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## IMPACT OF MANAGEMENT MOTIVATIONAL STRATEGIES ON TEACHERS' JOB SATISFACTION IN SOMALIA.

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### **Abstract**

*Teachers must be properly motivated in order to reach the needed educational production if quality education is to be achieved. This implies that quality education cannot be attained unless teachers are satisfied with their working conditions. The purpose of this paper is to investigate the impact of management motivational strategies on teachers' job satisfaction in Somalia. The concept of motivation was described as a set of intricate impulses, wants, tensions, emotions, or mechanisms that initiate and sustain action in the direction of achieving one's own objectives. Some of the basic motivational strategies listed in this paper include staff development and training, participatory decision-making, good working conditions, remunerations and salaries, job security, etc. To increase employee productivity, companies must be able to offer them conditions that will make them more productive and engaged at work. This is what is meant by job satisfaction. The paper recommended among other things, that the terms of employment for school instructors should be more appealing. Teachers should be paid fairly and given advancements when they are due. Loans, housing, and other advantages should be made available to them. For the teacher, this would be encouraging.*

**Keywords:** *Education, job satisfaction, management, motivation, strategies*

## Introduction

Factors that affect organizational commitment, especially in schools are the teachers' work motivation and job satisfaction. Teachers must be properly motivated in order to reach the needed educational production if quality education is to be achieved (Getange, 2016). This implies that quality education cannot be attained unless teachers are satisfied with their working conditions. Because of the administrators' attitude and their unwillingness to implement job enrichment measures that would increase teachers' productivity and, in turn, their level of job satisfaction, teachers appear to be unproductive in the classroom (Harold, 2016).

Before the collapse of the government of Somalia in 1991, the Ministry of Education had its own strategies for motivating teachers. Among the basic approaches of motivation were teacher promotion schemes, professional development training programs both inside and outside the country, housing facilities, health care schemes, and special benefits for those teachers who work in remote rural areas. Also on certain occasions, literature and songs were used to encourage and motivate teachers. Those teachers who perform well in their instructional tasks and participated in extra-curricular activities were also rewarded with financial incentives and certificates of recognition.

After the breakdown of the education system in Somalia which resulted from the total collapse of the government of Somalia, private schools mushroomed throughout the regions of the country. These privately owned schools did not have at their disposal an agreed-upon system of motivating their teachers. Inevitably, lack of common motivation strategy may have negative impact on teachers' performance. Hence, this paper aims at examining the impact of management motivational strategies on teachers' job satisfaction in Mogadishu.

In any organization, managing human resources now includes motivating people as one of its most important and challenging tasks. When it comes to an employee's job happiness, motivation is a core, essential, and major factor. Motivational strategies are planned actions or behaviors carried out by a company to raise employee motivation levels. Job satisfaction is a person's way of expressing their sense of personal well-being in relation to their current position. The degree of intrinsic and extrinsic outcomes and the jobholder's perspective on those outcomes are key factors (Mpiirwe, 2018).

## Concept of Motivation

The word "motivation" comes from the word "motive," which refers to the internal will that propels or prompts behavior. It is described as a set of intricate impulses, wants, tensions, emotions, or mechanisms that initiate and sustain action in the direction of achieving one's own objectives. To achieve peak performance, motivation is utilized in education to encourage teachers to act in a constructive manner. In order to maintain behavior focused toward achieving personal goals, which has an impact on job performance, motivation is used by school management to energize all staff members. According to Chiemeka-Unogu (2022), there are three fundamental qualities of motivated behavior: it is sustained, goal-directed, and stems from a perceived need.

Ahmed (2006) stressed that one of the most crucial elements in managing human resources is motivation. Organizations use motivational systems to both motivate staff to work as effectively as possible and to entice new applicants. Understanding what truly drives employees is essential to developing a successful incentive strategy.

Goal-oriented actions or behaviors are started, guided, and maintained by motivation. It is what motivates people to do action, whether it be to consume food to help satisfy their hunger or enroll in school in order to acquire a degree. The process of stirring, guiding, and maintaining behavior toward specific goals is known as motivation. According to Greenberg, this act of arousing is connected to the vigor and eagerness to produce (Apolline, 2015).

Depending on the circumstances at work, motivation manifests in people as a sense of enjoyment or contentment. Effective teaching is a result of a teacher's internal desire and motivation. Exactly as Vroom (1964) observed, a good, devoted, and motivated teacher devotes all of his work-related effort. That is to say, he would prioritize his responsibility while promptly preparing, instructing, and grading students' assignments (Mukumbi & Kabeta, 2019).

This could be plausible, as the author explained under normal situations and conditions where teachers can focus on their work driven by intrinsic motivation. However, in contexts like Somalia today, where basic school infrastructure is extremely poor and this is coupled by the Purdon of underqualified teaching staff. It is hard to get teachers who are truly bound to their work unless they get positive reinforcement, namely sufficient financial support from without.

It has been said that energy, direction, and sustainability make up motivation, which is the force that persuades someone to act in a particular way. To be motivated is to feel compelled to act. Thus, someone who lacks inspiration or impulse to act is described as being unmotivated, and someone who is energized or activated toward a goal is described as being motivated (Fiumara, 2016).

Teachers like any other working forces can be influenced or led to do a particular job without necessarily being motivated using a variety of ways. Nevertheless, any piece of work done without a genuine interest from the person undertaking it, is bound to be a fruitless exercise, especially if workers are teachers or health workers as learnt from experience.

### **Principals' Motivational Strategies**

School principals' as managers of educational institutions need not only to get the work done but done in the best possible manner. This target could be attained to involve all the staff of the school in particular the teaching staff in order to optimize teacher productivity. But teacher performance and productivity to a large extent depend on how they are motivated and committed to accomplishing the task required from them. Hence, it is an imperative for school leaders to formulate, develop and establish strategies or techniques that can result in getting the best from every individual teacher working in the school so that the school effectively fulfils its mission as a successful educational organization.

School principals are therefore, encouraged to use empathetic, supportive, caring, and just academic and disciplinary practices as well as good leadership traits to ensure that fairness and trust are upheld. This will enable the faculty and staff at the school to achieve a degree of group cohesion that fosters a culture of cooperation and favorable working conditions.

Since money is the primary motivator at work, economics is the primary motive for a man. As a result, teachers' financial needs must be met by offering them incentives and objective remuneration in order for them to be motivated. It is countered, nevertheless, that while the influence of money and tangible incentives as driving factors cannot be discounted, attention should instead be given to the social man, who is more interested in the impacts of

group interaction and membership on output, attitudes, and work satisfaction (Apolline, 2015).

The motivation of employees can be improved by empowerment and recognition. Employees' drive to work will be increased to a greater extent as their level of empowerment and recognition inside an organization rises. Additionally, to benefiting businesses, empowerment fosters a sense of pride and belonging among employees. In reality, it fosters relationships between employers and employees that benefit both parties, creating what many employers and employees perceive to be the perfect work environment (Ali, 2006).

Although empowerment and recognition are useful tools very often devised by managers to motivate employees, it is not always the case, that all managers practice them. In fact, as learnt from experience, some managers are not prepared to empower the employees and to the worst even to recognize their achievements, let alone to delegate some of the tasks at hand to their subordinates as part of employee empowerment.

Getange (2016) stated that motivational strategies and teacher output are connected concepts that affect educational quality. The extent to which education meets learners' fundamental learning needs, is of a high caliber, and enhances their lives and overall quality of life is referred to as quality education. Chiemeka-Unogu (2022) argues techniques that support a person's pursuit of a goal are referred to as motivational tactics. Motivational strategies are the actively employed forms of motivational stimuli that aim to produce a predictable and long-lasting beneficial outcome. There are intrinsic and external factors that can inspire teachers.

One way to view principal incentives in the educational system is as financial rewards. Effective communication, a supportive environment, non-monetary rewards, terms of employment, regular and appealing remuneration, and conditions of service all play major roles in ensuring that teachers are productive in the classroom (Getange, 2016).

Ali (2006) pointed out that effective management strategies contribute to high levels of employee motivation to some extent. A manager must empower workers, provide an effective reward system, rethink occupations, and foster a flexible workplace in order to cultivate motivated employees. Decentralization is also a policy reform that has been implemented in several developing nations, and perhaps could be applicable in Somalia education system to inspire teachers.

Furthermore, there are strategies that can be utilized to improve and enhance teachers' motivation in the educational system, as enumerated by Ahmed (2016), these include the following:

- Staff development and training
- Participatory decision making
- Good working conditions, remunerations and salaries
- Job security
- Recognition of teachers' profession (Teachers Professionalism)
- Conducive working environment
- Provision of adequate instructional materials/teaching aids
- Financial rewards, awards, teacher's scholarship
- Sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

### **Concept of job satisfaction**

In order to increase employee productivity, companies must be able to offer them with the conditions that will make them more productive and engaged at work. This is what is meant by job satisfaction. Workers are more motivated to work when their demands are more fully met within a company (Azi, 2016).

Undie (2021) noted that when one evaluates their job or work experiences, they are said to be in a satisfying or pleasant emotional state, which is known as job satisfaction. Using this model as a foundation, it is emphasized that job satisfaction encompasses a multidimensional psychological response to one's employment, and that such responses comprise cognitive, emotional, and behavioral elements.

When the holder of the job is satisfied with his or her work, that person develops love and ownership to his work, builds loyalty to the institution in general and always aspires to perform better, produce more and very often is proud of the job. Then, if this is the case, school managers or principals need to explore more with regard to avenue of teachers' job satisfaction in order their schools to compete in the open market. Ololube (2006) pointed out that, the organizational behavior variable that has been studied the most frequently is job satisfaction. Researchers have hypothesized that job satisfaction varies depending on the job's status and tends to increase. However, many workers are content in even the most unappreciated positions.

As this author puts it, people are a unique creature made up of individuals. And human beings as individuals are different by nature. It follows then, what satisfies some people may not satisfy other people and vice versa. It is quite common to observe a particular group of individuals who are always looking for jobs of special status and unless they get it they never stop seeking it. Opposite to that are people, who see this life as simple and are happy with whatever they get as their jobs. Of course, between the two extreme groups are others who share certain qualities with each of the other two.

Therefore, it is a must to managers in general and school principals in particular to be watchful and learn more about their subordinates, especially the teaching staff. This will help them identify what kind of strategies motivate the teaching force. If they develop and sustain this practice and make it a habit, it will enable them to keep their staff motivated and hopefully satisfied with their jobs and as a result this approach will serve for the interest of the entire institution.

More professional development opportunities to boost teachers' skills and self-efficacy can be useful to lower the level of job stress and as a result increase satisfaction from teaching. Teachers' effectiveness and skills are likely to change over time, so providing more opportunities for professional development to boost teachers' abilities and self-efficacy can be helpful (Salehi et al., 2015).

Professional training opportunities are particularly useful in the context of developing ownership, growth and increase of teachers' job satisfaction. This in turn will raise the probability of teachers' staying in their jobs for longer periods time. Salehi et al (2015) noted that from a humanitarian standpoint, job happiness is equally important to take into account. In other words, it has a significant effect on the health of employees. Workers who are happy with their jobs are more likely to live longer and be healthier.

## **Conclusion**

The purpose of the study was to analyze the impact of management motivational strategies on teachers' job satisfaction. Motivation was described as a set of intricate impulses, wants, tensions, emotions, or mechanisms that initiate and sustain action in the direction of achieving one's own objectives. The major management motivational strategies include, Staff development and training, participatory decision making, good working conditions, remunerations and salaries, job security, recognition of teachers' profession (Teachers Professionalism), conducive working environment, and provision of adequate instructional materials/teaching aids. More professional development opportunities to boost teachers' skills and self-efficacy can be useful to lower the level of job stress and as a result increase satisfaction from teaching. Improving working conditions, increasing teachers' salaries and organizing training programs for the teachers could be used to increase teachers' job satisfaction.

## **Recommendations**

Teachers' job satisfaction in Somalia education system could be enhanced through the following:

1. The terms of employment for school instructors should be more appealing. Teachers should be paid fairly and given advancements when they are due. Loans, housing, and other advantages should be made available to them. For the teacher, this would be encouraging.
2. The organizational and administrative structure needs to be well-organized. Senior teachers shouldn't be under the supervision of junior teachers. Decision-making in the classroom ought to involve the teachers. Teachers should be financially supported to attend in-service training because it will better prepare them.
3. Teachers must be devoted to their responsibilities for Somalia's schools to change. There should be no extracurricular activities for teachers to perform during class time. Furthermore, they ought to plan their courses and notes carefully. Last but not least, they need to provide their students homework and exams.
4. To help them in their instruction, teachers should develop teaching tools. The government should make sure that schools have enough resources and infrastructure for teaching. The libraries should have enough resources, and the labs should be set up.

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