on how much factors in the school-workplace of educators foresee their self-adequacy and characteristic incentive in teaching. The study was guided by self-determination theory and 217 mathematics teachers serving in public schools in Texas were sampled. Results showed that the autonomy of principals supports the self-efficacy and intrinsic value of teaching positively expected by teachers beyond years of teaching experience, mathematics history and grade level teaching.

One of the key results identified by the study was focused on bivariate correlations that showed that the expectations of teachers about the measure of self-governance uphold offered by their directors are identified with their showing self-adequacy ($r=.30, p<.01$) and natural incentive for showing arithmetic ($r=.28, p<.01$). Likewise, it was expressed that the desires for instructors about their expert fit with their companions are identified with their self-viability for educating ($r=.25, p<.01$).

Furthermore, the examination found that the hindering impacts of school-workplaces overwhelmed by high-stakes tests on the inspiration of educators to instruct were directed by the degree of self-sufficiency uphold offered by the head of the school.

Edo & Nwos (2018) conducted a study in Nigeria which it concentrated on the working environment and the efficiency of teachers at Port-Harcourt Metropolis secondary schools. To obtain data from a sample size consisting of 462 respondents, a questionnaire was used. The results showed that sufficient lighting, temperature and room availability greatly enhanced teacher efficiency. It concluded based on the consequences of the examination that adequate helping in the learning climate, moderate temperature gives educators solace and unwinding, open workplaces and homerooms make open doors for extraordinary learning exercises, in this way diminishing the danger of redirection. The study suggested that by using air conditioning, the temperature of the working area should be moderate, which can be regulated depending on the ability required by the person. To increase adequate learning and teaching practices, the classroom or offices should be spacious enough.

A study conducted by Mark (2015) examined factors affecting the motivation and performance of teachers in public secondary schools in Kibaha District, Tanzania, The study employed a descriptive survey research design and interviews and questionnaires were used to gather information. The survey consisted of 39 randomly chose respondents from chose secondary schools and seven deliberately chose talk with members from the District Education Office. The aftereffects of the investigation indicated that instructor inspiration in Kibaha District was disabled by components, for example, awful working conditions, low compensation pay,

horrible schooling strategies, delays in advancements, and the negative view of the network towards educating. Based on the outcomes, the investigation suggested that the public authority increment the compensations and pay of instructors and improve working conditions.

Gitonga (2012) researched the effect of teacher motivation on the performance of KCSE students in Irnenti South District, Kenya's public secondary schools. The research implemented a descriptive survey and obtained data from a sample of 100 respondents using questionnaires. The study was carried out using the Pearson Coefficient of Correlation and Linear Regression. Findings showed that the schools had provided conducive working conditions. With favorable working conditions in schools, teachers are likely to be inspired to perform better, thus the success of good students in the exams. Regression investigation on whether KCSE execution was influenced by compensation factors indicated a nearby relationship between factors connected to compensation and school execution in optional school.

On the basis of the results, it was concluded that working conditions offered a favorable learning environment for teachers to perform well, hence the success of good students in the exams. The study further inferred that there was a nearby connection between's expert turn of events and the presentation of Kenya Certificate of Secondary Education in auxiliary school. It was likewise presumed that there was an unmistakable relationship in optional schools between factors identified with compensation and school results. The investigation proposed that the Teachers' Service Commission should build the natural inspiration factor of educators by compensating instructors for their prosperity by composing a letter of honor and

suggestion to them on the basis of the results. In addition, teachers should be given open doors for proficient turn of events and there should be an advancement cycle to shorten the promotion cycle, but to relate it to the success of students.

A study conducted by Mbinya (2016) sought to determine influence of teacher motivation variables of school management activities in Machakos District, Kenya, public secondary schools. The fundamental objectives were to discover how factors of educator inspiration incorporate a craving for proficient turn of events, money related prize, government assistance of understudies and achievement of school objectives impact school the executives rehearses in open auxiliary schools in Machakos County. The stratified sampling technique used for sampling 21 schools, purposive sampling to test 21 directors and purposive sampling to test 99 educators. The consequences of the examination indicated that work fulfillment decides the inspiration of laborers. It was surmised from the aftereffects of the investigation that work fulfillment, incentive programs, professional development and work situation factors influence the motivation of employees. The study suggested that schools ensure that teachers are motivated by the school climate to ensure their engagement and satisfaction with their work. By guaranteeing that there are sufficient open doors for instructing and learning, this can be cultivated. At last, the report proposes that another investigation be directed on the impacts of school authority style on instructor commitment in different regions, which was not the worry of the study.

In another study, Sigoni (2017) find out the effect of the working climate on the performance of teachers in public secondary schools in Bungoma County, Kenya. To gather data from 107 respondents, they used a questionnaire. Results have shown

that both intrinsic and extrinsic incentive systems positively influenced teacher performance. It was also deduced that consultative and participative leadership styles enhanced teacher performance. The study also found out that physical facilities coupled with ICT integration positively influenced teacher performance in the study schools and lastly vertical information flow negatively influenced teacher performance as compared to horizontal and free flow of information. The report suggested that both consultative and participative leadership models should be followed by the top administration as this increases the involvement of all school teachers in the dynamic cycle in the study schools and hence easier implementation of schools goals and objectives. In addition, the management should strive to better their infrastructure so as to embrace new technology in school management as this will boost teacher performance as well as students' academic performance. Finally, the schools should adopt horizontal and free flow of information as this allows for feedback both up down and down up communication chains.

We can see from the above researchers' literature that the workplace atmosphere can enhance employee efficiency and preserve the capacity of both workers and organizations. The working climate helps workers fulfill the organization's expectations and desires, and this can boost the organization's efficiency. Since there is no study which has been conducted to establish how work environment affect teachers' motivation in private secondary schools in Somali, this study delved to fill this gap.

2.4 Effect of Incentives on School Performance

Incentive programs are an integral component of organizational motivation and are crucial to understanding the factors driving the organization Kipsungut(2012). Therefore, the idea of offering incentive pay to teachers for raising student achievement is increasingly popular. According to Kirunda (2012) In order to implement the plan, individuals and processes mostly decide the strengths and competencies of an organization, also, these capabilities are mostly an element of the abilities and information on the HR of an organization. Accordingly, organizations need to encourage their workforce through rewards and incentives.

Based on set timetables that reward experiences and capabilities, instructors in the United States are overwhelmingly paid (Thomas and James, 2013). There is anyway a developing interest in whether execution related rewards can enhance teacher engagement and performance based on rigorous teacher assessments. Thomas & James (2013) research was conducted to assess the effect of the divisive teacher assessment system introduced in the District of Columbia Public Schools that introduced uniquely high-powered rewards linked to different teacher performance measures. The study provided estimates of regression-discontinuity that compared the results of maintenance and execution among low-performing instructors whose evaluations put them near the limit that showed an away from of excusal. The investigation additionally differentiated outcomes among high-performing teachers whose positioning put them near a limit recommending an incredibly enormous monetary motivation. The discoveries demonstrated that excusal dangers raised the deliberate turnover of educators with low execution by 11 rate focuses (i.e., in excess of 50%) the presentation of instructors who remained at 0.27 of the standard

deviation at the educator level expanded and improved. The investigation additionally found that monetary advantages expanded the exhibition of high-performing teachers (effect size = 0.24).

It is an increasingly common education strategy around the world to provide financial incentives for teachers to improve student success. In over two hundred New York City public schools, Roland (2012) performed a school-based randomized study to better comprehend the impact of educator motivators on understudy accomplishment. The examination didn't discover proof that instructor impetuses improved understudy execution, participation, or graduation, nor did it discover any proof that understudy or educator conduct was influenced by the motivators. On the off chance that anything the investigation contended that motivators for instructors could diminish understudy accomplishment, particularly in bigger schools.

The effect of incentive intensity on student achievement under a group-based teacher incentive pay program was calculated by a study conducted by Scott (2013). Awards were focused on students' results within a grade, school and subject, offering major differences in the size of the group. Using the proportion of students enrolled in a teacher's classes in a grade subject as a proxy for incentive intensity, The study showed that student performance increased when a teacher is responsible for more students after the introduction of the program: mean results are somewhere in the range of 0.01 and 0.02 standard deviations for a 10 rate point increment in math, English and social examinations share, while the methods for science gauges are little and not factually critical.

Another study conducted by Kirunda (2012) purposed to establish how performance-based incentives impact on teacher success at private secondary schools in Kampala, Uganda. The proposal utilized both purposive and quantitative information assortment strategies, and with Pearson Product Correlation Coefficient and Regression examination, information was dissected utilizing elucidating and social measurements. The outcomes indicated that in private secondary schools, the most broadly utilized types of execution based impetuses were: public acknowledgment, advancement, gifts, service allowances and overtime pay. It was also developed that by encouraging them and increasing their productivity and effectiveness, performance-based incentives influence teachers' performance. Finally the study proposed that the design of school performance-based incentive programs should be founded on the quintessence of guaranteeing that educators are viewed as the critical parts of each school's regulatory and scholarly achievement. Directors ought to likewise be prepared and aware of the significance of execution based remuneration programs and should likewise be made mindful that pay rouses instructors to work at their best.

Simillary, Kipsungut (2012) conducted a study to analyze the impact of incentives on the performance of primary school teachers in Kenya. The research followed the theory of strengthening, based on the law of effect of Thorndike and adopted a descriptive survey research design. The findings showed that schools used the Academic success as an assessment procedure, while the employer of the teachers considered continued growth and skills expansion as guidelines/promotion for pay decision. The teachers were highly motivated to raise their work morale and increase job competitiveness by using rewards and recognition. In addition, the study found

that the participation of teachers in reward decision-making activities had an impact on results. It has helped teachers have a feeling of having a place and assists with fortify their employment duty. In light of the outcomes, the investigation suggested that the business of instructors ought to plan a specific recipe according to the appraisal, execution and installment of educators to speak to their outstanding task at hand related to class the executives.

Existing literature is providing convergent and divergent reactions on the effect of incentives on school performance. Majority of the studies have indicated that providing financial incentives for teachers increases student and school performance (Kipsungut (2012); Kirunda (2012); Thomas & James (2013); and Scott (2013)). On the other hand Roland (2012) states that he has found no proof that instructor motivating forces improve the productivity, participation, or graduation of understudies, nor has the study discovered any proof that the incentives affect the actions of students or teachers. If anything, he argued that incentives for teachers could reduce student achievement, especially in larger schools. Due to mix ups in the study findings, there is need for more research to be carried out to assess the impact on school performance of incentives.

2.5 Effect of Performance Appraisal on School Performance

Performance appraisal is one of the fundamental methods for making employees very productive and involved at work (Elliott, 2015). If the teacher performance evaluation system is correctly developed and implemented, it is believed to have positive effects for teacher professional development and, eventually, student academic performance. However, in the event that it is basically allowed to occur, it

turns out to be indiscriminate, unsystematic, a wellspring of contradiction among evaluators and examinations, and a wellspring of untrustworthy execution data that adds to subjective choices by workers. Research shows that as the key cause of bad results, the lack of input, lack of involvement and inadequate parameters in the employee performance evaluation process (Nyongesa, 2018).

As set out by Natalie (2014), who led an examination on the effect of execution evaluation on worker inspiration in a ghetto based non-legislative association in Nairobi, the exhibition appraisal measure is significant for representative inspiration. The examination embraced an engaging exploration plan for a populace of three hundred slum-based NGO employees. Using a stratified sampling process, a sample size of 171 was selected and data was collected using a standardized questionnaire. Findings from the study revealed that performance appraisal system had improved job performance at work and concluded that performance expectations are quantified and connected to an individual appraisal that is important for employee motivation.

Teachers' performance appraisal acts as a pivotal role the standard of education. As reported by Didinya, Oudaa & Ndanu (2018). Didinya et. al conducted a study to determine the effects of teacher performance evaluation on student academic performance at public secondary schools in Vihiga County, Kenya. The research sampled 366 teachers and collected information using questionnaires, document analysis, interviews and focus group discussions. The findings indicated teachers' professional knowledge and application was statistically a significant coefficient ($F(1,143) = 208.495, P=0.00, R^2=0.656$). This implies that the teachers' professional knowledge and application positively affect students' academic performance.

Teachers' innovation and creativity also had a statistically significant effect ($F(1,142)= 17.32$, $P = 0.00$, $R^2= 0.138$).The coefficient of teachers' time management was also statistically significant ($F(1,142)= 208.495$, $P = 0.00$, $R^2= 0.659$). The study therefore concluded that teachers' time management positively influences students' academic performance. The school management should organize seminars to enlighten teachers on the advantages of innovative and creative teaching, time management, supporting activities that are geared towards innovation enhancement.

Another study conducted by Ondimu (2017) sought to determine the effects of performance appraisal to effective service delivery in Riomanga Secondary in Nyamira County Kenya. The study sampled 18 teachers who provided data through questionnaires. Results showed that most respondents accepted that performance appraisal facilitates service delivery, which in turn improves organizational performance. The study concluded that it is required of organizations to build attractive performance evaluation systems to enable workers to work hard for the optimal performance.

The effect of teacher performance assessments on teacher performance in secondary schools in Kenya was examined by Kagema, & Irungu (2018). The study sampled 46 secondary schools in two counties in Kenya with 460 teachers. The study variables included teacher remuneration, government policies, school management, school climate, etc, In the context of similarities, interpretations, and relationships on the facets of teacher motivation for successful results, and the school curriculum under investigation. The study found that evaluations of teachers affected the

performance of teachers. In general, teachers perceived that government policies in terms of career promotion and implementation of policies in place were detrimental to them.

A research by Odhiambo, (2015), on the impact of performance improvement strategies on employee productivity. The examination utilized the elucidating research plan of 108 Schindler workers in the Nairobi, Kisumu and Mombasa branches in Kenya with an objective populace. The investigation found that effective execution appraisal criticism would add to improved profitability. Criticism encourages the laborers to be made mindful of precisely what is normal from them. The examination prescribes that it is conceivable to refine execution the executives procedures to improve the exhibition of employees. The performance evaluation should concentrate on the individual staff's contributions to achieving the organizational goals. Efficient performance improvement strategies that edify evaluation incentives and reviews should be used to achieve organizational objectives and increase employee efficiency.

A research on the effect of execution the board on worker effectiveness in the common help and the instance of the migration division in Kenya was carried out by Gichuki (2014). The aim of the research was to evaluate the degree to which performance evaluations examine the extent to which employees are influenced by training and growth. A total of 300 staff members were chosen by random sampling from a population of 1200. A systematic questionnaire was used to collect data and interpret it using descriptive statistics. The study found that performance evaluation acknowledges good performance and recommends improvements to enhance

departmental resources and results, thus creating space for efficiency improvement. The study concluded that preparation and growth inspires and encourages workers to be innovative. The study indicated that the immigration department would optimize the use of performance evaluation production and review employee performance on an ongoing basis to improve and maximize employee productivity.

The reviewed studies have shown that teacher assessment can be a critical switch for expanding the yield of schools and a discursive approach to building the standard of teaching. They also stated that there are a number of issues with applying much of the performance assessment process. These are lack of input, lack of subordinate involvement in the implementation process, and inadequate assessment criteria. However, all the studies which have been conducted are delimited in public secondary schools. Given that private secondary schools are not managed by governments the findings from public schools may not apply. Therefore, this review identifies a need if are to consider the effects of performance evaluation in private secondary schools for further study.

2.6 Summary of Related Literature

The overview, the gaps in the review of the literature and the implications of the study are based on the specific objectives of the study proposed. The chapter concentrated on the impact of teacher motivation on school performance internationally, in the regional and locally. Reviewed studies revealed that teacher motivation influence learners' academic achievement thus affecting school performance. Most of the studies reported the strategy of reward is more fitting to raise the morale of educators. Making them more committed and productive in their

duties. Based on the reviewed literature, with a good working atmosphere in schools, teachers are likely to be inspired to perform better, so the success of good students in the exams. Majority of the studies have indicated that providing financial incentives for teachers increases student and school performance. The studies also highlighted the assessment of teachers can be a crucial lever for increasing school success and a discursive approach to building quality teaching.

Generally, many studies have been performed in other nations, whereas in Somalia, only one study by Ali et. al, (2016) has delved to establish how teacher motivation influence performance in schools. Furthermore, the study majorly focused on use of rewards in schools but did not investigated how performance appraisal, working environment and incentives affected performance of schools in Somali. In addition, the study relied on self-reported data from questionnaires which might have been biased. Lack of empirical investigation in Somali a gap has been developed that needs more empirical study. Therefore, this was a void that this research tried to address.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sample size and sampling techniques. Further, it explains the research instruments, pilot study, data collection techniques and how data was analyzed. Finally, the chapter highlights the logistical and ethical considerations of the study.

3.1 Research Design

The research employed correlational study design. Creswell (2015) posited that correlational research design allows the researcher to measure variables and assesses the statistical relationship between them without manipulating the variables. This design assisted the researcher to determine the essence of the relationship between the motivation of teachers and the performance of schools. The design was therefore helpful in finding out if the relationship between the independent and dependent variables is solid, weak or there is no relationship between the variables.

3.2 Study Variables

3.2.1 Independent Variables

The independent variable of the study is teacher motivation. Teacher motivation was measured using the following indicators;

i Rewards

The researcher used a questionnaire to collect information whether secondary school teachers receive rewards in their schools as an appreciation of their efforts in teaching. The questionnaire had statements on a 5-point Likert's scale ranging from

1= strongly disagree, 2= disagree, 3= neutral, 4=agree, and 5= strongly agree. The teachers were requested to indicate the degree to which they agree with the statements.

ii Work Environment

Information on teachers' working environment was collected using a questionnaire. The questionnaire had statements describing school environment on a 5-point Likert's scale ranging from 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, and 5= strongly agree which teachers were requested to indicate the degree to which they agree with the statements.

iii Incentives

The study collected information on availability of incentives in various schools. The information was collected using a questionnaire which had items on a 5-point Likert's scale ranging from 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, and 5= strongly agree. The teachers were asked to indicate the extent to which they agree with the statements.

iv Performance Appraisal

Data on how teachers were appraised in the various schools was collected using a questionnaire. The tool had statements describing various methods and criteria of conducting performance appraisal for teachers. The statements were measured on a 5-point Likert's scale ranging from 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, and 5= strongly agree. The teachers were requested to indicate the degree to which they agree with the statements

3.2.2 Dependent Variables

The dependent variable is school performance. Measurable indicators that were assessed under this variable include employee satisfaction, students' secondary leaving exam results, students' drop-out, enrolment rate and repetition rates. Information regarding the above indicators was collected using the questionnaire. The tool had statements describing the variables which teachers were requested to indicate the the degree to which they agree with the statements. The statements were measured on a 5-point Likert's scale ranging from 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, and 5= strongly agree.

3.3 Location of the Study

After the collapse of the education system in Somalia, performance in secondary schools seems to be low. This study was conducted in three private secondary schools in the district of Hodan, Mogadishu, Somalia; secondary school A, secondary school B and secondary school C. The explanation why the study was carried out in these three secondary schools is that they were the only ones in the district of Hodan where this study was located.

3.4 Target Population

The target population is depicted as the whole crowd of subjects that a scientist is keen on, according to Opie (2007). The study targeted 120 secondary schools teachers in Hodan District as illustrated below:

Table 3.1: Target Population

Schools	Total Population
A secondary school	65
B secondary school	30
C secondary school	25
Total	120

(Hodan district centre, 2017).

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Technique

To sample a representative unit of respondents for the analysis two sampling techniques were used. First, intentional sampling was used for the collection of Hodan district on the basis of poor school performance in the district compared to other districts in Somalia (Examination Board of Imam Shafi, foundation, 2016). Second, Systematic random sampling was used to sample the teachers in the three district schools. Systematic random sampling was employed because according to Orodho (2016), systematic random sampling offers every member of the population an equal opportunity to participate in the sample. Systematic random sampling was achieved by first, obtaining lists of teachers from the schools. All the teachers were compiled in one list and were signed numbers. After every teacher was assigned a number, 4 teachers were randomly selected from every 5 teachers until a sample of 92 respondents was obtained.

3.5.2 Sample Size

To achieve a sample size, the analysis used the Slovene formula which is $n = \frac{N}{1 + (N \cdot e^2)}$. The reason for the study's use of this formula in most studies particularly when the target group is established, it is easy and accurate.

$$n = 120 / (1 + (120 \times 0.0025)) = 92 \text{ respondents}$$

N = population

n = sample size

E = significance which is 5%

Table 3.2: Sample Size

Schools	Total Population	Percentage	Sample size
School A	65	75.38	49
School B	30	76.7	23
School C	25	80.0	20
Total	120		92

Using Slovene's formula, the study hit a sample size of 92 respondents from the three private high schools sampled.

3.6 Research Instruments

The research used a closed-end questionnaire and an interview schedule to obtain information from teachers at secondary school. Six teachers, two from each school were interviewed while 86 participated in filling in the questionnaires.

3.6.1 Questionnaire

To gather data from secondary school teachers, a questionnaire (Appendix I) was used. Questionnaires were chosen because they permitted the researcher to gather information within a limited period of time from the eighty-six pre-primary school teachers regarding all the variables in question. The questionnaire was split into three sections; the first section of the questionnaire (Appendix I Section One) The second section (Appendix I Section Two) contains items that were used to collect demographic information from teachers. The second section (Appendix I Section Two) contains items that were used to collect information on the independent variables as follows;

(Appendix I Section Two-A) presented several items to the Teachers assess the degree to which the success of the school is influenced by incentives and recognition. By rating their answer on a 5-point Likert scale, teachers were asked to indicate the degree to which this variable promotes school success; strongly disagree (1), Disagree (2), neutral (3), Agree (4), strongly agree (5). (Appendix I Section Two-B) There are elements used on a Likert scale of five to gather information on the existence of work conditions in schools; strongly disagree (1), disagree (2), neutral (3), agreement (4), strongly agree (5). The teachers were asked to demonstrate the degree to which the statements were agreed to. The questionnaire (Appendix I Section Two-C) has statements that were used to measure how performance evaluation impacts school performance on a Likert scale of five; strongly disagree (1), Disagree (2), neutral (3), Agree (4), strongly agree (5). Lastly, (Appendix I Section Two-D) has items that collected information on use of incentives in secondary schools and how that influenced school performance on a

Likert scale of five; strongly disagree (1), Disagree (2), neutral (3), Agree (4), strongly agree (5). The teachers were asked to demonstrate the degree to which the statements were agreed upon.

Finally, the last section (Appendix I Section Three) of the questionnaire has items which collected information on school performance which is the dependent variable. Specifically, the items collected information on employees' job satisfaction, students' secondary leaving exam results, students' dropout rates and repetition rates. The items are rated on a 5 point Likert scale; strongly disagree (1), Disagree (2), neutral (3), Agree (4), strongly agree (5) whereby the teachers were asked to indicate the extent to which they agreed with the statements.

3.6.2 Interview schedule

In order to obtain in-depth data from six secondary school teachers, the analysis used a semi-structured interview schedule (Appendix II). All the research variables were addressed by the questions in the interview schedule, and to complement the self-reporting data obtained from the questionnaires, data collected from the six teachers was used. Interviews provide in-depth and precise data that inform the results of the analysis, according to Orodho (2016).

3.7 Pilot Study

Piloting is done by testing the data collection tools on a representative sample, as indicated by Orodho (2017), but does not include the group surveyed. Piloting helps the investigator by altering the items found to be vague, unclear and irrelevant to enhance the tools. In order to boost the validity and reliability of testing methods,

piloting was done. The exercise was carried out in one private secondary school in Hodan District. The questionnaire was administered to eight (8) teachers in that particular school. The responses were reviewed to see if they presented the necessary details adequately. Prior to the actual data collection exercise, questions that were ambiguous, uncertain or irrelevant were updated in.

3.7.1 Validity

Validity would allow the researcher to ensure that the test instruments measure what they are supposed to measure, according to Creswell (2011). This exercise therefore included checking whether the things in the testing tools accurately calculated the various variables of this study and ensured that they were clear. This was achieved in two ways: The researcher went through the items in the instruments to ensure that the issues are clear, relevant and that the variables under investigation are assessed and that the analysis consulted the supervisor who ruled on the importance, clarity and adequacy of the research tools.

3.7.2 Reliability

According to Orodho (2016) reliability is how much a method tests equally each time it is used for similar subjects in similar circumstances. The internal consistency of the questionnaire was obtained by test-retest method. The instrument was administered twice to eight (8) teachers in a private secondary school in Hodan District at an interval of two weeks. Cronbach's alpha was computed and the results from the two tests were compared. The 0.7 alpha coefficient of Cronbach is a generally accepted thumb rule that suggests acceptable reliability (Creswell, 2014). Cronbach's alpha coefficient of more than .70 was considered adequate to confirm

the reliability of the questionnaire. A coefficient of 0.801 was therefore obtained, which indicated that the instrument was accurate.

3.8 Data Collection Techniques

To gather data, this study used questionnaires. In time, the questionnaires were produced and then printed. To inform the principals about the planned study, a start visit was made to each school. The examiner acquainted himself and clarified with the main the explanation and hugeness of the report. The specialist at that point requested that the chief make educators mindful of the investigation and decided on the dates for the instrument administration.

During the school's normal working days, the questionnaires were distributed directly to the respondents in each school on the agreed dates by the researcher. Guidance and confidentiality were given to the respondents, after which they were given one week to fill out the surveys. After administering the questionnaires, the interviews commenced, the researcher interviewed two teachers who were randomly selected from the respondents for each school.

3.9 Data Analysis

The researcher reviewed the tools for the completeness and Precision of the responses of the participants after gathering the field data. After editing the questionnaires, the data was coded and entered into version 23.0.0 of the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, ratios, mean and standard deviations were used to provide summaries of the results.. After which Regression analysis was carried out checking the assumptions at a

degree of significance of .05 percent. .05% level of significance was used in this study as it is the conventional threshold that is commonly used for declaring statistical significance. Creswell (2014) contends that regression is a very useful way of calculating the relationship between variables in statistics. Each variable in the model is statistically controlled to help a researcher describe how the changes in each independent variable are related to changes in the dependent variable.

The generated data was presented using tables. The qualitative research was analyzed thematically and used to provide a detailed interpretation of the questionnaire responses. The data from qualitative analysis was integrated with the quantitative data hence providing more insights on the findings.

3.10 Logistical and Ethical Considerations

First, the local authorities and associations from which their representatives took part in the study requested sufficient approval. After receiving a letter of approval from the Kenyatta University authorities, the organizational authorities, including the Ministry of Education of Somalia and the Hodan District Centre, have written formal letters requesting permission.

In addition, the researcher took the crucial steps to ensure that the process in which they were to be involved was understood by all research participants, including why their involvement was important, how it would be used and by whom it would be accounted for.

Further, this study paid attention to the confidentiality of respondents, where all knowledge gathered about research participants was held in trust by the researcher.

Particular consideration was taken as classified information was made available for debate.

Lastly, the study ensured that respondents were anonymous, with the actual names of respondents and schools not being included in the text. The investigator also acknowledged the confidentiality of the participants. The researcher explained to the respondents the intention of the study and clarified to the participants their right to withdraw from the study at any time.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The results of the report, analysis and discussion on the influence of teacher motivation on the performance of private secondary schools in Hodan District, Somalia are discussed in this chapter. According to the study objectives, the findings are presented.

The objectives of the study were: (i) to determine the effect of rewards on school performance in private secondary schools; (ii) to assess the effect of workplace environment on school performance in private secondary schools in Mogadishu; (iii) to establish the effect of incentives on school performance in private secondary schools and (iv) to determine the effect of performance appraisal on school performance in private Secondary schools in Hodan District, Somalia.

4.1 Questionnaire Response Rate

Questionnaires were administered to sample size of 92 teachers in three private schools in Somalia. All questionnaires were satisfactorily completed for review, providing a 100% response rate as indicated in table 4.1:

Table 4.1: Questionnaire response rate

Questionnaire Response	Number	Percent
Responded	92	100.0
Not Responded	0	00.0

Total	92	100.0
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Table 4.1 indicates that all administered research tools were filled out as required. A response rate of more than 80 per cent is adequate for a survey, as per Mugenda and Mugenda (2003). The response rate for this study stood at 100% therefore, the sampled data is adequate for analysis.

4.2 Demographic Information of the Sampled Teachers

The demographic data of the research respondents, all who participated in the analysis is provided in this segment of the study. The primary objective of this context presentation was to establish the characteristics of the respondents involved in this research. The background information of respondents was analyzed and presented in the subsequent sections:

4.2.1 Gender of the Respondents

Table 4.2: Gender of Respondents

Gender	Frequency	Percent
Male	81	88.0
Female	11	12.0
Total	92	100.0

The information in table 4.2 indicates that of 92 teachers sampled, 88 % were male and 12 % female. This result indicates that the private high schools studied in Mogadishu are male-dominated. This finding agrees with Uvwavi (2011) who reported male teachers dominance in Kuria East, Kenya. Domination of male

teachers in private schools in Hodan District may imply that a high number of male students enroll in Teachers' Training Collages compare to their female counterparts.

4.2.2 Age of respondent

The age range of the respondents is presented in Table 4.3. More than half (51%) of the respondents were 18-25 years of age, 39% were 26-35 years of age, and 10% were 36-45 years of age.

Table 4.3: Age of Teacher of Respondents

Age	Frequency	Percent
18-25	47	51.0
26-35	36	39.0
36-45	9	10.0
Total	92	100.0

The data in table 4.3 reveals that the majority of teachers were 18 to 25 years of age. This finding concurs with Nyakundi, Raburu & Okwara (2019) who reported that majority of the teachers in Nyamira County, Kenya, were 25- 35 years. The findings imply that a significant number of the teachers in Hodan District comprise of a young workforce, which should be more productive as they have the energy to handle heavy workload long working hours in the private secondary schools.

4.2.3 Marital status

The respondents' marital status is presented in Table 4.4 below.

Table 4.4: Respondents' marital status

Marital Status	Frequency	Percent
Single	47	51.0

Married	45	39.0
Total	92	100.0

Table 4.4 indicates that 51% of the participants were single, while 39% of the participants were married. The results show that more teachers were hired by private secondary schools in the Hodan district who were not married compared to those who were married. Findings from this study disagree with Orji (2014) who reported majority of Nigeria's secondary school teachers are married. This could mean that teachers who are not married are the target by the private secondary schools in Hodan District, Somalia.

4.2.4 Education level

Table 4.5: Respondents' educational level

Education Level	Frequency	Percent
Diploma degree	9	9.8
Bachelor degree	60	65.2
Master degree	20	21.7
PhD	3	03.3
Total	92	100.0

The findings in Table 4.5 showed that the majority (65%) of respondents had a Bachelor's degree and 22% of respondents had a Master's degree and 10% of respondents had a Diploma, while the remaining Ph.D. was 3% of the education level. The findings suggest that all the teachers in private schools are trained to teach in secondary schools. Trained teachers are expected to deliver quality education hence; good performance is expected in the schools. The findings concur with

Kagema, & Irungu (2018) who reported that in two counties in Kenya, the majority of teachers in 46 secondary schools with 460 teachers were eligible to teach in Secondary schools. Similarly, a study by Kerubo (2015) sought to establish how the personal features of teacher motivation affect teacher motivation and its effect the study found that the output of students in Nyamira County, Kenya, was teachers' level of training. The level of teacher motivation in schools has been affected. The investigator also found that all teachers, including those employed by the Board of Management, were educated in high-performance schools, while low-performance schools hired some teachers without training. It can therefore be inferred that the educational level of teachers can affect the output of schools.

4.3 Reward and school performance

Information on intrinsic and extrinsic reward was analyzed; the results are presented in the subsequent sections:

4.3.1 Intrinsic reward and recognition on school Performance

This section tested the knowledge of the respondents on intrinsic reward and recognition on school Performance. Findings are presented in table 4.6

Table 4.6: Intrinsic Reward

Statement	N	Mean	Std. Deviation
My accomplishments and good work are remembered by my school	92	3.54	1.386
I'm always praised for my work	92	3.83	1.164
At school level, which corresponds to my qualification status, I teach	92	3.91	1.201
I am made aware that I am improving	92	3.92	1.260
I will decide on the strategies for doing the work	92	3.52	1.464

I have a strong place in society	92	2.00	1.002
Mean		3.45	

Table 4.6 shows that the response to the statement “My accomplishments and good works are recognized by my school” had a mean of 3.54 (SD=1.386). To the statement “I am praised regularly for my work” the respondents scored a mean of 3.83 (SD=1.164). This high average shows that most respondents agreed that they were frequently rewarded for their work. "The "I am teaching school level that corresponds to my qualification status" statement had a favorable mean of 3.91 (SD=1.201) while the "I am told I am making progress" statement had a mean of 3.92 (SD=1.260). The statement "I am told I am making progress On the other hand, the phrases " I am allowed to determine the strategies for doing the job" and I have a strong place in the group" had an average position" of 3,522 (SD=1.464) and 2.00 (SD=1.002).

The fifth question of the interview was “do you feel that you receive recognition for the work you do?” The results are presented in table 4.7:

Table 4.7: Respondents’ recognition for good work in school

Category	Frequency	Percentage
Yes, I receive	4	57
No, I don’ t receive	3	43
Total	7	100

According to the table 4.7, the majority of the respondents (57%) receive recognition for the work they do, and (43%) of the respondents do not receive recognition for the work they do.

Overall, the intrinsic reward and recognition on school performance had an average of 3.45 this means that the majority of respondents believed that inherent reward and appreciation the success of the school has a positive influence on. The results concur with Tahira, Mumtaz, Abdul & Mimoso (2017) who the perception of teachers regarding the effect of the incentive system on teachers' performance was examined and the reward system was developed to have a major impact on teacher performance in schools. Similarly, Kerubo (2015) influence of rewards on teacher motivation and its effect on the success of students in Nyamira County, Kenya, the study found out that teachers' level of training influenced the level of teacher motivation in schools. This means that an intrinsically motivated teacher can perform way above the expectations hence increasing school performance.

4.3.2 Extrinsic reward on school performance

The awareness of the respondents on extrinsic incentives on school success was checked in this segment. The results are presented in table 4.8

Table 4.8: Extrinsic Reward

Statement	N	Mean	Std. Deviation
I have been promoted within the last two years	92	3.70	1.428
In a fair and truthful way teachers in my school are promoted	92	3.61	1.358
In relation to what I do, my pay is decent.	92	3.71	1.403

Promotions are performed fairly in my grade.	92	3.62	1.316
The basis of payment is fair, such as overtime payment,	92	3.67	1.415
My school savings funds are good for me.	92	3.32	1.460
In a similar career, I earn the same or more as other people.	92	3.45	1.478
Average		3.58	

Table 4.8 indicates that the respondents decided, "In relation to what I do, my salary is satisfactory" had an influence on school performance with a mean of 3.71 (SD=1.403). With a mean of 3.70 (SD=1.428) respondents agreed that the "I have been promoted within the last two years" had a positive impact on school performance. Respondents agreed with an average score of 3.67 (1.415) that if the basis of payment is fair, such as overtime payment, then that will affect positively school performance. Respondents with a mean of 3.62 (SD=1.316) agreed that promotions done fairly in their schools would improve school performance. With a mean of 3.61(SD=1.358), respondents agreed that the teachers in their private schools being promoted in a fair and honest way would improve school performance. To the argument "I earn the same as or more in a similar job than other people" and "My school retirement funds are good" respondents agreed with an average of 3.45 (SD=1.478) and 3.32 (SD=1.460), respectively that earning as their peers and having a retirement plan had a positive impact on school performance.

In general, extrinsic reward was perceived to have a positive influence on private school performance as indicated by the high mean score of 3.58. This implies that private secondary school performance can be improved by providing extrinsic rewards to the teachers. This finding agrees with Njenga (2012) who found that the performance of secondary school teachers in Kikuyu district, Kenya, was disintegrated because of low inspiration and that the extraneous persuading factors coming about because of outer motivators, for example, compensation and incidental advantages influenced the inspiration of instructors more than the natural variables. This means that extrinsic rewards can help enhance teachers' performance in schools.

4.3.3 Testing of Hypothesis 1

H₀1: There is no significant effect of rewards and recognition on school performance in private secondary schools in Hodan District, Somalia

Hypothesis 1 tried to find out the influence of incentives and recognition in private secondary schools in Hodan District, Mogadishu, Somalia, on school results. In order to evaluate the hypothesis, a simple linear regression process was used. Data from the regression analysis was shown in Tables 4.11 to 4.13.

The correlation coefficient ($r = 0.674$) for regression analysis is given in Table 4.11. The correlation coefficient illustrates the strength of the linear relationship in school success between intrinsic and extrinsic rewards. Furthermore, Table 4.11 shows the determination coefficient shown by R square of 0.454 which showed how much of the output difference was explained by intrinsic and extrinsic reward. This means that the independent variable, represented by intrinsic and extrinsic reward could be

fitted about 45% of the time. Therefore, intrinsic and extrinsic reward contributed about 45% to school performance.

Table 4.9: Model Summary of Regression Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 ^a	.454	.446	.67069

Table 4.9 presents the analysis of variance (ANOVA) $F=9.194$ outcomes with 1 and 90 degrees of freedom. At a level of less than 0.05, the F statistic is important. This result suggests that the study of the regression was significant at $p = 0.003$ ($p < 0.05$). Hence, this is stated as $F(1,90) = 9.194, p < 0.05$. In general, this means that the model fitted well between the dependent and the independent variable.

Table 4.10: ANOVA Table for rewards and recognition on school performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.136	1	4.136	9.194	.003 ^b
	Residual	40.484	90	.450		
	Total	44.620	91			

The coefficients for the Least Squares Regression Line (fitted line) and other significant details on the coefficients are shown in Table 4.13. The y-intercept with a slope of 0.413 is defined by the constant (2.189).

Table 4.11: Regression Co-efficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.189	.502		4.358	.000
	Rewards and recognition	.413	.136	.304	3.032	.003

a. Dependent Variable: School performance

The regression equation is written as:

$$\text{School performance (Y)} = 2.189 + .413 \text{ Rewards and recognition (X)}$$

Where the dependent variable's expected value is Y and the independent variable's expected value is X,, The independent variable this results indicate that each unit will increase the performance of schools by approximately 0.413 by growing incentives and appreciation among private teachers.

The research established a beneficial correlation between rewards and recognition and school performance among teachers in secondary schools in Hodan District as indicated by beta values ($\beta=.304$, $P<0.05$). This is consistent with Hyun & Jung (2014) research that examined the impact of the performance-based incentive program for teachers in China's elementary, middle and secondary schools and found a statistically significant association between rewards and teacher performance at $p<.001$.

The null hypothesis that there is no significant influence of rewards and acknowledgment of private high school results at schools in Hodan District, Somalia, based on the findings, was rejected because t statistics 3.032 has a p value

of 0.003 that is less than 0.05, which means that rewards and recognition have a significant impact on school performance.

4.4 Workplace environment and school performance

The second objective of the study was to evaluate the influence of the working environment on the performance of private secondary schools in the Hodan district of Mogadishu, Somalia. The results on the workplace environment and school performance are presented in Table 4.12;

Table 4.12: Workplace Environment

Statement	N	Mean	Std. Deviation
My school furniture is comfortable enough to help me to do my job without getting tired,	92	3.64	1.584
My office offers a noise-free atmosphere that gives me time to carry out my duties.	92	3.49	1.482
A better work environment will make me perform my job better	92	4.23	1.049
I am happy with my classroom space and seat arrangement	92	3.77	1.392
The school provides houses to teachers	92	2.01	1.555
The ventilation and lighting of the classrooms are good	92	3.54	1.433
Mean		3.45	

Information on table 4.12 above shows that with a mean of 3.64(SD=1.584) respondents agreed that their school furniture is comfortable enough to allow them to perform their work without getting tired and therefore improve school performance. Respondents agreed that their working environment provides a suitable environment without noise that gives them time to perform their duties and

that a better work environment allows them perform their jobs better as shown by the mean of 3.49 (SD=1.482) and 4.23(SD=1.049). This means that the respondents were able to perform their duties in a suitable and noise free environment that they perceive as better workplace that affected school performance positively.

Respondents agreed that they were happy with the classroom space and seat arrangement and the ventilation and lighting of the classrooms were good as shown by the average score of 3.77 (SD=1.392) and 3.54 (SD=1.433). The classes being spacious, having adequate ventilation, and lighting provided the teachers with a tranquil environment that in turns has a good outlook on success at school. The respondents denied, however that the school offers housing for teachers. This implied that the inability of school to offer housing facilities within the schools for teachers has a negative influence on the performance.

This may mean that teachers have to reside far from school, which strains them in commuting to school and back to their houses. Nevertheless, the overall score on the workplace was high (3.45) meaning that respondents believed that their workplace had an influence on school performance. These finding concur with Edo & Nwos (2018) who conducted a study in Nigeria which was based on the working environment and the productivity of teachers in Port-Harcourt Metropolis secondary schools, suggesting that sufficient lightening, temperature and room availability significantly improved teacher productivity. Similarly Ismail (2010) opines that the manner in which the working condition and physical environment are organized will influence the well-being of employees. These implies that working conditions such as layout of offices, furniture within the workplaces, lighting, heating and ventilation

may affect the overall demeanor and aesthetics of the workplace and contributes to the levels of comfort of teachers affecting school performance

4.4.1 Testing of Hypothesis 2

H₀2: There is no significant effect of workplace environment on school performance in private secondary schools in Hodan District, Somalia

In the Hodan district of Mogadishu, Somalia, the hypothesis tried to evaluate the impact of the workplace climate on school performance in private secondary schools. To evaluate this hypothesis, a simple linear regression technique was used.

The correlation coefficient derived from the regression model is denoted by R is equal to 0.733 (Table 4.13). The R coefficient (correlation coefficient) demonstrates the strength of the linear relationship between workplace environment on school performance. Furthermore, Table 4.13 presents the coefficient of determination which is shown by R square of 0.537. The coefficient of determination shows the proportion of variation in school performance that is explained by workplace environment. This means that the workplace environment (independent variable) could be fitted about 53.7% of the time. Therefore, 53.7% of the school performance can be explained by workplace environment.

Table 4.13: Model Summary of Regression Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 ^a	.537	.504	.66649

The analysis of variance (ANOVA) results are presented in Table 4.14. The F statistic is $F=10.447$ with 1 and 90 degrees of freedom. The F statistic is significant at less than 0.05 level. This finding means that the regression analysis was significant at $p = 0.002$ ($p < 0.05$). Hence, this is stated as $F(1,90) = 10.447, p < 0.05$. In general, this means that the model fitted well between the dependent and the independent variable.

Table 4.14: ANOVA Table for workplace environment on school performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.641	1	4.641	10.447	.002 ^b
	Residual	39.979	90	.444		
	Total	44.620	91			

The coefficient for the Least Squares Regression Line and other important information about the coefficients are presented in Table 4.15. The constant (2.463) represents the y-intercept with a slope of 0.340.

Table 4.15: Regression Co-efficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.463	.388		6.345	.000
	Workplace environment	.340	.105	.323	3.232	.002

From the coefficient table, the regression equation is written as:

$$\text{School performance (Y)} = 2.189 + .413 \text{ Workplace environment (X)}$$

Where Y is the dependent variable's estimated value, X is the independent variable's estimated value. The finding indicates that each unit will increase school performance by approximately 0.340 by growing the workplace climate among private teachers.

The study established a positive correlation between work environment and school performance among teachers in secondary schools in Hodan District as indicated by beta values ($\beta=0.323$, $P=0.002$). These findings concur with Corkin, Ekmekci, & Parr (2018) research that explored how much the school-workplaces of educators foresee their self-viability and characteristic incentive for teaching. One of the main findings which was reported by the study was based on bivariate correlations which showed that school-work environment influenced teachers' Teaching self-efficacy (Pearson's $r=0.30$, $p<0.01$) and the intrinsic benefit of teaching mathematics ($r=0.28$, $p<0.01$).

The null hypothesis that there is no major influence of the workplace climate on school results in private secondary schools in Hodan District Mogadishu, so it was rejected because t statistics 3.232 has a p value of 0.002, which is less than 0.05. Which suggests that work environment significantly affect school performance.

4.5 Performance appraisal and school performance

The third objective was to evaluate the influence of performance evaluations on the performance of private secondary schools in Hodan District, Mogadishu, Somalia.;

Table 4.16: Performance Appraisal

Statement	N	Mean	Std. Deviation
In my grade, the performance assessment framework is rational.	92	3.54	1.471
The evaluation tools are organized with straightforward descriptions of the requirements and performance expectations to be evaluated.	92	2.05	1.494
Structures for resolving vulnerabilities and rewarding success exist	92	3.84	1.269
Assessors and appraisals take the exercise of an evaluation seriously.	92	3.55	1.543
The performance evaluation process includes both stakeholders (i.e. managers and teachers)	92	3.74	1.212
Daily feedback is given to help enhance my performance.	92	3.75	1.219
In order to incorporate an efficient performance evaluation framework, services are available at school.	92	3.62	1.474
Average		3.44	

Table 4.16 shows that with a mean of 3.84(SD=1.269) respondents agreed that structures to address weaknesses and reward performance has a positive effect on the performance of schools. Respondents agreed (3.75, (SD=1.219)) that daily feedback to enhance their findings have had a positive impact on the success of the school. In addition, respondents agreed that in the performance evaluation process, participation by all parties i.e. supervisors and teachers) was critical for school performance with a mean of 3.74(SD=1.212). With a mean of 3.62 (SD=1.474) respondents agreed that open school resources to incorporate an efficient performance evaluation framework have an impact on the school performance. This

implying the more resources dedicated to implementing an effective performance appraisal system the more likely a school will perform better. Similarly, level of seriousness by appraisers and appraisees in the exercise of an appraisal is important in explaining school performance (3.55(SD=1.543)). This means that the more serious the process of an appraisal is considered by both the appraisers and appraisees the more likely the school will perform better.

Equivalently, respondents agreed with an average score of 3.54 (SD=1.471) that the fairer the appraisal system in their school is the more likely a positive influence on school performance. This alludes to the fact private schools that compared to those who do not have a fair assessment system in place, it is more likely that a fair assessment system would perform better. On the other hand, respondents disagreed as indicated by the mean of 2.05 (SD=1.494) that not having structured evaluation instruments with specific examples of the parameters to be measured and performance expectations will affect school performance negatively. This suggests that assessment tools should be structured with clear explanation on criteria to be assessed and the expected performance standard; this will in turn guide the teachers and as a result improve school performance. These concurs with (Elliott, 2015) who posited that. Similarly, the findings are in line with Ondimu (2017) study which examined the effects of performance appraisal to effective service delivery in Riomanga Secondary in Nyamira County Kenya and found out that most respondents accepted that performance appraisal facilitates service delivery, which in turn improves organizational performance. The study concluded that it is required of organizations to build attractive performance evaluation systems to enable workers to work hard for the optimal performance.

4.5.1 Testing of Hypothesis 3

Ho3: There is no significant effect of performance appraisal in school performance in private Secondary schools in Hodan District, Mogadishu Somalia

Table 4.17 present the simple linear model summary of regression statistics.

Table 4.17: Model Summary of Regression Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.687	.679	.59767

The correlation coefficient of the regression model is $r = 0.829$ showing the strength of the linear relationship between the variable independent (performance assessment) and dependent (school performance). Additionally, an R squared of 0.687 is presented that indicates the influence of the independent variable (performance appraisal) and dependent (school performance) variable. This finding implies that 68.7% of the school performance could be explained by performance appraisal.

Table 4.20 presents the analysis of variance (ANOVA) results of $F=34.912$ with 1 and 90 degrees of freedom. The F statistic at the 0.00 level, it is significant. This result suggests that the study of the regression was significant at $p = 0.000$ ($p < 0.05$). Hence, this is stated as $F(1, 90) = 34.912, p < 0.05$. Generally, the model fitted well between the dependent and the independent variable.

Table 4.18: ANOVA Table for performance appraisal on school performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.471	1	12.471	34.912	.000 ^b
	Residual	32.149	90	.357		
	Total	44.620	91			

Table 4.19 shows the coefficients for the Least Squares Regression Line (fitted line).

The constant (1.708) represents the y-intercept with a slope of 0.545.

Table 4.19: Regression Co-efficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.708	.342		4.989	.000
	Performance appraisal	.545	.092	.529	5.909	.000

a. Dependent Variable: School performance

The Least Squares Regression Line is written as:

$$\text{School performance (Y)} = 1.708 + 0.545 \text{ Performance appraisal (X)}$$

Where Y is the estimated value of the dependent variable X is the estimated value of the independent variable. This ensures that the output of private teachers is improved by a unit evaluation will boost school performance by approximately 0.5455.

The findings indicate a strong connection between performance evaluation and teacher performance at school in secondary schools in Hodan District as indicated

by beta values ($\beta=.529$, $P=0.000$) which means that performance appraisal has an effect on school performance. These findings concur with Didinya, Oudaa & Ndanu (2018) who carried out a study in Vihiga County, Kenya, to evaluate the impact of teacher success appraisal on student academic performance in public secondary schools. It indicated that performance appraisals had a statistically significant coefficient ($F(1,143) = 208.495$, $P=0.00$, $R^2=0.656$) on students' academic performance. On the same, Kagema, & Irungu (2018) study established that teacher appraisals influenced teacher performance. This implies that performance appraisal practices could be optimized to help of the individual employees to meet educational objectives and improve their performance in schools.

The null hypothesis that in Hodan District Private Secondary Schools there is no significant impact of performance evaluation on school performance was therefore rejected because t statistics 5.909 has a p value of 0.000, which is less than 0.055, which means that performance assessment has a big influence on school performance.

4.6 Incentives and school performance

The fourth objective was to determine the influence of incentives for school success in private secondary schools in Hodan District, Mogadishu, Somalia. The incentives were divided into financial and non-financial. The influence on both financial and non-financial on school performance is presented in table 4.20.

4.6.1 Financial incentives

Table 4.20 below presents results on financial incentives

Table 4.20: Financial incentives

Statement	N	Mean	Std. Deviation
The school provides bonuses for Teachers according to their success levels	92	2.08	1.460
For those residing in far places, the school offers transportation allowances for	92	3.04	1.398
When I work professionally, the school gives me financial benefits.	92	3.21	1.403
I enjoy the school allowances provided	92	3.83	1.190
Monetary (financial) incentives influence my performance	92	4.57	1.278
My medical allowance within my school is satisfactory	92	3.35	1.478
Average		3.34	

Table 4.20 shows that the highest mean of respondents was 4.57(SD=1.278) indicated that respondents agreed that the monetary (financial) incentives influenced their performance and hence school performance. With a mean of 3.83 (SD=1.190) respondents agreed that they enjoy the allowances provided by the school while respondents with a mean of 3.35 (SD=1.478) indicated that the school providing a satisfactory medical cover has a positive influence on school performance. Conversely, respondent agreed with a mean of 3.21(SD=1.403) that school provided them with financial incentives when they work professionally which improves

school performance. Respondents agreed that provision of transport allowance by the school for those teachers who live far from the school had a positive impact on school performance. However, respondents disagreed with a mean of 2.08 (SD=1.460) that schools that provide bonuses for teachers according to their level of performance do not improve performance.

In general, the financial incentive mean was 3.34 that suggest that many respondents agreed that financial incentives have an influence on school performance which agrees with Kipsungut (2012) who highlights that Systems of incentives are a significant segment of hierarchical inspiration and are vital to assisting with understanding the powers driving associations. On the other hand, in over two hundred public schools in New York City, Roland (2012) conducted a school-based randomized investigation to more readily comprehend the impact of instructor prizes on understudy accomplishment. The investigation didn't discover proof that instructor motivating forces improved understudy execution, participation, or graduation, nor did it discover any proof that student or teacher behavior was affected by the incentives. If anything the study argued that incentives for teachers could reduce student accomplishment, particularly in bigger schools.

4.6.2 Non-financial incentives

Table 4.21 presents results on the non-financial incentives and school performance.

Table 4.21: Non-financial incentives

Statement	N	Mean	Std. Deviation
There are very strong physical working conditions,	92	3.57	1.312
To do my job, the school environment has a stable work situation	92	3.60	1.335
I have enough time to be interested in some school affairs.	92	3.71	1.288
In decision-making, I refer to the school authority.	92	3.38	1.274
In dealing with pupils, I am permitted to exert authority	92	3.79	1.339
I'm pleased with my workload at my school,	92	3.59	1.251
Average		3.60	

Respondents agreed with a mean of 3.79 (SD=1.339) that being allowed to exert authority when dealing with pupils affects positively school performance. With the mean of 3.71(SD=1.288), 3.60 (SD=1.335), 3.59 (SD=1.251), 3.57(SD=1.312) respondents agreed that having enough time to participate in school affairs; a safe working conditions, optimum workload and very good physical working condition are important in positively influencing the school performance. Similarly, the respondents agreed as indicated by a mean of 3.38(SD=1.274) that being consulted by the school authority in decision making is crucial in determining school performance.

Overall, the finding show that non-financial incentive plays a key role in determining school performance as shown by the mean of 3.60. This means that

Non-financial incentives in schools can impact the performance of teachers. This concurs with a study conducted by Kirunda (2012) which assessed how performance-based Non-financial incentives have an effect on teacher performance at private secondary schools in Kampala, Uganda, and have shown that performance-based incentives have an impact on teacher performance by encouraging and increasing teacher productivity and quality. Likewise, Kipsungut (2012) directed an examination to analyze the impact of non-monetary motivators on the presentation of grade teachers in Kenya. The examination demonstrated that instructors were profoundly energetic by the utilization of non-monetary prizes and thankfulness to improve their hard working attitude and increase competitiveness at work. In addition, the study found that the use of incentives made teachers feel that they belonged and helped to increase their dedication to work. This means that the employer of teachers should establish a clear formula in relation to the use of incentives in conjunction with school management to help improve the enthusiasm and involvement of teachers in their duties.

4.6.3 Testing of Hypothesis 4

H₀₄: There is no significant effect of incentives on school performance in school private secondary schools in Hodan District, Somalia.

Table 4.22: Model Summary of Regression Statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.519	.514	.51383

Information on table 4.25 above shows the correlation coefficient ($r = 0.721$) for the regression analysis. Furthermore, Table 4.25 indicates the determination coefficient indicated by R square of 0.519, which shows how much of the output difference was explained by incentives. This implies that around 51.9 per cent of the time the independent variable, represented by rewards, could be fitted. Incentives thus led to school success by around 51.9 per cent.

Table 4.23 below presents the analysis of variance (ANOVA).

Table 4.23: ANOVA Table for incentive on school performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.891	1	7.891	19.336	.000 ^b
	Residual	36.729	90	.408		
	Total	44.620	91			

The results of $F=19.336$ with 1 and 90 degrees of freedom are obtained from the above table. At a level of less than 0.05, the F statistic is important. This finding indicates that the regression analysis was important at $p = 0.000$ ($p < 0.05$). Hence, this is stated as $F(1,90) = 19.336, p < 0.05$. Overall, this means that the model fitted well between the dependent and the independent variable.

Table 4.24: Regression Co-efficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	2.058	.379	5.433	.000
	Financial -Non Financial incentives	.476	.108	.421 4.397	.000

The regression equation can be deduced as:

$$\text{School performance (Y)} = 2.058 + 0.476 \text{ Financial -Non Financial incentives (X)}$$

Where Y is the dependent variable estimation value, and X is the independent variable value.

This results suggests that, every unit increase in financial and non-financial incentives among private teachers would improve school performance by approximately 0.413. This means that incentives have an effect on school performance, this concurs with Scott (2013), who, under a group-based teacher incentive pay program, measured the effect of incentive intensity on student achievement. The study showed that when a teacher is responsible for more students after introduction of the program, student performance improved: mean results are between 0.01 and 0.02 standard deviations for a 10 percentage point rise in share increase for math, English and social studies that were statistically relevant.

Therefore the null hypothesis that there is no significant influence of incentives on school performance in Hodan District private secondary schools was rejected because t statistics 4.397 has a p value of 0.000 which is less than 0.05, suggesting that incentives have a significant impact on school performance.

4.7 Multiple Regression Analysis

In order to evaluate the impact of all independent variables on school performance in private secondary schools in Hodan District, Mogadishu, Somalia, a multiple regression analysis was performed.

4.7.1 Regression Models

Table: 4.25 Models Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757 ^a	.573	.558	.58607

The coefficient of determination is Modified R² squared, which informs us the difference in the dependent variables due to changes in the independent variables.

The value of modified R squared is 0.573 from the results in the above table and indicates that there was a 42.7 percent difference due to adjustments in rewards, workplace environment, performance appraisal and incentives at 95% confidence interval. This indicates that the differences in the independent variables account for 42.7 percent of the variations and the remaining 42.7 percent are accounted for by other variables found in the standard error.

4.7.2 Analysis of Variations

Table 4.26: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.738	4	3.684	10.727	.000 ^a
	Residual	29.882	87	.343		
	Total	44.620	91			

The data processed, which is the population parameters, had a 0.5 percent significance level from the ANOVA statistics shown in the table, which indicates that data is sufficient for the population parameter to be concluded since the significance value (p-value) is less than 5%. As F estimated, the F critical was 2.47 at the 5 percent significance stage (10.727 is greater than the F critical (2.47), This indicates that the overall model was substantial and that the performance was significantly influenced by rewards, workplace climate, performance evaluation, and incentives.

Table 4.27: Coefficients

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.926	.504		1.836	.010
	Intrinsic-Extrinsic Reward	.373	.140	.054	.522	.003
	Work Performance	.451	.112	.049	.460	.006
	Performance appraisal	.405	.108	.392	3.732	.000
	Financial -Non Financial incentives	.244	.114	.215	2.146	.035

The defined regression equation was based on the data in the table above;

$$Y = 0.926 + 0.373X_1 + 0.451X_2 + 0.405X_3 + 0.244X_4$$

It was revealed from the above regression equation that the holding rewards, workplace environment, performance appraisal and incentives to a constant zero, The output of the school at private high schools in Hodan District, Mogadishu, Somalia, will be 0.926. A unit improvement in incentives will result in a 0.373 factor increase in school performance in private high schools in the Hodan District. A improvement in the working climate in the unit will lead to a 0.451 factor increase in school performance in private secondary schools in Hodan District and a unit improvement in performance assessment will result in a 0.05 factor increase in school performance in private secondary schools in Hodan District. A shift in unit rewards will result in a 0.244 factor improvement in school performance.

The regression results presented in the table above show that at the 5 percent stage, rewards, workplace climate, performance evaluation, and incentives were important. With a p-value of 0.003, which is less than 5%, the coefficient of facilitating group leadership showed 0.373. The workplace climate coefficient was 0.451, which is less than 0.05, with a p-value of 0.006. The performance assessment coefficient was 0.405, with a p-value of 0.000 less than 0.05, and the reward coefficient showed 0.244 with a p-value of 0.035, which is less than 5 percent, indicating that there was a statistically strong positive correlation between rewards, working climate, performance assessment, and incentives and school performance in private secondary school schemes. Therefore the most critical aspect is performance assessment. Overall, performance evaluation had the greatest influence on the performance of schools, accompanied by rewards, workplace climate, and incentives. All of the variables in private secondary schools in the Hodan District have been found to have a direct effect on school results because they are less than ($p < 0.05$).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of research findings, conclusions as demonstrated by the results and the recommendations arising from the study findings. The summary, conclusion and recommendations are organized according to the objectives of the study.

5.1 Summary of Findings

5.1.1 Effect of Reward on School Performance

The study sought to find out the effect of rewards and recognition on school performance in private secondary schools in Hodan District, Somalia. As indicated by beta values ($\beta=.304$, $P<0.05$), the study identified a positive association between rewards such as positive recognition on achievement and promotions and school performance among teachers in secondary schools in the Hodan District. The null hypothesis that there is no major influence of rewards on school performance, based on the findings, was rejected because t statistics 3.032 has a p value of 0.003 that is less than 0.055, meaning that rewards and recognition significantly affect school performance.

5.1.2 Effect of Workplace Environment on School Performance

The second objective of the study sought to examine the effects on school performance of the workplace climate in private secondary schools in Hodan district, Somalia. The study established a positive correlation between work

environment and school performance among teachers in secondary schools in Hodan District as indicated by beta values ($\beta=.323$, $P<0.05$). The null hypothesis therefore, was rejected that the workplace climate has no substantial influence on school performance since t statistics 3.232 has a p value of 0.002, which is less than 0.055. Which implies that work environment significantly affect school performance.

5.1.3 Effect of Performance Appraisal on School Performance

The third objective was to evaluate the effects of performance evaluation in private secondary schools in Hodan District, Somalia, on school performance. As indicated by beta values ($\beta=.529$, $P<0.05$), the findings show a positive association between performance assessment and school performance among teachers in secondary schools in Hodan District, which indicates that performance assessment has an impact on school performance. Therefore the null hypothesis that there is no significant impact of performance assessment on school performance was rejected because t statistics 5.909 has a p value of 0.000 which is less than 0.05, implying that performance assessment has a significant impact on school performance.

5.1.4 Effect of Incentives on School Performance

The fourth objective sought to determine the effects of school performance rewards on private secondary schools in Hodan District, Mogadishu, Somalia. This results suggests that, every unit increase in financial and non-financial incentives among private teachers would improve school performance by approximately 0.413. This means that incentives have an effect on school performance. Therefore the null hypothesis that there is no significant influence of incentives on school performance in Hodan District private secondary schools was rejected because t statistics 4.397

has a p value of 0.000 which is less than 0.05, suggesting that incentives have a significant impact on school performance.

5.2 Conclusion

Findings revealed that holding rewards, workplace environment, performance appraisal and incentives to a constant zero, the performance of the school at private high schools in Hodan District, Mogadishu, Somalia, will be 0.926. A unit improvement in incentives will result in a 0.373 factor increase in school performance in private high schools in the Hodan District. A improvement in the working climate in the unit will lead to a 0.451 factor increase in school performance in private secondary schools in Hodan District and a unit improvement in performance assessment of teachers will result in a 0.05 factor increase in school performance in private secondary schools in Hodan District. A shift in unit rewards will result in a 0.244 factor improvement in school performance at private high schools in the Hodan District.

The research concludes that, based on the results, that rewards, work environment, incentives and performance appraisal significantly affect school performance. Therefore it is important for employers of teachers and school managers to reward teachers, give incentives, create good working environment and use performance appraisal to increase teachers' motivation thus better school performance.

5.3 Recommendations

The following recommendations are to promote the level of teacher motivation in private secondary schools in the Hodan District which are made to various stakeholders in the study area to help increase school performance.

- i. Rewards and recognition was found to significantly affect school performance therefore, school management should reward teachers' good performance and recognize their efforts in order to increase their motivation at work. Increase teachers motivation will lead to better school performance
- ii. Work environment play a significant role in school performance therefore school managers provide good working conditions such as offices and classrooms with adequate space, good furniture within the workplaces, enough lighting and ventilation. Conducive school environment will reduce stress and increase teachers' concentration and motivation in teaching.
- iii. School principals should create good performance appraisal criteria to help them identify teachers' areas of weakness and offer in-service training. Head of schools in their institutions ought to establish an open and agreeable climate where instructors can uninhibitedly communicate and share their perspectives and coordinated efforts on significant choices. Good evaluation methods which involve teachers will help school managers address gaps and increase teachers' motivation in discharging their duties
- iv. Findings indicated that incentives have a significant effect on school performance therefore; head-teachers should take incentive-based system than penalizing measures to improve teachers' motivation in school thus enhance performance in schools.

5.3.1 Recommendation for Further Studies

The study recommends that:

1. In order to determine the influence of teacher characteristics on school performance, further studies should be carried out.
2. A further study should be completed to assess the effect of the qualities of students on school performance.
3. Other studies should replicate this study in other areas not covered in this study.

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APPENDICES

Appendix I: Questionnaire for Teachers

Dear Sir/Madam, this questionnaire was created to collect data to conduct an academic research project on the impact of motivating teachers on performance at school. Therefore, researchers point out that all information will be used for educational purposes and that all information from you will be managed confidentially. Please check the demographic details below for the appropriate response.

SECTION (ONE): PROFILE OF THE RESPONDENTS (PR)

1. Gender

Male [] Female []

2. Age

18-25 [] 26-35 []

36-45 [] 46 and above []

3. Marital status

Single [] Married []

4. Highest level of education

Diploma degree [] Bachelor degree []

Master degree []

SECTION (TWO): INDEPENDENT VARIABLE QUESTIONS

1= strongly disagree 2= Disagree 3= Neutral 4= Agree 5= strongly agree

No	Influence of reward and recognition	1	2	3	4	5
	a) Intrinsic reward and recognition					
1	My accomplishments and exemplary work are acknowledged by my school.					
2	For my work, I am regularly praised.					
3	I teach at school level, which corresponds to my qualification status.					
4	I am informed that I am advancing,					
5	The strategies for doing the job can be determined by me					
6	I have an elevated group place,					
	b) Extrinsic reward					
1	In the last two years, I have been promoted to					
2	In a fair and truthful way teachers in my school are promoted					
3	My pay is fair in relation to what I do.					
4	Promotions in my school are done equally,					
5	The basis of payment is fair, such as overtime payment,					
6	My school savings funds are good for me.					

7	In a related profession, I earn the same or more as other people					
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No	Influence of workplace environment	1	2	3	4	5
1	My school furniture is comfortable enough to allow me to do my job without being tired.					
2	My office offers a noise-free atmosphere that gives me time to carry out my duties.					
3	A better work environment will make me perform my job better					
4	I am happy with my classroom space and seat arrangement					
5	The school provides houses to teachers					
6	The ventilation and lighting of the classrooms are good					
No	Influence Performance appraisal	1	2	3	4	5
1	In my grade, the performance assessment framework is rational.					
2	The evaluation tools are organized with straightforward descriptions of the requirements and performance expectations to be evaluated.					
3	Structures for resolving vulnerabilities and rewarding success exist					
4	Appraisers and appraisees take the exercise of an assessment seriously					

5	In the performance evaluation process, both participants (i.e. managers and teachers) are involved.					
6	Daily feedback is given to help enhance my performance					
7	In order to incorporate an efficient performance evaluation framework, services are available at school					
No	Influence Incentives	1	2	3	4	5
	a) Financial incentives					
1	The school offers rewards to teachers according to their level of achievement.					
2	For those residing in far places, the school offers transportation allowances					
3	When I work professionally, the school gives me financial benefits					
4	I enjoy the school allowances provided					
5	Monetary (financial) incentives influence my performance.					
6	My medical allowance for my school is satisfactory,					
	b) Non-financial incentives					
1	There are very strong physical working conditions,					
2	To do my job, the school environment has stable work conditions					
3	I have enough time to be interested in some school affairs.					
4	In decision-making, I refer to the school authority.					

5	In dealing with pupils, I am permitted to exert authority					
6	I am pleased with my workload at my school.					

SECTION (THREE): DEPEDENT VARIABLE QUESTIONS

1= strongly disagree 2= Disagree 3= Neutral 4= Agree 5= strongly agree

	School Performance	1	2	3	4	5
1.	I feel effective in my performance at school.					
2.	The registration rate for the students was outstanding.					
3.	The students' academic result in national exams are generally excellent					
4.	The dropout rate of students was decreasing					
5.	The repetition rate of students has decreased.					
6.	I will evaluate the overall job performance of the school.					

Appendix II: Interview Guide for Teachers

SECTION A: PERSONAL DATA

1. Provide your demographic characteristics

SECTION B: EFFECT OF MOTIVATION ON SCHOOL PERFORMANCE

1. Have you been promoted in the last two years?
2. Which of the factors as reward, incentives, performance appraisal and workplace environment motivates you?
3. If you are to rank the factors, which one will come first, second, third and fourth?
4. Which one do you prefer financial incentives or non-financial incentives?
5. Do you feel that you receive recognition for the work you do?
6. Are you involved in the performance appraisal process in your school?
7. Are you happy with your classroom space and seat arrangement?
8. How was the students' academic result in national exams in your school?

**Appendix III: Letter of Approval for Research from Kenyatta
University**