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Barriers to Effective Job Performance of Secondary School Teachers in Fragile Countries: A Study of Public and Private Secondary Schools in Jubek State, South Sudan

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Abstract:

This study explored barriers to the performance of teachers in public and private secondary schools of Jubek State, South Sudan. Two research questions guided the study: what are the barriers to the performance of teachers in both private and public secondary schools of Jubek State? What strategies can be put in place to improve the performance of teachers in Jubek State?

A concurrent triangulation mixed methods research design was adopted for this study in which cross sectional survey and phenomenological research designs complemented each other. The study targeted all teachers, students and head teachers in public and private secondary schools in the state. Ten public and private schools were selected for the study using stratified random sampling technique, 100 teachers and 100 form three students were randomly sampled from the ten schools. Ten head teachers and three officials from the State Ministry of Education were purposively sampled. Questionnaires, interview, observation guides were used to collect data. Descriptive statistics was used to analyse the quantitative data. The qualitative data was subjected to thematic analysis. The study revealed that many schools had inadequate teaching and learning materials, teachers were paid low salaries with poor working place conditions, lack of career development opportunities and recommendations to improve the performance of teachers were made.

Keywords: *Teacher motivation, recognition, salary, Conditions of Service*

1. Background

Teachers occupy such a central and vital position in any educational system that their attitudes and commitment have been of paramount interest not only to educational authorities and other stakeholders, but also many researchers (Mensah, 2011). A good number of researches have indicated that the quality of an educational system cannot outperform the quality of its teachers (Barber & Mourshed, 2007; Harris & June, 2010). A study by Mertler (2002) reported that a noteworthy number of teachers in the United States had low levels of motivation, and 34 % of the teachers in his prior study were of the opinion that, if given the opportunity to choose a career again, they would not choose to enter the teaching profession.

In another study, Boyer and Gillespie (2001) maintained that six percent of all the teachers in the United States leave the field of teaching each year, with an even higher 9.3% leaving at the end of their first year of teaching. A study by Sansan and Yahya (2012) on the relationship between the quality of work life and teacher motivation among of teachers 160 secondary school English as a foreign language.in Tehran. The study revealed that the participants enjoyed a medium quality of work life level and they experienced a medium to low level of motivation. A significant relationship was found between motivation and the quality of work life categories. Furthermore, the sub-scales of quality of work that best predicted teacher motivation were identified.

The findings of this study have implications for teacher educators and educational decision makers in bringing about high levels of motivation and quality of work life among English language teachers. Zyavahera (2015) investigated the socio-economic factors in management of human capital in Zimbabwean rural schools of Mazowe District. The study found that teachers were disgruntled with their current salaries, together with poor working and living conditions leading to substandard educational results at both primary and secondary school levels.

The accommodation for teachers and other infrastructure in most schools in study by Zyvahera (2015) were found to be inadequate and uninhabitable. The study recommended that good compensation, good working conditions, adequate accommodation, teaching and learning materials and infrastructure are critical in motivating and retaining teachers in Zimbabwean schools. Zyavahera (2015) also identified promising areas in which the government could work on to provide quality education to the rural teachers so as to enable them to successfully participate in the national and global economy.

According to Mohanty (2000), poor pay, low status and deflated morale are key causes of underperformance and corrupt behaviour in the public sector. Millions of teachers, mostly women, work tirelessly for low wages in educating the next generation. Many of them can neither afford to take care of hospital bills nor can they afford to send their children to good schools. Kiprotich (2013) investigated

the factors influencing motivation among secondary school teachers in Mount Elgon District, Kenya. From the findings, it was established that some participants expressed dissatisfaction with achievement in their teaching subject, their school management and supervision done in their schools. The study revealed that the quantity of teaching and learning materials were inadequate and many teachers had no morale boosting except their salaries and allowances.

1.1. Motivation of Teachers and Job Performance

Some studies (Analoui, 2000; Bennel, 2004) have associated motivation with job satisfaction and performance. Motivation is stimulated by certain behaviour and whereas satisfaction is the product of that behaviour. Motivated teachers are associated with producing highly motivated achieving students by helping to transform the students into good human beings having a positive attitude, confidence and motivation to pursue excellence (Adams, 2000). It is therefore imperative that teachers need to be motivated if they are expected to be effective in their class rooms.

In a study by Ofoegbu (2004), he examined teacher motivation as a factor for classroom effectiveness and school improvement in Nigeria. The study established that teacher motivation enhances classroom effectiveness and school improvement in areas such as team work among teachers, teachers' participation in decision making and their professional development. The reasons individuals are motivated to take up any job or leave any profession are many and complex, so an understanding of the motivational reasons is necessary before any changes can be advocated for (Analoui, 2007).

According to Jonson (2007), motivated and satisfied teachers are the primary contributors of positive quality education; some of the other factors include good academic environment, enough teaching and learning materials and an environment conducive for learning in order to maintain a quality educational system. To warrant the implementation of educational reforms, progressive legislation will result in feelings of satisfaction and fulfilment (Conboy & De Jesus, 2001).

In another study by Shah, Ayaz and Atta (2013), the performance of teachers includes involvement of the teacher in his duties, interaction with students' parents, with colleagues and other officials as well as the assessment of students. These researchers outline seven major duties performed by the teachers. These are enhancing professional knowledge, instructional planning, instructional planning and delivery, together with the assessment of and for student learning. Other duties are maintaining a learning environment, exhibiting professionalism and bringing about student academic performance, in which the teacher's work results in acceptable, measurable and appropriate student academic progress.

According to Horn (2000), teacher performance connotes the teacher's role of teaching students in and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, assessment of students, making lesson plans, conducting field work, teacher's participation in co-curricular activities, attending school assembly as well as participating in guidance and counselling. Teacher's job performance is the teacher's ability to integrate his/her teaching experience, methods, instructional materials and skills in delivering subject matter in and outside the classroom.

Affirming the need for more studies on motivation of teachers, Martin (2003) asserts that much research is available on student's motivation, but little has been done on motivating teachers. A limited number of empirical studies have focused on teacher motivation and job performance in secondary schools and more so, on their determining factors especially in the case of South Sudan, given the fact that many schools that used to perform very well have fluctuation performance in the national examinations.

The renewed research interest in the motivation of teachers to teach and to remain in teaching is derived from teachers' shortage in schools as reported by the Ministry of General Education in its 5 years' strategic plan of 2012. Possible causes of existing and potential teacher's shortages are, earlier teacher attrition, teacher force aging, the imbalance between high demand and less reward, limited opportunities, reduced job security and low prestige (OECD, 2005; Sinciar, 2008). In his research focusing on the provision of education in a post-conflict country; a case of South Sudan, Guchuhi (2015) found that among the teachers 12% are female and with the vast majority are untrained and work under extra ordinary challenging conditions.

Enrolment has grown rapidly: student-teacher ratios at primary level have grown steadily worse; physical facilities have not kept pace with the demand, there is a shortage of teaching and learning materials, and teachers were frequently under paid or received their salaries with 2 to 3 month delays leading to strikes and even violence in some states. Mading (2015) researched on the factors that influence teacher attrition in two secondary schools of Central Equatoria State, South Sudan using unstructured interviews and document analysis guides. The study found that the attrition of teachers was due to the interplay of factors such as working environment, low salaries, rare training opportunities and the status of teaching profession that has become a profession of low income and prestige.

Many members of the community and the students lament the deplorable condition of the teachers and the fluctuating levels of performance in secondary schools (GESP, 2012). With the increasing shortages of teachers across the educational field, there has been a renewed focus in understanding what motivates teachers to remain in the teaching profession. In view of the aforementioned, the goal of this study is to examine the intrinsic and extrinsic factors of motivation among secondary school teachers together with the extent to which these influence their job performance in the context of Juba County, Jubek state, and South Sudan.

1.1.1. Education in the Republic of South Sudan

The formal education system in South Sudan is 8-4-4 that is, eight years of primary education, four years of secondary education and four years of higher education. There is also the Early Child hood Education that takes two years according to the South Sudan General Education act of 2012. Non-formal education consists of Alternative Education system, which provides learning opportunities for learners who missed their formal education and Adult lifelong learning. According to the South Sudan education Act (2012), basic

education established by the government shall be free for all citizens. Information on schools in Jubek state and their ownership is shown in Table 1.

County	Total	Government	Non-Government
Juba	12	7	5
Kajokeji	15	6	9
Lainya	3	2	1
Terekeka	3	3	-
Morobo	6	2	4
Yei	7	4	3
Total	46	23	23

Table 1: Secondary schools in Central Equatoria State.by county and Ownership 2013

Adopted from South Sudan Education Information System (EMIS, 2013)

The information in the Table 1 indicates the number of government and private schools in each county of Central Equatoria State from the table there are 46 schools in total. 23 of them are owned by the government and other 23 are non-government schools. The information on the number, percentage of secondary teachers and pupil-teacher ratio is shown in Table 2.

County	Total	Male	Female	Male%	Female %	PTR
Juba	173	136	37	78.6%	21.4%	15.9
Kajo Keji	211	176	35	83.4%	16.6%	12.0
Lainya	23	21	2	91.3%	8.7%	23.1
Terekeka	25	22	3	88%	12%	9.6
Morobo 58	51	7		87.9%	12.1%	9.0
Yei River	67	56	11	83.6%	16.4%	12.4
Total	557	462	95	82.9	17.1	13.3

Table 2: Number and percentage of Secondary Teachers and Pupil-Teacher Ratio by county and Gender (Adopted from EMIS, 2013)

Information in Table 2 indicate that there are 557 teachers in the state 82.9 % of whom are male and 17% female. Out of these 100 teachers participated in the current study. Motivated by its commitment to the goals of Education for all (EFA), the Government of the Republic of South Sudan has embarked on reforming the education sector so as to provide the necessary human resources needed for the development of the young nation. This has been done by enacting educational policies, which can help the country to move forward with its educational reforms.

The South Sudan Education Act of 2012 and the five years General Education Strategic Plan (GESP) are among the instrumental policies that can enable the country to plan for the development of the nation. The General Education Strategic Plan outlines the strategies that the Government has put in place to guide the young nation for the next five years. The long-term vision of the Government of the Republic of South Sudan in South Sudan Vision 2040, is “to build an educated and informed nation by 2040”. The mission is to introduce a series of reforms to improve quality, access to and funding for general education as well as tackle the issue of illiteracy in the country and low institutional and human capacity in the general education subsector (GESP, 2012). It will be difficult to implement the expected reforms unless the teachers are involved in planning for these reforms, highly motivated to perform the reforms may not be easily realised.

There is still a shortage of teachers to fully teach and understand each student’s learning problems; the few teachers available are not so well trained in the teaching profession. In addition, many of the qualified teachers are on a low pay scale, and are not regularly paid; it is difficult for them to move up the pay scale due to the lack of training opportunities for upgrading skills and knowledge (GESP, 2012). It is widely recognized that there is an increased demand for the quality education to prepare students for the 21st. Every child thus has a right to quality education, even though it is not certain that every child will be taught by a teacher that has the ambition, goals and accountability to be an effective educator.

There is a growing body of evidence showing that a variety of factors such as an aging teacher work force and an increase in student enrolment numbers will all affect that quality education (Rice, Lavergne, & Garton, 2011). According to the United Nations Children’s and Education Fund (UNICEF, 2015), quality education is defined as equipping people with knowledge, skills and attitudes to obtain decent work, so as to live together as active citizens nationally and globally. Quality education can only be achieved when there are quality motivated teachers.

Unfortunately, in many developing countries, the teaching force is demoralised and fractured; teachers are often paid little and late especially in the rural areas. As a result, teachers have been leaving their teaching job to seek employment in institutions perceived promise better pay and prestige. These especially include the Non-Governmental Organizations (NGOs). Although other teachers do

not leave the profession, they lower their levels of commitment with regard to teaching, thus affecting the standards of students' performance (Adjei & Musah, 2013).

As a result, the teaching profession including in South Sudan is characterised by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment (Christodoulidis & Papaioannou, 2007; Voluntary Service Organization (VSO), 2012). To thus bring about changes in the educational system, improvements in teacher motivation are essential. Planning for this improvement would require the educational planner to know the existing state of teacher motivation and demotivating factors for teachers.

1.2. Statement of the Problem

In many secondary schools in South Sudan, teachers are being asked to take on more responsibilities, yet the work and living environments for many teachers are poor which tend to lower their self-esteem (VSO, 2002). This has resulted in high labour turnover, late coming, skipping classes, relying on traditional teaching practices, poor preparation for lessons and frequent absence from class; these consequently compromise the performance of teachers as well as that of the students.

There have been fluctuations in the performance of some well-known performing schools. The shifting of teachers to jobs in Non-Governmental Organisations has been also on the increase, with many teachers expressing feelings of being unfairly treated when they compare themselves with their colleagues with the same qualifications, experiences and responsibilities in non-teaching organisations. Many studies revealed a significant relationship between intrinsic factors of motivation and performance (Mahari & Harkirat, 2010; Akyem & Ampofo, 2012; Aacha, 2010), others revealed a significant relationship between extrinsic motivation and performance (Moor, 2010; Pettigrew, Pescud & Donovan, 2012; Nadia, Shah, Jamsheed and Zaman, 2012); owusuwa, 2013; Mougo, 2013). Some studies that examined the effects of motivation and performance found a positive relationship between motivation and performance (Mustafa & Othman, 2010; Uche, Fibresima & Onwuchekwa, 2011; Kwapong, Opoku & Donyina, 2015). Studies on barriers to performance of teachers revealed low salaries and uncondusive working conditions (Bennel, 2004; Mading, 2015, Adjei & Musah, 2013; Alam & Farid), increased workload and large class sizes (Kindiki, 2008)

There have been many studies on relationship between motivation and performance and limited have focused on the barriers to performance of teachers in private and public secondary schools. This study therefore sought to identify the barriers to job performance of secondary school teachers in both public and private secondary schools of Jubek state. South Sudan

1.3. Research Questions

This study was guided by the following research questions: -

- i. What do secondary school teachers consider to be challenges to their performance in Jubek state?
- ii. What are the strategies for improving the job performance of teachers in both the public and private secondary schools in Jubek State?

1.4. The Significance of the Study

The findings of the study can be useful to the Government, the ministry of education and the policy makers, in formulating teacher welfare system and strategies, which may lead to effective teacher attraction, motivation, professional development, retention and improved teacher job performance. It can help the government to reform education policy by setting an annual minimum wage for teachers, reflecting the inflation in the market rates, improving learning outcomes through better allocation of resources. Guide the policy makers in harmonising teachers' salaries with other civil servants to ensure equity among employees so as to curb the prevalent undesirable situation of teacher turnover and attrition. The study findings can be important to the practitioners in the field of education such as the school managers in both public and private secondary schools, teacher organisations, teachers as well as the students.

1.5. Theoretical Framework

This study was anchored on two theories namely, Herzberg's two factor- theory and Adams Equity Theory of motivation. The application of Herzberg's two factor theory and Adams Equity Theory (1963) to teacher motivation and job performance were discussed as well as the limitations and strengths of the two theories.

2. Review of Related Literature

This section reviewed theories related to motivation and job performance such as Maslow's Hierarchy of needs and the Expectancy Theory of motivation. Though there are many theories of motivation, the two theories have been selected due to the fact that they identify intrinsic and extrinsic factors of motivation. The factors also mentioned in the two theories lead to teacher job performance lack of fulfilment of the intrinsic factor s affect performance.

Motivation has influence on performance. The factors that affect motivation to some extent also affect job performance. According to Bennel (2004) work and living environment for many teachers are poor and tend to lower self-esteem and are generally demotivating teachers. Housing is a major issue for nearly all teachers in Africa. Another study by Adjei and Musah (2013) focused on investigating teacher motivation in selected senior high schools in cape coast Metropolis of Ghana. The aim of the study was to ascertain the factors that really affect teacher motivation. A descriptive survey design was used in the study.

The sample population was all teachers from the selected high schools in the cape coast. The study involved 120 teachers selected through random sampling techniques. A questionnaire was used to collect the data. The major findings in the study revealed that low

wages and salaries, recognition for good work done, participation in decision making, conducive working environment were major factors that affect teacher motivation. In ranking the factors in order of importance, the teachers ranked wages and salaries as their most important motivational factors.

Meanwhile Adjei and Musah (2013) focused on teachers in high schools, without mentioning whether they are public or private, they used quantitative research design and instruments. The current study involved teachers in both private and public secondary schools and it also used both qualitative and quantitative research designs and data collection instruments. The sample to participate in the study consisted of the head teachers and officials from the state ministry of education.

In another study, Chemisto (2007) cited that there are inadequate staff houses to accommodate all the teachers in the school. Many commuted from far and that affected preparation for teachers' lessons. Otunga and Kindiki (2008) agree that there is indeed shortage of teachers to handle all the subjects. Increasing hours of work, larger class sizes, more subjects and a constantly changing curriculum are cited as major de-motivators in many African countries. Another factor affecting teacher motivation is the poor promotion scheme, which has led them severally attempt to demonstrate against the government (Ngimbudzi, 2009).

According to the research Alam and Farid (2011), which investigated the factors affecting motivational level of teachers at secondary school level in Rawalpindi city, Pakistan? The researchers investigated the effects of examination stress, socio economic status, anxiety in classroom, and effect of peer group. The sample for the study included ten secondary schools and 80 teachers. Data was collected using questionnaires. The findings of the study revealed that teachers were not satisfied with their socio-economic status, choice of profession, students' behaviour and examination stress. Some teachers felt they were not paid according to their abilities and qualifications.

In the reviewed study of Alam and Farid (2011) the techniques of sampling the schools and the teachers have not been mentioned and no information is indicated on whether or not the ten schools were both public and private schools. The study employed quantitative research design; head teachers were not part of the study. The current study indicated the ownership of the schools and their selection procedures. Head teachers and officials from the Ministry of Education were also sampled. Qualitative and quantitative data collection instruments were also employed to enable them complement each other.

In another study Naseer, Humaira, Shabnam, Nawaz and Shahbiz (2012) examined factors affecting motivational levels of teachers at secondary school level in Kohat City, Pakistan. They used a descriptive survey research design and the population of the study included all the teachers of government secondary schools in Kohat City. All the teachers of government secondary schools of Kohat city were targeted for the study. The sample contained four male and four female secondary schools taken for the research and 40 teachers of government secondary schools who were randomly selected.

Questionnaires were used to collect data from the participants and descriptive statistics were used to analyse the data. The result of the study revealed that rewards and incentives, self-confidence, economic status and financial incentives affect the performance of teachers, while socio- economic status of the teacher, examination stress and teaching as first choice of the teacher less affected the performance of the teachers. Naseer, in their study underscored the use of qualitative research design and data collection instruments unlike the current study which employed qualitative design and data collection instruments.

Similarly, Kumari (2013) investigated factors affecting motivation of teaching staff with reference to engineering colleges, Krishna District, India. Two factors namely administrative policies and incentives/rewards were taken as independent variables while motivation was taken as dependent variable. Data was collected using a questionnaire containing dichotomous scale. Descriptive statistics was used to analyse the data. The results of the study revealed that incentives extend motivation whereas administrative policies declined the motivation of teachers.

This researcher used a survey research, quantitative data collection instruments but with convenience sampling which is non-probability sampling procedure to select his sample for the study. The current study used mixed methods research design, with both quantitative and qualitative data collecting instruments, the sample included students, teachers, head-teachers and official from the State Ministry of Education.

2.1. Strategies for Improving Motivation of Teachers and their Job Performance

Teacher motivation and performance can be improved in many different ways. The subsequent pages outline strategies to improve teacher motivation and performance: They include school reform, professional development, and reduction of teacher work-load, improvement in the work environment, remuneration, incentives, recognition and prestige.

2.1.1. School Reform and Teachers' Job Performance

Education reform is a process. An essential component of this process is teachers, who are also primary stakeholders. Their involvement in and reaction to the change process can influence the implementation and effectiveness of reform movements. The goal of the school reform effort is to improve student achievement. These efforts are aligned with the primary motivator of teachers, the power to help children to learn. Well-implemented school improvement plans increase collegiality and give teachers the satisfaction of committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual, extrinsic rewards (Jonson, 1986).

2.1.2. Work Load and Teachers' Job Performance

In another study, Francine (2014) explored the strategies essential for organizational leaders to improve workplace performance in South West Georgia, USA. Data collection involved face to face, semi structured interview of 20 managers, floor employee and

clerical staff from business organizations South West Georgia. The study outcome suggested organizations' leaders may increase employee work performance by enhancing strategies that provide a positive assortment of motivational tools and opportunities.

The findings also indicate collaborative decision making between management and employees has a positive relationship with work attitudes and engagement of employees. Leaders in organisations may apply these findings to develop enriched workplace environment that could improve employee rates. The research sought to go further by establishing how the leaders ought to involve teachers in the school's decision making process.

A study by Choi and Tang (2009) found that work intensification was a common factor that the teachers in their sample saw as having an adverse effect on their satisfaction, commitment and performance. The two researchers further indicated that teachers in the early career group attribute their declining commitment to long hours of nonteaching duties that stop them from devoting their time to actual task of teaching. Many secondary school teachers are involved as counsellors and career advisors apart from being subject teachers.

The teacher's tasks include professional development, lesson plan preparation, teaching and students' assessment. With regard to teachers in South Sudan, this issue has not been investigated in depth; the current study will also focus on workload in addition to other factors. Guajardo (2011) gives suggestions for improving teachers' performance such as by ensuring that teachers are not overburdened, providing support to remotely deployed teachers such as bicycles, mobile community to provide housing. He observed that ensuring teachers have access to resource centres, providing training on large class management, active learning and student assessment, and reducing non-class duties of teachers could also improve teachers' performance.

Similarly, Farah and Uzima (2013) investigated work-load and job satisfaction in public and private schools in Lahore city, Pakistan. They selected a sample of 100 teachers from government and private schools. A number of 50 teachers were sampled from five government schools and 50 from five private schools

The results of the study revealed that overall government school teachers are more flexible and satisfied with their working hours and working conditions compared to private school teachers. The study recommended workload should be reasonable for every teacher, on the basis of extra work load, rewards and incentives should be given, that teachers posting good results in their subjects should be given incentives for their job satisfaction. Short courses and seminars should be organized on weekly basis to refresh and motivate teachers in both sectors.

According to Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2011), social and economic conditions of teachers have an effect on their performance. Low salary, lack of facilities, the status of teachers in the society, teachers' mental health and morale, stress from work, relation with staff and teachers, the working environment are all factors that have strong impact on teacher's performance. The United Nations Education and Scientific Organisation (UNESCO,2006) advocates for higher teacher salaries, recommends an appropriate and sustainable target for teacher salaries of 3.5 times GDP per capita, and encourage the community to contribute to teacher salaries, mobilize the community to provide nonmonetary contributions such as child care, labour, security, cleaning, cooking and classroom assistance.

In a study by Mpokosa, Chikondi and Ndaruhutse (2008), women, people with disabilities and minorities should be encouraged to enter or remain in the teaching profession by providing appropriate incentive and allowances. The community should be mobilised to provide school based meals and income generating activities to improvise teacher micro finance products such as health insurance, housing credit or small income generating credit (Guajardo, 2011).

Gitonga (2012) researched on the influence of teacher motivation on student performance in Kenya Certificate of Secondary Education in Public secondary schools within Imenti District, Kenya. The study adopted a descriptive survey. The sample was 100 participants; data were collected using a questionnaire. The analysis was done using a Pearson correlation coefficient and linear regression.

The findings revealed that conducive working conditions were a factor in student's performance. The reviewed study only sampled teachers from government secondary schools and it omitted the head teachers and the students. The current study went further by sampling the private schools, head-teachers as well as students so that the information they gave guaranteed source triangulation and enrichment with valued information.

2.1.3. Recognition and Teachers' Job performance

According to Guajardo (2011) teachers need to be recognised and rewarded in specific behaviours. They need to be promoted to leadership positions and be encouraged to lead in team work, be treated as equal partners, professionals and be promoted in a professional environment in the school through school code of conduct. They should also be taught professional ethics.

In a study by Amabile and Kramer (2011) who viewed diary entries of hundreds of employees of several different organizations in the United States. The study was looking for ways to remove common barriers to progress of workers in order to boost long term creative production. They found that clear goals and autonomy and "nourishes" can uplift workers. This included encouragement, respect and collegiality by fellow workers and supervisors.

The four broad categories they found to impact workers inner work life significantly were: respect, encouragement, emotional support and affiliation. Amabile & Kramer (2011) found recognition, encouragement and respect as motivational factors in improving production and their self-image. According to Hans (2012) value has been found in providing recognition and awards programs for excellent teachers. The same research has also found a major absence of these programs in both the United States of America (USA) and Australia.

Teachers receiving recognition and awards for their teaching have praised recognition programs as providing motivation. Teacher educators should find recognition as an important part of their curriculum in terms of teaching research behind motivational theories. They also encourage schools to provide recognition to excellent teachers working with university education assisting student teachers.

In another study, Andrews (2004) compared recognition programs at one K-12 school, Catalina Foothills School District in Tucson, Arizona and one community college, Illinois Valley of Oglesby, Illinois. Both schools based their programmes on Herzberg's theory of motivational factors that drive teachers to produce excellence in their teaching. The factors utilized were: (1) achievement; (2) recognition for achievement; (3) intrinsic interest in the work; and (4) growth and advancement. Teachers in both institutions reported trusting their administrators as being competent and objective in evaluating their work.

A study by Manzoor (2012) examined the relationship between organizational effectiveness and employee motivation in Pakistan. A model was designed based on literature linking effects of employee motivation. Three hypotheses were tested. The literature concluded that empowerment and recognition have positive effects on employee motivation.

The more motivation is increased the more their work performance is enhanced. There also existed a positive relationship between employee motivation and organizational effectiveness, the more the employees are motivated to tasks accomplishment, the higher will the organizational performance and success. The study concluded that appreciation and recognition of employee and employees' tasks fulfilment stimulates them towards working with more energy and dedication to the organization.

The study recommended that organizations should design rules, policies and organisational structure that give space to employees to work well and appreciate them on the tasks fulfilment and achievement to lead to organizational growth. The reviewed study was carried out in Pakistan, based on literature but not research design or methodology but it tested hypotheses. The current research was based on research design, data collection, and analysis interpretation.

In another study by Saleem and Haider (2015) on the impact of motivation on performance, findings from Karachi based organisation. The researchers used a survey research design, closed ended questionnaires were distributed to 200 employees working with Karachi water and sewerage and Indus University, out of which 100 were returned by the participants. Data was analysed using regression technique.

The findings of the study found a positive statistically a significant relation between motivation and performance, indicating that the higher the motivation, the higher the performance. The study concluded that autonomy and recognition have significant influence on motivation which eventually impact on performance of employees. The study finally recommended that organisations should formulate and implements policies that ensure the autonomy and due recognition of employees from time to time. The reviewed study carried in Karachi though not on teachers but the findings are applicable to teachers as well. The current study carried out in Jubek state, on motivation of teachers can use recognition and autonomy as motivation tools than can to influence teachers to perform their tasks with enthusiasm.

3.1. The Research Methodology and Design

A concurrent triangulation mixed methods research design was adopted for this study in which cross sectional survey and phenomenological research designs complemented each other. The study targeted all teachers, students and head teachers in public and private secondary schools in the state. Ten public and private schools were selected for the study using stratified random sampling technique, 100 teachers and 100 form three students were randomly sampled from the ten schools. Ten head teachers and three officials from the State Ministry of Education were purposively sampled. Questionnaires for teachers and students, interview, observation guides for head teachers and officials from the state ministry of education were used to collect data.

3.2. Validity and the Reliability of Research Instruments

One of the key questions for researchers in social sciences regardless of their areas of specialisation is to formulate relevant research questions and select appropriate tools for the specific question they are investigating. For the research to be accurate its findings must be reliable and valid. Although validation of findings occurs throughout the steps in the process of research, this section focused on the procedures for validating the findings that were undertaken in the study (Creswell, 2014).

3.2.1. Quantitative Validity

There are different ways of ascertaining validity in research, among them face validity, content validity, criterion validity, and construct Validity (Neuman, 2013). In this study, the researcher used face and content validity to validate the instruments.

3.2.1.1. Face Validity

Face validity ascertains that the measure appears to be assessing the intended construct under study in the judgement of others especially in the scientific community (Neuman, 2013). It addresses the question of whether people do believe that the definition and the measurement fit. The instruments were peer reviewed by the researcher and fellow post graduate students as independent readers. Cho, Schumm and Wilson (2006) argue that peer- reviewing of writing may be a way to create more writing opportunities in college and university setting, but observes that the validity and reliability of peer generated grades are major concerns. The researcher's analysis suggests that the aggregate rating of at least four peers is both highly reliable and as valid as an instructor rating. The two supervisors helped to ascertain if the instruments at face value appeared to test what they were designed to test. Two other experts reviewed the instruments.

3.2.1.2. Content Validity

According to Neumann (2013) content validity addresses the question of whether the content is represented in the measurement. Wynd, Schmidt and Schaefer (2003) assert that it is the extent to which an instrument adequately samples the research domain of interest when attempting to measure a phenomenon. According to Haynes, Richard and Kubany (1995) content validity evidence not

only helps conceptually define the construct of interest but it also lays bases for a correct explanation of the variance in the score obtained. In this study content validity was taken care of by specifying the content, sampling all areas and developing indicators that tape all the parts.

The research instruments were developed under close guidance of the supervisors and with the help of at least three experts from the department of educational administration and planning at the Catholic University of Eastern Africa. The experts reviewed the instruments for appropriateness in wording, and clarity; to identify unacceptable or inappropriate items; and, finally, to suggest alternate items based upon their expertise and experience. The employment of such a review was meant to provide a measure of the degree to which instrument items represent the universe of the concept under study and contribute to the face and sampling validity of the instruments. The feedback was being used to validate the instruments.

3.2.1.3. Qualitative Validity

Validity is one of the strengths in qualitative research and is based on determining whether the findings are accurate from the stand point view of the researcher or the reader's account. According to Guba and Lincoln (2007), many qualitative researchers prefer to use the terms such as credibility, transferability, confirmability and dependability. The researcher incorporated several strategies to establish credibility including triangulation, member checks, and peer-review.

Credibility is the criterion in qualitative research which parallels validity. This type of tests asks if there is a correspondence between the way respondents actually perceive things and the way researchers portray their view points (Guba & Lincoln, 2007). According to Merten (1998), the instruments were to be triangulated so that a combination of interview guide, observation guide and content analysis guide (method triangulation), which form the major data collection strategies in qualitative research were used. Another form of triangulation involved the use of wide range of participants (source triangulation). In this study these included the students, the teachers, the head teachers and the officials from the State Ministry of Education. Guba and Lincoln (2007); Brewer and Hunter (1989) assert that use of different instruments and methods compensate for their individual limitations and exploit their respective benefits.

Bracketing was another important factor that the researcher had to take into consideration, so that his preconceived ideas could not have impact on the investigation. Bracketing described the attempts of the researcher to set aside all personal feelings, beliefs and preconceptions so that unbiased account of teachers lived motivational experiences were made (Creswell 2014). The concept of bracketing had been in the researcher's mind throughout the research process. The researcher identified areas of potential bias (reflexivity) and keep a reflexive diary to awaken the researcher about the potential preconception as suggested by Chan, Ling and Chien (2013).

Member checking was another important criterion for establishing credibility, which means the researcher at the end of the interview summarised what had been said and asked the interviewees if the summary accurately reflected their positions (Creswell, 2009). The quality of any study is linked to the ability to present the accounts accurately as given by the participants. Member checking allowed for further elaboration of questions answered, omissions of any information collected. The researcher ensured that the data, analysis, interpretation and conclusions were taking back to the different participants, to enable them judge the accuracy and the credibility of the accounts. In that way, they provided critical observations and interpretations on the researcher's work. Member checking gave the participants the opportunities to correct errors and challenge what were perceived as wrong interpretations.

3.3. Pilot Testing

The questionnaires in this study were pilot-tested, using a small sample of ten, drawn from teachers who are not part of the sample but considered to have close similarity with the participants in the study. McMillan and Schumacher (2010) recommend that a number as small as ten participants is adequate for pilot testing. This is necessary in order to identify any omissions, spelling errors and unclear instructions, that might have occurred in the construction of the questionnaire and to assess how the questionnaire would perform in the field. The researcher pilot tested the questionnaire with ten students. Half of participants for the pilot testing were drawn from a private school and the other half from a public school.

This process also ascertained the face and the content validity of the questionnaire. Mouton (2005) argued that if a pilot study is conducted on members of the relevant sample, it influences the behaviour of the research participants and the study findings as well. Polit and Hungler (2001) suggest that pilot testing the instruments before starting the research is necessary to avoid time and money wastage. In this study, two schools were set aside for pilot-testing, one being private and one a public secondary school. Five students were randomly sampled from each of the schools. Based on the pilot testing feedback, the clarity of the questionnaire items and instructions were checked and vague items were deleted, the poor wordings were rephrased and replaced and irrelevant items were identified and changes were made.

3.3.1. Reliability

Reliability can take different forms including test-retest, split half, internal consistence, inter-rater and parallel/alternate forms (Grimm & Yarnold, 2000). In this study, the researcher used split half method and Cronbach's alpha to determine the reliability of the research instruments.

3.3.3.1. Split-Half Method

In the split-half reliability method, the total number of items is divided into halves, and a correlation taken between the two halves by assigning the odd numbered items to one half and the even numbered items to the other half of the test, this correlation only estimates the reliability of each half of the test.

The Statistical Package for Social Sciences (SPSS) version 23 was used to compute the reliability index. According to Hardy and Bryman (2009) Cronbach alpha assumes equivalence of all items. When using Likert-type scales, it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability for any scale or subscale.

Cooper and schindler (2011) assert that Cronbach's alpha has the most utility for multi-item scales at the interval level measurement. George and Malley (2003) provide the following rules of thumb." $\geq .9$ - Excellent, $\geq .8$ - Good, $\geq .7$ - acceptable, $\geq .6$ - Questionable, $\leq .5$ - Unacceptable". Macmillan and Schumacher (2010) recommend that the value of 0.6 to 0.85 as an acceptable value for Cronbach Alpha and values that are substantially lower indicate an unreliable scale.

The Cronbach's alpha was used to determine the reliability of the items on the perceptions of the teachers about their intrinsic and extrinsic factors of motivation.

The researcher used a coefficient of 0.7 to check whether or not the instruments were reliable. Looking at all the scales for the different variables measuring the same construct, the obtained average alpha was 0.86 for teacher's questionnaire and 0.73 for student's questionnaire. Therefore, the researcher concluded that the obtained alpha 0.73 for students and 0.86 for teachers which is slightly higher than 0.7 were taken to be reliable. This is because it was greater than the acceptable alpha coefficient as indicated in table 4.

Questionnaire	Cronbach's Alpha	Cronbach's Alpha	No. of Items
Based on standardized items			
Teachers	.860	.842	69
Students	.732	.615	25

Table 3: Reliability Statistics showing Cronbach's Alpha for teachers' and Students' Questionnaires

3.4. Description of Data Collection Procedures

Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introductory letter from the Catholic University of Eastern Africa, this letter was used by the researcher to get research the permit from the Director General, State Ministry of Education. The letter was addressed to the different head teachers of the sampled private and public schools, allowing the researcher to carry out his research in the schools. The researcher met with the head teachers of various schools to create rapport and later make appointments so as to interview them. In the meantime, the researcher administered the questionnaires to the teachers, with the help of three research assistants.

The research assistants were purposively selected from among current education students and lecturers at the Catholic University of South Sudan. The purpose of the research was explained during the distribution of the instruments. Since the researcher used a concurrent transformative design, the qualitative and the quantitative data were collected at the same time. The researcher conducted the interviews, beginning with the head teachers, and the officials at the State Ministry of Education. Some of the interviews were audio tape-recorded with permission from the participants. The information provided by the head teachers and the officials from the state Ministry of Education was written in a note book with permission from the participants. The face to face interviews lasted between 30-50 minutes. The data collection process took more than a month.

3.5. Description of Data Analysis Procedures

Both qualitative and quantitative data analysis procedures were used to analyse the data differently. Quantitative data from the questionnaire were coded and organised using the Statistical Package for Social Sciences (SPSS) version twenty-three. The researcher used descriptive statistics such as frequencies and percentages to summarise the information from the participants and inferential statistics such as ANOVA for testing the hypothesis.

According to Gay, Mills and Airasian (2009), ANOVA is a parametric test of significance used to determine whether scores from two or more groups are significantly different at a selected probability level. In testing hypothesis one to establish if there is any significant difference in mean perception score when teachers are categorized by their teaching experience, educational qualification and age. Qualitative data collection and analysis was undertaken simultaneously, following the conclusion of the interviews.

The recorded data was transcribed using the Microsoft word. Following an initial reading of the individual transcript, there was a thorough reading of the transcribed data to divide the interview into meaningful units. Data reduction and horizontalization characterised the division of the data into meaningful units (Creswell, 2014). The researcher coded, categorized, identified, described patterns and themes for easy understanding of persons and events that characterised them, and repeatedly reviewed as well as categorically and chronologically organized them (Creswell,2014).

The researcher sought to understand school documents, public records, analyse, interpret and attempt to make conclusions, making meaning and relevance from them. (Mugenda, 2014). The tape-recorded data was also compared with the researcher's own short notes taken during the interview process to scan for omissions and additions. Employing thematic content analysis, the researcher identified

the common themes and attributes that helped to make meaning out of the information analysed. The researcher looked for the emerging differences and similarities in the responses throughout the analysis.

3.6. Ethical Considerations

When carrying out a research, a researcher must pay attention to ethical issues of research (Kombo & Tromp, 2006). Strict adherence to ethical standards in planning and conducting both qualitative and quantitative research is very important (Ary, 2006). This is because ethics is a cornerstone for conducting effective and meaningful research as such; the ethical behaviour of individual researchers is under unprecedented scrutiny (Field & Behrman, 2004; Best & Kahn, 2006; Trimble & Fisher, 2006).

Prior to the beginning of the study, the researcher ensured that the necessary permissions had been obtained including a letter of introduction was from the Catholic University of Eastern Africa and a research permit from Jubek State. The participants had signed informed consent forms and the selection of the site without vested interests had been done (Creswell, 2014). When beginning the study, the researcher ensured that the purpose of the research was disclosed to the participants. According to Best and Kahn (2001) informed consent gives the participants the opportunity to understand the procedures to be employed, the risks and the demand that may be made upon them. The researcher explained all the required information to his prospective participants and provided them with the opportunity to ask questions.

They were not pressured to participate in the study and the norms as well as the cultures of the individuals were respected (Sarantakos, 2005). While collecting data, there was respect to the site, potential power imbalances and avoidance of collecting harmful information (Warwick, 1982). While analysing data, the privacy of the participants was respected. According to Marczyk, DeMatteo & Festinger (2005) confidentiality involves the teachers' right to have control over the use of or access to his or her personal information as well as the right to have the information that she /he shared with the researcher to be used anonymously and its source to be kept confidential.

The researcher gave the participants full assurance that their names and the names of their school would not be revealed, the names used were pseudo names. In addition, they were provided with safe places for the interviews. The participants selected for the interviews were asked for their permission to have the interviews recorded (Neuman, 2013). In reporting, there was no falsification of data authorship, evidence, data findings and the conclusions (Creswell, 2014). Kantian ethics suggest that a person should be treated as ends and never purely as a means (Beauchamp & Bowie, 2004).

Descriptive statistics was used to analyse the quantitative data. The qualitative data was subjected to thematic analysis.

4. The findings of the study

4.1. Rate of Return of the Research Instruments

The researcher sent out 200 questionnaire forms, with 100 of the forms for teachers and the other 100 for students in Form Three. The rate of return of the questionnaire by the student participants was 91% and that of the teachers was 87%. 13 teachers did not return their questionnaire and whereas nine students failed to return theirs. Babbie (2013) states that a 50% return rate is adequate, 60% is good, and 75 percent is very good. Gay, Mills and Airasian (2009) recommend that a return rate is less 60 % raises a concern about generalisability of results. The return rate of the questionnaires was very good. The high response rate was attributed to the personal follow up by the research assistants and the cooperation received from the teachers and the head teachers. The researcher was able to interview ten head teachers and two out of three officials from the State Ministry of Education.

4.2. The Demographic Information of Teachers

The researcher was interested in the background of the participants in relation to the study. The teachers were asked to provide information on their school category, gender, marital status, age, teaching experience and the highest educational qualifications they obtained, students were asked to indicate their gender and school category

Variable	Characteristics of the teachers	Frequency	Percent
Gender:			
	Male	67	77
	Female	20	23
	Total	87	100
Category of school			
	Private	45	51.7
	Public	42	48.3
	Total	87	100
Marital status:			
	Single	9	10.3
	Married	78	89.7
	Total	87	100
Age:			
	21- 30	20	23
	31- 40	38	43.7
	41-50	27	31
	50+	2	2.3
	Total	87	100
Years of teaching Experience			
	3 or lessyrs	14	16.1
	3-5	28	32.2
	5 and above	45	51.7
	Total	87	100
Academic qualification:			
	Certificate in secondary education	4	4.6
	Diploma in secondary Education	17	19.5
	BA/BSc/B.Ed. degree	64	73.6
	MA/M.sc Degree	2	2.3
	Total	87	100

Table 4: Demographic Characteristics of the Teachers

4.2.1. Back Ground Information of Students

The students were requested in the questionnaire to indicate their school category. Their responses presented in Table 5

Variable	Characteristics of the students	Frequency	Percent
Gender:			
	Male	47	51.1
	Female	48	48.9
	Total	92	100
Category of school:			
	Private	43	46.3
	Public	49	53.3
	Total	92	100

Table 5: Distribution of Student Participants by School Category and Gender

4.5 Teachers' perceived barriers to their motivation and job performance

The participants were also asked in one of the open-ended questions in the questionnaire to suggest some of the challenge they perceive to be affecting teacher motivation and performance in schools, the results were summarized as indicated in Table 6.

Perceived Challenges	SD%	D %	U%	A%	SA %
School Work place conditions of service	10.3	47.1	1.1	39.1	2.3
Lack of Residential facilities	4.6	16.1	1.1	66.7	11.5
Little salary inadequate to meet basic demands	-	4.6	-	26.	69
Lack of recognition	6.9	39.1	3,4	42.5	8
Lack of participation in decision making	2.4	27.6	3,4	51.7	14.9
Work load	9.2	47.1	1.1	40.2	2.3
Large class size (High teacher- pupil ratio)	6.9	34.5	2.3	48.3	8
Distance from school	11.5	35.6	-	47.1	5.7
Students indiscipline	5.7	19.7	-	65.5	9.2
Lack of medical insurance	1.1	8	-	73.6	17.2
Lack of promotion	2.3	2.3	-	75.9	19.5
Lack of career development opportunities	6.9	-	-	65.5	27.6
Salaries not paid promptly	16.1	8	-	65.5	10.4
Lack of harmony in school syllabus	11.5	16.1	-	48.3	32.2

Table 6: Teachers' perceived challenges to their motivation and performance

According to the data in Table 6, the teacher participants identified some of the challenges which they perceived to hinder their motivation and performance. Among these was inadequate salary which could adequately meet their basic needs as reflected by 95% of the participants.

This finding is consistent to the findings of Mulkeen (2005) who reported that some teachers in small rural schools in Uganda commit few hours to classroom teaching in favour of jobs which they did privately as a means to complement their inadequate salaries. Lack of career advancement and development opportunities was another challenge perceived by the participants as indicated by 93% of responses. This finding concurs with a study by Olaniyan and Adedej (2011) who found that among the challenges faced by the rural teachers' career advancement and opportunities for further studies are often unavailable or very difficult to come by in rural areas. Many participants also cited lack of health or medical insurance as another challenge to teacher motivation as confirmed by 87.4% of the participants. The availability and type of health insurance coverage varies widely by income status but due to the low income of the teachers, they could not afford the services. Lack of insurance cover could partly be a source of demotivation to them.

Other participants identified the delay in salary payment as another challenge with lack of promotion as the other challenges. Each was rated by 86.2% of the participants. The finding also concurs with a study by Olaniya and Adedej (2011) which revealed that sometimes state agencies do have the money to pay but sit on it indefinitely and had to keep teachers waiting for their salaries and that often their pensions are not paid when they retire. As result teachers are always looking for possibilities to earn a little more money elsewhere. And their focus in the schools where they are employed diminished

The lack of residential facilities has been cited as another challenge facing teachers in the county as indicated by 79.3% of the teacher participants. In a study by Olaniya and Adedej (2011) it emerged that where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of the school work. The researchers recommend housing particularly for female teachers. The finding also concurs with another study in Uganda conducted on primary school teachers' attrition in which the provision of housing was considered to be a key factor in ensuring teacher retention especially in rural areas (Mulkeen, 2005).

Lack of participation in school decision making was another challenge reported by 70.1 % of the participants. A collaborative decision making between organisational management and the employees creates a sense of ownership in implement it with an adequate understanding. As asserted by Francine (2014) whose study in USA revealed that participation in decision making has a positive relationship with work attitudes and engagement of employees and enriches work place environment. Lack of recognition was another factor raised by the teachers accounting to 60.9% of the participants. This concurs with a study by Hans (2012) who found value in providing recognition and award programs for excellent teachers. The same research has also found a major lack of these programs in both the United States of America (USA) and Australia.

Teacher who have received recognition and awards for their teaching have praised recognition programs as providing motivation for them. Teacher educators should find recognition as an important part of their curriculum which should feature in all teacher training and higher educational institutions. Teacher educators also encourage schools to provide recognition to excellent teachers who work with universities to enable them assist student teachers.

Some teachers cited large class size and workload as another factor of concern to their motivation as shown by 58.6 % of the participants. The finding concurs with Choi and Tang (2009) who found that work intensification was a common factor that the teachers in their sample saw as having an adverse effect on their satisfaction, commitment and performance. The two researchers further indicated that teachers in the early career group attribute their declining commitment to long hours of nonteaching duties that stop them from devoting their time to actual task of teaching. Many secondary school teachers are involved as counsellors and career advisors apart from being subject teachers.

Student's indiscipline was mentioned as another challenge to teacher motivation according to 63.3 % of the participants. Discipline provides an environment that is conducive to teaching and learning and both the teaching and learning are enhanced if the behaviour of the learners does not in any way disrupt the teaching and learning process. Indiscipline is therefore becoming a challenge to teachers as it affects their concentration. That is consistent to a study by Njoroge and Nyabuto (2014) which revealed that when

discipline breaks down in school, the safety of the teachers and the students is jeopardised, turning the school's environment into a dangerous place to teach or learn, as indiscipline manifests itself in behaviours such as commotions, disturbances, class boycotts, neglecting to do assignments, riots and mass violent strikes that may lead to grave misconduct, death or destruction of school property. School work place conditions and lack of harmony in school syllabus tied at 57.5% of the responses. Poor working conditions and non-payment of teachers were also identified as largely responsible for high rate of attrition in the teaching profession (Olaniyan & Adedej, 2011).

This lack of harmony is stated due to the fact that some schools still follow Sudan school syllabus, other schools follow Uganda syllabus and the remaining follow South Sudan syllabus. Work-load was another challenge mentioned by 54% of the participants, work load has been cited by Chugati and Perveen (2014) who recommended that work load should be reasonable for every teacher and on the basis of extra work load rewards and incentives should be given to the teachers. Followed by distance from school which was cited by 52.9% of the participants.

Long distances make not only students to reach to school late but also the teachers, when they start teaching late that might easily affect the completion of the syllabus leading to poor performance at the end of the academic year.

One head teacher of a public secondary school in an interview revealed that:

One of the major challenges teachers face is lack of understanding of the critical role of teachers in provision of quality education and the role of the teaching in ensuring discipline is enforced, syllabuses are completed on time, students pass highly in examination by both parents and some government officials. (B. Okello, May 8, 2016).

It is necessary that all the stake holders in education understand their respective roles in education and in bringing up educated citizen, so that the teachers do not feel they are left alone to carry the burden. When asked on the challenges they face in keeping teachers motivated one official from the state ministry of education stated:

As a ministry, they have tried to forward the issues facing teachers to the parliament for introduction of things such as chalk allowance, dress allowance, hardship allowance and accommodation allowance but since there is no money in the country, it is difficult for the government to implement the ideas (K. N. Maw, April 26, 2016)

It is true that the budget allocation for education is not enough to cover every educational need. This finding concurs with the findings in another study by (Fennel, 2004; Chemist, 2007) that inadequate staff houses, lack of transport and poor promotion scheme demotivate teachers.

4.3. Students' Views on Barriers to Motivation of Teachers and Their Job Performance

The students who participated in the study were also asked to suggest what they perceive to be the challenges facing the teachers, the summary of their views are presented in Table 7.

Challenge	Frequency	Percentage
Late payments of teachers' salaries	12	13
Lack of cooperation with students	9	9.8
Student's misbehaviour	7	7.6
Lack of transport for teachers	10	10.9
Teachers' late coming and absenteeism	14	15.2
Lack of school meals for teachers	10	10.9
Lack of teaching materials	12	13
Lack of enough teachers to teach all subjects	10	10.9
Some teachers take many subjects	8	8.6%
Total	92	100

Table 7: Students' views on barriers to motivation of teachers and their job performance

The students who participated in the study were 92 in number, majority of the student's participants 15.2% reported that their teachers come late to school: According to Ivatt (2010), late coming to school and absenteeism are signs of poor motivation, lack of accountability, personal illness; family matters and job dissatisfaction are some of the causes of high level of absenteeism of teachers in many African countries. In schools where teachers are very few, those few who are available are asked to take more lessons and according to Rockoff (2011) teachers in schools with high pupil-teacher ratio will often be absent because of the big load that leads to over work in such a case teachers will be absent to avoid excess work.

Many of the participants 13% reported the late payment of teachers and lack of teaching and learning materials equally. A good number of the participants (10.9%) mentioned shortage of teachers to teach all the subjects and lack of transport for teachers. This stated shortage of teachers is largely common among private schools that do not want to pay teachers well

Similarly, 9.8% of the participants perceived the lack of cooperation with the students; some reported that some teachers take too many subjects as reflected by 8.6% of the responses. Taking too many could be because of lack of teachers to teach the other subjects and many times teachers who leave teaching are not replaced in time. This finding again is consistent with a study by Olaniya and Adedej (2011) who recommend that from time to time, an adequate number of teachers has to be recruited not only for new teaching

posts but also to replace teachers who have given up teaching, either due to retirement, sickness, death, nomination to non-teaching administrative posts or resignations from teaching. In an interview, one of the head teachers in a private school revealed that There are many challenges that they face in keeping teachers motivated among them, lack of accommodation for some of the teachers who live very far from the school, because of limited finance the school cannot afford to give them transport allowance and many times when they come late, their issues are well known (J.B. Lodule, May 3, 2016)

Shelter is one of the basic needs of every teacher and it is necessary that all the stakeholders in education find ways of ensuring that teachers have shelter in which they feel comfortable to enable them be motivated to perform. In another interview, a head teacher in a public school commented that late payments of teachers' salary are a major factor affecting teacher motivation, by the time teachers receive their salary they should have already borrowed a lot of money and the salary goes directly into paying what they borrowed and all these affect teacher motivation (B. Okello, May 8, 2016).

Although teachers are used to getting their salaries late, efforts should be made to ensure that the system continue as if it is the best way to get along. Other alternatives need to be found to resolve that issue once and for all.

4.3.1. Strategies Suggested by the Teachers for Improving Motivation and Performance

Teachers were asked in one of the open-ended questions to suggest strategies for improving teachers' motivation and performance, the summary of their suggestions is found in Table 8

Strategies	Frequency	Percentage
Provision of career advancement opportunities	85	97.7
Increase in Salary	83	95
Regular promotion of teachers	83	95
Introduction of medical insurance to teachers and families	77	89
Provision of residential facilities or house allowance	73	84
Reduction of work load	68	78
Provision of transport to teachers or allowance	67	77
Construction of more schools	66	75.9
Participation in decision making	57	65.5
Improvement in school work place conditions	54	62.1
Improvement in recognition by administrators	50	57.5
Regular transfers of H/teachers & teachers	48	55.2

Table 8: Strategies suggested by teachers for improving motivation and performance in school

Owing to the global trend of educational reforms, teachers' new empowered roles in schools have been discussed and advocated; the teacher participants also suggested strategies for improving motivation and performance in private and public secondary schools. Majority of the participants 97.7% suggested provision of career development and advancement opportunities. Other suggestions were, increase in salary and regular promotion schemes with both tying at 95% of the responses respectively. Many of the participants (89%) suggested introduction of health and medical insurance for teachers and their families.

Prompt payment of salaries was another suggestion mentioned by 89% of the participants; when salaries are paid promptly that encourages the teachers to save some money for future use. This is consistent to a study by Afolakemi and Awodun (2012) which revealed that there was a significant relationship between regular payment of science teachers' allowances and the academic performance of the science students.

Among others, the study revealed that; there was significant relationship between regular payment of science teachers' allowance and academic performance of science students. Where as many of the participants (73%) suggested the provision of residential facilities or housing allowance in order to motivate the teachers. A good number of the participants 78% suggested reduction of classroom work-load for the teachers. Small class sizes have been found to improve effective, class room control and teaching, which is consistent to a study by Gottredson and Dipetro (2011) which confirmed that student to student class dynamics improved in smaller class rooms which in turn led to a more effective teaching environment.

To reduce the congestion in classrooms, some participants (74%) suggested construction of more schools. Construction of more schools has been an outcry by many stake holders and this finding is consistent with a World Bank report which encouraged the government to consider building additional class rooms for existing schools and building new schools to increase access and expansion of the education system. (World Bank, 2012).

A good number (74%) suggested the replacement of missing teachers. Many times, teachers who leave teaching due to sickness, old age or even death cases are not replaced immediately and that increases work load to the remaining teachers, therefore a suggestion for replacement is in place. Improvement of school work place was another suggestion by 61% of the participants. Teachers' conditions of work that creates more stress can demotivate too many teachers resulting in reduction of their effectiveness in class room teaching and learning.

Another strategy suggested by 65.5% of the teacher participants was that participation of teachers in decision making which should be encouraged. Head teachers need to involve teachers in the school planning, budgeting, formulating regulations and some duties of authority need to be delegated by the head teachers in that way they may feel motivated. This suggestion is consistent with a study in Nigeria by Omobude and Igbudu (2012) which revealed that participation of teachers in decision making can influence the performance of teachers, as they tended to perform better and the relationship between participation and performance varies on the basis of sex, experience and qualification.

It also concurred with Wadesango (2012) whose study established that insignificant teacher participation in critical issues at each school culminated in stressful school governance and recommended teachers' empowerment through decision making. Another contribution by the teacher participants was with the suggestion of improvement in school work place and conditions as suggested by 61.2 % of the participants. This is consistent with a recommendation by Okyere (2013) which stated that since work environment is significantly related to performance the government and school administrators should encourage the support of parents, philanthropists and corporate institutions to provide physical structures, teaching and learning materials and other employee benefits for teachers to attain maximum job satisfaction.

It also concurs with a study by Asfaw and Afework (2014) which revealed that lack of school facilities and unfavourable work place conditions and lack of teaching and learning materials affect teacher motivation and student performance. Improvements of recognition to teachers as well as provision of meals to teachers were other suggestion presented by 57.5% of the participants respectively. This suggestion is consistent with a study by Amabile and Kramer (2011) which found recognition, encouragement and respect as motivational factors in improving production and self-image. The suggestion about provision of meals could be attributed to the fact that many teachers come from far and cannot go home during lunch break for any meals since they spend the whole day in school marking students work. The meal could give them energy to get involved in co-curricular activities.

This concurs with a study in Kenya by Koech (2014) which found that teachers who were not given meals did not get enough time to attend extra lessons and give personal attention to learners. Job rotation and job enrichment as suggested by Herzberg can encourage teachers not to be in a place for too long. This is can be effected in school through transfers from one school to the other as one of the strategies suggested by the teachers is encouragement of transfers as revealed by 55.2% of the participants.

The findings of this study are consistent with a study by Adjei (2012) which found that job rotation improves employees' level of job performance and motivation. He recommended that the employees be involved in the implementation process. A private school head teacher in one of the interviews had this to say on the strategies for overcoming motivation and performance challenges.

If we are to think of a quality and sustainable education in the whole country, there is a need for the government to increase the annual budget allocation for the education sector in that way, more schools can be constructed, more teachers employed, salaries of teachers and teachers' welfare can be taken care of including the need to have medical health insurance cover for all the civil servants including the secondary school teachers (Yongo, May 9, 2016).

When answering open ended questions some teachers in the open-ended questions suggested the need to establish well organised professional body, owned and run by professional teachers, that will look into the teachers' welfare, maintain and entrench professionalism in the teaching profession, prepare teachers for curriculum development, help in the designing of its curriculum, set policies about the practice of teaching profession and sanction patterns of misconduct. In an interview, one of the head teachers in a government school stated that:

At the end of every month as a head teacher I had to ensure that I try to raise some money for paying especially the part time teachers, the extra hours taught as well as maintain good relationships with the teachers, to make them active in performance of the school tasks even if there is no immediate cash. If there was a teachers' cooperative society from which teachers could borrow food and non-food items and acquire soft loans to be paid when salaries are paid. Many if not all the teachers would register to be part of it. (B. Okello, May 8, 2016).

The idea of forming cooperative societies although sounds good, teachers should not be left to handle it alone, it should involve the banks and the micro finance sectors so that teachers can benefit from the arrangement. In another interview a head teacher in a public school suggested that:

To preserve equity among the civil servants and reduce migration of teachers to other establishments, there is need to design a single salary structure for all civil servants to ensure civil and public servants that are in different establishments with equal qualifications, knowledge, skills and experience with similar job responsibilities be placed on the same scale to avoid disparity and eliminate perception of inequity. Salaries are improved to meet the basic needs of the employees according the rate of inflation. (B. Okello, May 8, 2016)

Designing a single salary structure could be a good suggestion but if other allowances also differ, still the arrangement might not stop the teachers from moving to those other establishments. One of the officials in the state ministry of education said;

It is difficult for us to at a state level to pay the teachers in time when the national ministry has not made allocation for the salaries of the teachers in the state level. We normally wait until ministry of general education has everything in place for us to implement (K. N. Mawa, April 26, 2016).

There is need for close supervision and coordination in all the sectors in different ministries of education to ensure there is flow of information, activity and prompt payment of all the civil servants. Another official in the state ministry of education suggested that:

The government needs to involve the private sector in the provision of quality education for sustainable development through research grants and awarding of scholarships. It has to increase funding for the activities in the Ministry of Education, as it is a human right that all the citizens should have. There should also be the political will among politicians to ensure the continuity of educational policies

and enacting policy that can make it mandatory for all multinational companies operating in South Sudan to set aside 5% of their profits to finance the education sector (D.E. Modi, April 26,2016).

The political will the official is talking about here cannot be realised easily unless also the policy makers understand the role quality education plays in developing human resources for the sustainable development of the nation. That can also go a long way to point the type and the criteria of the people who should be voted to become law makers.

4.3.2. Students' Suggestions to Improve Teacher Motivation and Job Performance

The students were also asked in open ended questions to suggest ways in which teacher motivation and performance could be improved, among the student's suggestions included, increase of pay for teachers and prompt payment and further training in English language for teachers from Arabic pattern backgrounds. This study is consistent to that of Kabutu, Ndirangu and Okao (2014) who found that remuneration, opportunity for further training, social status, a sense of belonging and Job security impacted strongly on the level of morale and commitment to their duties in the public secondary schools of Nakuru District, Kenya. Provision of more text books to avoid sharing with students was another suggestion.

The suggestion for provision of text books is also consistent to the policy guide line by UNESCO (2016) that the amount a country spends on learning materials is a good indicator of its commitment to providing a quality education for all and that each child must have a text book. Allocation of more school buses to various schools and recruitment of more teachers were other suggestions. Involvement of students in settling disciplinary cases of students, involvement of student leaders as voice of students in committees was also consistent to a study by Obiero (2012) which revealed that involvement of student leaders form a link between the student's body and administrators leading to peaceful co-existence.

Another suggestion by the students was provision of teachers for career guidance in each school and taking students for academic trips to other states. The suggestion about field trips is consistent to a study by Gormez (2014) which revealed that field trip oriented instruction was superior to the traditional approach on students' both continuing and academic motivation as well as achievement. In addition, dialogue among students reveal that socio-cultural interaction was promoting learning during field trip and motivated students positively to continue to learn in future.

Increasing more sports facilities, more staff rooms and sanitary facilities in schools, collaboration between students and teachers, and provision of computers to schools. The Students also suggested that teachers and schools endeavour to complete syllabus in time to enable revision for students in the final class. Students also suggested improvement in school environment for conducive learning, involvement of parents in some issues for school development, provision of meals for teachers.

Provision of meals for teachers has been of great concern to many researchers; this study is consistent to another by Kipkirui (2014) in Kenya. The study recommended that the Ministry of Education should ensure that it provides free meals in public primary schools so that teachers get free time for assessing and marking pupil's work and thus in turn makes teachers to become committed to their jobs. Ensuring that inspectors of schools or quality assurance officers visited schools regularly was another suggestion by the student participants. The concern for regular visit of quality assurance personnel was consistent to a study by Wanjiru (2014), which recommended that the Ministry of Education should allocate more funds to the quality assurance and standards officers to wards recruitment of more personnel and regular visit to schools for supervision.

5. Recommendations

Based on the research findings and conclusions made, there is need for actions at different levels by the governments, the school's administration, all stake holders and the students. So as to improve both motivation of teachers and the performance in secondary schools to guarantee quality education and efficient human resource development.

Prominent among the recommendations is that the governments should increase funding to the education sector in Jubek state by involving the private sector in the provision of quality education. The politicians should have the political will to ensure the continuity of educational policies and enacting a policy that can make it mandatory for all multinational companies operating in South Sudan to set aside some percentage of their profits to finance education in the country. To enable better remuneration of teachers, training and provision of adequate teaching and learning materials.

The government and policy makers should come up with a teacher welfare system and strategy which may lead to effective teacher attraction, motivation, professional development, retention and improved job performance by ensuring that salaries, incentives and school working conditions are important determinants of increasing motivation of teachers. The central and state governments need to collaborate with other stakeholders in education to make policy priorities by conducting parity analysis to ensure conditions of service of teachers and other sectors of the economy are equitable. The government should come up with a policy of designing a single salary structure that harmonises salaries for all civil servants to ensure civil and public servants who are in different establishments with equal qualifications, knowledge, skills and experience. Those with similar job responsibilities should be placed on the same salary scale.

This will help in avoiding disparities and in elimination on of inequity and ensure equity perceptions. It will thus ensure equity among employees so as to curb the undesirable phenomenon of a high teacher turn over and attrition rate. The action will ensure that salaries are improved to meet the basic needs of the employees in accordance with the rate of inflation and are paid without any delays. The government should be committed to provide non-salary incentives for teachers, such as transport allowances, health insurance, accommodation, effective skills training, and low interest loans for teachers to own and develop land as well as address the motivational challenges associated with arousing teachers' desires to be productive members of the society. Efforts should be made at constructing more schools to reduce congestion, more teachers should be employed to reduce work load. Pre-service and in- service

training for head teachers on leadership and school management should be organised. It is the responsibility of the leaders to design training programme for school principals on how to manage and lead others.

The government should adopt job enrichment and rotation for head teachers and other teachers to avoid staying too long in a specific location and introduce health welfare and insurance schemes for all employees, so that teachers can benefit. Given the importance of career development, government needs to ensure that the teachers are provided with training and retraining. The training programmes must be of high quality and relevant to teaching and learning. They must also be organised according to the areas of specialization of individual teachers.

The government should ensure all schools have enough facilities such as classrooms, staff rooms, equipped libraries, playgrounds and other teaching and learning materials to enhance quality and effective teaching and learning. School inspectors or quality assurance officers should be empowered to perform their roles of school visits and ensuring that all schools provide quality education. All schools should ensure that the interests, contribution and participation of all the stake holders are taken into account. These include parents; board of management, members of the civil society, and the officials in the Ministry of Education should cooperate for the benefit of the society. They should all operate for the benefit of the society, they need to be transparent, fair, accountable and responsible as well as collaborate with the school administration and the teachers to ensure that the students also benefit from this collaboration.

All head teachers should encourage participatory decision making in schools by involving teachers in the school planning and budgeting together with formulating regulations. The head teachers should delegate authority to teachers. They should be fair in work load distribution; organize induction courses for all the newly employed teachers. Provide verbal and nonverbal recognition and appreciation to teachers and ensure the few facilities are well utilized to provide for a conducive learning environment as well as school climate.

Head teachers should ensure that they provide the leadership necessary for the achievement of the school vision and mission, using democratic and transformational leadership skills than enhance teacher motivation. Organise workshops seminar and other in-service course to improve teaching and learning skills among teachers. The head teachers should ensure that schools have enough infrastructure, teaching and learning materials such as text books for teachers, students and references. The head teachers should ensure they provide instructional supervision to all teachers so that discipline is enforced, there is regular feedback to students, punctuality is observed and general good school climate is upheld.

High quality teaching is essential to improve learner out comes and reduce gaps in student achievement. Teachers should ensure that they have a professional body for them as teaching professionals where all members of the body are registered. Such an organization could act as the voice for teachers, collaborate with the government on reforms and improve teacher welfare so as to motivate the teachers. Teachers should be committed to their performance and that of students, realise their obligations and responsibilities towards good performance. Teachers should establish in each county a cooperative society. Those can help them with loans when there is need and especially in cases of salary delays.

Teachers' professional ethics responsibility, accountability and credibility are very crucial in restoring the pride in their profession; teachers need to play a key role in the achievement of sustainable development of South Sudan. They must therefore reorganise themselves in associations that would help in pressing for their rights and the rights of their learners to ensure that their rights are realised. Students should also ensure that they do their duty, to improve classroom participation, follow school regulations, school attendance and strive for good performance as there were indications of indiscipline in some schools.

6. Conclusion

Based on the findings of this study, the study concluded that provision both intrinsic and extrinsic motivation are essential in motivating, attracting and retaining teachers in the school and the teaching profession in private and public secondary schools. Many teachers worked in un-conducive teaching and learning places where classrooms were often congested and with little pay. Addressing these challenges in particular for young and inexperienced teachers could easily curb the rampant exodus of trained teachers for jobs with the Non-Governmental Organizations (NGO's). It may as well as increase motivation of teachers and their performance, resulting into high students' academic achievement and quality education for sustainable development in the country.

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Appendices**Appendix A: Questionnaire for teachers****Dear Participant**

I am Bruno Dada, a student at the Catholic University of Eastern Africa (CUEA). I am carrying out a study on Barriers to Effective Job Performance of Secondary School teachers in fragile Countries: A study of Public and Private Secondary Schools in Jubek State. I hereby request you to complete this questionnaire to assist me get the information for this study. All information you provide will be strictly used for academic purposes only and your identity will remain confidential.

Section A: Demographic information

Please put a tick [] in the appropriate box

1. Your school: Private [] Government []
2. Gender: Male [] Female []
3. Marital status: Single [] Married []
4. Age: 21-30 Years [] 31-40Years [] 41-50 years [] 50 years and above []
5. Work Experience: Less than 3 years [] 3-5 years [] 5 years and above []
6. Academic qualification:

Certificate in Education [] Diploma in Education [] BA/Bed/B. Sc degree [] MA/M. Ed/M. Sc degree []

Other [] Specify -----.

Section B: Teacher Performance

7. Please indicate the extent to which you agree or disagree with these statements in the following areas of job performance. Strongly Agree (SA)5, Agree (A)4, Undecided (U)3, Disagree (D)2, Strongly Disagree (SD)1

No	Indicators of Performance	SA	A	U	D	SD
I	I am ever punctual					
Ii	I regularly prepare my schemes of work					
Iii	I always prepare my lesson plans					
Iv	I leave school at or after the official time					
V	I mark my student's work on time					
Vi	I provide regular feed back to my students					
Vii	I set standard examinations					
Viii	I complete the syllabuses within time					
Ix	I participate in curricular & co curricular activities					
X	I regularly attend school meeting and functions					
Xi	I have mastered my subject content					
Xii	I use varied ways in teaching					
Xiii	I provide guidance & counseling to my students					
Xiv	I supervise other school activities					
Xv	It is my duty to enforce school discipline					

8. How can you describe your level of performance in this school

Section C. Barriers to effective teachers’ Job Performance

15- Please indicate the extent to which you agree or disagree with these statements in the following challenges. Strongly Agree (SA) 5, Agree (A) 4, Undecided (U) 3, Disagree (D) 2, and Strongly Disagree (SD) 1

No	Barriers to motivation & effective performance	SA	A	U	D	SD
I	School Work place					
Ii	Lack of Residential facilities					
Iii	Little salary					
Iv	Lack of recognition					
V	Lack of participation in decision making					
Vi	Work load					
Vii	Large class size (High student- pupil ratio)					
Viii	Distance from school					
Ix	Students indiscipline					
X	Lack of medical insurance					
Xi	Lack of promotion					
Xii	Lack of in career advancement opportunities					

Xiii- Mention any other challenge not included above

- i-
- ii-

Section D: Strategies that school managers and government should undertake for Improving job performance among secondary school teachers.

Mention strategies which you think can improve motivation and job performance among secondary school teachers.

- i-
- ii-
- iii-
- iv-
- v-

Thanks for your time and effort.

Appendix B: Questionnaire for students**Dear Participant**

I am Bruno Dada, a PhD student at the Catholic University of Eastern Africa. (CUEA)

I am carrying out a study on barriers to effective job performance in public and private secondary school teachers in Juba County, Jubek state. I hereby request you to complete this questionnaire to assist me get the information for this study. All information you provide will be strictly used for academic purposes only and your identity will remain confidential.

Section A: Demographic information

Please put a tick [] in the appropriate box

1. Your school: a- Private [] Government []
2. Gender: Male [] Female []

Section B: Teachers Job Performance

3. Please rate your perception of teachers in the following areas of job performance Strongly Agree (SA) 5, Agree (A) 4, Undecided (U) 3, Disagree (D) 2, Strongly Disagree (SD) 1...

No	Indicators of Performance	SA	A	U	D	SD
A	Our teachers are ever punctual					
B	Leave school at or after the official time					
C	Mark student's work on time					
D	Provide results to students regularly					
E	Complete the syllabuses within time					
F	Participate in curricular & co curricular activities					
G	Regularly attend school meeting and functions					
I	Enforce school discipline					
J	Use varied ways in teaching					
K	Provide guidance & counseling to students					
L	Supervise other school activities					

4. What do you feel about teachers' performance in your school?

Section C: Students' views on the barriers to effective job performance of teachers

5. What do you think are the challenges teachers face in your school?

Section D: Strategies for addressing barriers to effective job performance of teachers

6. How do you think can these challenges be addressed?

THANKS FOR YOUR TIME AND EFFORT

Appendix C: Interview guide for head teachers

Section A: Demographic information

1. School. a- Private [] Government []
2. Gender. Male [] Female []
3. Duration of being a head teacher in this school.
4. Academic qualification

Certificate [] Diploma [] BA/Bed/B. Sc. degree [] MA/M. Ed/M. Sc. degree [] other [] Specify

Section B: Barriers head teachers face in keeping teachers motivated to perform

5. What challenges do you meet as a school administrator in keeping teachers motivated?
-

Section C: Strategies for overcoming barriers to teacher motivation and effective job performance

6. What strategies can you put in place for overcoming these challenges?
-

THANK YOU

Appendix D: Interview guide for the Officials in the State Ministry of Education

Section A: Demographic information

- 1- Duration of being in this office: Less than 3 years () 3-5 years () 5years and above ()
- 2- Academic qualification
Diploma () BA/Bed/B. Sc. degree () MA/M. Ed/M. Sc degree ()
Other () mention

Section B: Challenges faced in keeping teachers motivated in schools.

- i- What challenges do you face as a ministry in keeping teachers motivated?
-

Section C: Strategies for improving teacher motivation and performance

- i- What strategies have you put in place to overcome the above challenges?
-

Thanks for your time and effort

Appendix E: Observation guide

Section A: Type of schools

Statement	Observation	Remarks and comments
School category		
Private/public		

Section B; Facilities.

- a- Adequate b- Inadequate c- Unavailable

	A	B	C
Number of students			
Students' desks			
Class rooms			
Staff rooms			
Library			
Laboratory			
Administrative block			
Play grounds			
Text books for students' course work			
Teachers' guides/ references			
Display of maps, globes in class rooms and staff rooms			
Chalk board conditions			
Water supply			
Toilets/ sanitary facilities			