



SERDEC Education Journal-SEJ

Vol.3, 2022 Online ISSN 2710-4796 <https://sej.so/>

The Influence of Motivation on Teacher’s Performance at Secondary Schools in Galkayo, Galmudug, Somalia.

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DOI: 10.70595/sej90

Abstract

This study sought to investigate the influence of motivation on teachers’ performance at Secondary Schools in Galkayo, Galmudug. It was guided by four objectives; financial factors, working conditions, promotions, and professional development on job performance. A descriptive survey research design was adopted to gather information through the structured questionnaire with 58 Secondary school teachers. Online questionnaires are distributed to the teachers of Secondary Schools through KOBOTOOLBOX. Data were analyzed with the support of SPSS (static packages of social scientists) using the computer in which descriptive statistics such as frequencies and percentages were generated and presented in frequency distribution tables. The study, upon data collection, realized a good questionnaire response rate of 91.3%. The key study findings showed that the performance of teachers was high although their motivation was low to encourage them to work hard. The findings also revealed that most teachers facilitate the teaching and learning process with high confidence and efficiency, due to evidence that most of them came early to school. The study found the correlation

between motivation and teachers' job performance existed in Secondary schools in Galkayo, Galmudug.

Introduction

Globally, the teacher is the person who converts educational philosophy and objectively into knowledge and abilities and then passes these on to pupils in the classroom. Teachers always assist students in gaining academic knowledge and abilities, therefore teachers who are well-motivated work hard and thereby affect students' academic achievement. In terms of academic success, motivation and performance are critical aspects(Pujiwidodo, 2016).

Motivation is important in schools because it improves teacher morale and performance and allows school goals to be met more efficiently. Teachers' behavior in either school can be changed through motivation. An individual's level of motivation varies depending on the situation.

Motivation is also important for teachers because it helps them achieve their goals in a more efficient manner. Teacher motivation is critical because it improves teachers' skills and knowledge and has a direct impact on student achievement, if teachers in schools are not sufficiently motivated, they are less competent, which has a direct impact on students and the education system(Pujiwidodo, 2016).

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992). However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the

school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision(Arabic, 2015).

According to (Shaari et al., 2020),The findings of the research seem to indicate that the teachers reflected such positive characteristics namely high job motivation. When comparing overall job motivation with job performance, the results show that there are no significant differences between the groups of respondents but when comparing achievement motivation with job performance, the results show that the group of teachers have high achievement motivation.

Organizational culture affects work motivation, job-satisfaction and job-performance respectively and significantly. In addition, work motivation also affects job-satisfaction and job-performance significantly. There is also indirect effect of organizational culture on job-satisfaction and on job-performance through work motivation respectively(Hutabarat, 2015)

To ensure high organizational productivity and efficiency, all companies, whether public or private, small or large, require motivated people. Teachers are the primary employees who create efficiency in the school setting, necessitating their motivation. They are the most important resources in schools since they play such an important role in shaping a country's destiny (Badubi, 2017; George & Sabapathy, 2011). Principals play a critical role in motivating teachers in order to increase job satisfaction (Farrant, 2004). This means that administrators, as educational leaders, need motivational measures to help teachers enjoy their jobs (Majeed, Bhatti, Nemati, Rema & Rizwan, 2010). Teachers' job satisfaction is influenced by effective motivational tactics(Samuel & Aringo, n.d.).

In Somalia, All public social services in Somalia were significantly affected by the outbreak of civil war in 1988 and the subsequent collapse of the central state in 1991. Somalia's educational system has been completely decimated. Long periods of instability and sporadic conflict limited local people' and the international community's ability to restore the country's educational institutions and re-establish the country's economy.(Dahie et al., 2015) . The destruction of the sector extended far beyond

the physical infrastructure. Since the conflict began, it is estimated that more than 80% of the educated elite has left the nation. (Lindley, 2008)

Organizational performance (dependent variable) had a strong positive influence on two independent variables: work environment and facilitation, according to the correlation coefficient. Two constructs exhibited statistically significant, positive, and direct influences on organizational performance, according to the regression analysis findings.(Dahie et al., 2015).

The internal and external stimuli that determine a person's conduct and priorities are referred to as motivation (Munn, 1968). It is the most basic meaning for a behavior's cause and explanation. The impacts that create motivation are associated with unmet needs (Covey, 2004). Motivation is the force that drives a person to act in a given way or to be orientated in a certain direction.(Dahie et al., 2015)

Lack of motivation would lead to dissatisfied and uncommitted teachers who may have higher rates of turnover, absenteeism, and withdrawal behaviors. The most important thing that school principals can do to raise employee satisfaction is focus on the intrinsic parts of the job, such as making the work challenging and interesting (Sheikh et al., 2016).

Motivation, according to (Omollo, 2015), is the cornerstone to a successful organization's ability to maintain work continuity in a powerful manner and assist organizations survive. Motivation is finding a need inside the employees and help to achieve it in a smooth process(Mohamud et al., 2017).

Problem statement.

In Africa, there is a lot of debate on what motivates people. While the majority of teachers in secondary schools are under-motivated, for example, due to weak incentives and insufficient salary payments, irregular salary payments, a lack of acceptable housing, and inadequate teaching facilities(Pujiwidodo, 2016).

Different elements, such as the work environment and teacher rewards, are thought to influence lack of motivation. According to Jackson (1997), a lack of motivation among teachers expresses

itself in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late arrival, and lack of additional training, uncreative and non-stimulating teaching, and a lack of professional development.

The effort of given teachers determine a school's performance, and if that effort is not sufficient, the school's performance suffers. If a teacher is dissatisfied with his or her job, he or she will not put effort into it. In teaching, Rodgers Jenkinson and Chapman (1990) revealed that over a long period of time, the loss of experienced teachers affected the performance of instruction and raises the cost of education (Arabic, 2015). According to teachers' perceptions of the effects of motivation on teachers' job performance in the teaching and learning process, there is a positive relationship between motivations and teachers' working performance, for example, the higher the level of motivation, the higher the job performance. Therefore, this study aims to analyze the influence of motivation in teacher's performance at Secondary schools in Galkayo, Galmudug, Somalia.

Specific objectives of the study

The study will be guided by the following objectives

- I. To identify financial factors of motivation that can lead to teacher's job satisfaction.
- II. To examine the contribution of promotion on teachers job performance.
- III. To determine the influence of working conditions on teachers job performance.
- IV. To find out the relationship between professional development ,teaching/learning resources and teacher's performance

Research questions of the study

In order to collect data from teachers, this study will be guided by three research questions that will provide the foundation on which the research will be built. The questions are. Based on that, the central question of the study is 'to what extent motivation influence teacher's performance at Secondary schools, Galkayo Galmudug, Somalia?

- I. Does financial factor influence teacher's job performance at secondary schools in Galkayo?
- II. Does the promotion factor influence teacher's job performance at secondary schools in Galkayo?
- III. Do working conditions influence teacher's job performance at secondary schools in Galkayo?
- IV. Are there a relationship between professional development, teaching/learning resources, and teacher's performance?

Hypothesis questions

- i. There is a relationship between financial factors and teacher job performance at statistically significant level($\alpha= 0.05$)
- ii. There is a relationship between promotions and teacher job performance at statistically significant level($\alpha= 0.05$)
- iii. There is a relationship between working conditions and teacher job performance at statistically significant level($\alpha= 0.05$)
- iv. There is a relationship between professional development and teacher job performance at statistically significant level($\alpha= 0.05$).

Literature Review

Theoretical Framework.

A teacher facilitates the teaching and learning process based on their efforts and direction in school organization, and they use their teaching abilities to achieve the required academic performance goals. The affective instrumental expectation theory, as described by Vroom (1964), explains why people or teachers work hard according to their efforts and talents in order to achieve the intended goals in academic achievement. Increased efforts in the teaching and learning process result in improved performance, which means that job performance as a result of the effort must be well organized and feed backed. The theory explains how people in organizations can work hard to achieve their objectives, and how teachers' efforts and abilities in Secondary schools can lead to

improved job performance when they are motivated. As a conclusion, the theory was utilized to determine the relationship between motivation and job performance among secondary school teachers, as well as the elements that influence teacher motivation in Galkayo and motivational differences in Secondary schools(Pujiwidodo, 2016).

Motivation

Motivation has been defined as a goal-oriented behavior in several research. To motivate or persuade someone to do something in order to meet a requirement is to progress or persuade them to do so. Motivation is a collection of processes categorized by their potency and designed to improve performance in the pursuit of a specific goal. A person who is driven understands how to reach certain goals and takes the necessary efforts to achieve those goals. Because the motivated person is fully aware of the goals' assumptions, he or she is the best fit(Arshida, 2012).

Employee motivation is defined as the complex forces, drivers, demands, stress states, or other mechanisms that initiate and maintain voluntary behavior aimed toward the attainment of personal goals, according to Hoy and Miskel (2007). Employee performance, according to Whetten and Cameron (2001), is defined as an individual's level of work achievement after exerting effort(Gachengo & Wekesa, 2017).

Motivation, according to Robbins & Judge (2015), is a process that describes a person's strength (intensity), direction (direction), and persistence (persistence) in pursuing goals. The dimensions of intensity and persistence indicate how hard a person strives, how this power must be channeled in a way that helps the organization, and how long a person can maintain his efforts(Mulyana, 2021).

Financial Factors and Teachers' Job Performance

Job performance

Job performance can be described as "the set of behaviors that are important to the goals of the company or the organizational unit in which a person works," according to Murphy (1989). As a result, an individual's work performance is essential for the development of an organization. This is because it has a significant impact on the overall success of the school and also serves as a critical variable in the workplace (Ariffin, 2012).

However, Individual work performance isn't always consistent and can change over time. According to studies, changing the amount of time spent on a specific profession affects an individual's performance. At the same time, learning affects individual performance, and "high performance is always the outcome of increased comprehension of the specific work rather than greater effort to the job." (Frese and Zapf, 1994). Furthermore, patterns of "intraindividual change" or variations in an individual's "psycho-physiological state" might produce varying person work performance (Hofmann et al., 1992; Ployhard and Hakel, 1998; Zickar and Slaughter, 1999).

Job performance in this manner is an important factor in financial development because it allows the organization to make extensive use of its resources and has a variety of additional advantages.

Relationship between income and job performance

According to (Ariffin, 2012), In many firms, performance-based compensation is a prevalent pay system. Performance-related pay, together with the performance appraisal system, is an original pay system that works as one of the essential responsibilities in human resource strategies, according to established human resource management (HRM) models (Fombrun et al., 1984)

The first point of view on job satisfaction and performance is that “the productivity of a happy worker is higher” (Robins, 1999, pp.299-300). As a result, one of the most challenging aspects of job satisfaction is the relationship between it and performance (Mirderikvandi, 2000). Job satisfaction leads to increased productivity, organizational responsibility, physical and mental health, so a person will work in a better mood, learn new skills, and eventually advance in his career (Coomber, barriball, 2007). Job satisfaction is a result of job performance for a variety of reasons, and awards play an important role in that (Dizgah et al., 2012).

Relationship between promotions and job performance

Rewards for performance are a strong management technique that may be utilized to establish a high-performing organization since it drives individuals to work better because their contribution and efforts are recognized, respected, and appreciated, according to empirical research. According to research, monetary incentives and awards play a crucial influence in attracting and maintaining high-performing personnel (Ariffin, 2012).

According to Mathis et al. (2013), promotion occurs when a person moves from one position to another with a better pay, responsibility, or organizational level. Job advancement, according to Robbins and Judge (2013), will provide opportunity for personal growth, increased responsibility, and increased social status. Employees will be satisfied if they receive a nice job promotion. Increased duties, successes, facilities, higher prestige, higher competency needs, and additional income or salary and other rewards are all examples of job promotion (Neck et al., 2018). Position promotion, according to Kinicki and Fugate (2017), occurs when an employee goes from one job to another that pays more, has more responsibilities, and has a higher level. Promotion is one approach to encourage employees to work harder. Awards and incentives for previous efforts and successes are commonly used to motivate employees at work. Work motivation comprises a company's internal and external relationships, as well as specific feelings, thoughts, and past

experiences. Individual encouragement to do action because they desire to might also be perceived as work motivation. Individuals who are driven to work are more likely to succeed. They will choose to accomplish something positive because it will satisfy their needs. According to Scandura (2017), job motivation is comprised of three needs: achievement, strength, and affiliation (Haryono et al., 2020).

The power of action, which is the fundamental cause for pushing up behavior, is based on our expectation of its outcome and attractiveness, according to the beliefs of the expectancy theory. Employees will be motivated to put forth greater effort if they believe it will result in a positive consequence. When a person recognizes that putting up effort will result in positive results, the effort-effect link emerges (Tran et al., 2021).

Working conditions and job performance

.A motivational atmosphere is one that is free of rancor and characterized by togetherness and cooperation. Intrigue, rumor mongering, and conflict on the other hand, do not support motivation. Uncertainty has a negative relationship with motivation. It is the responsibility of management to ensure that these unfavorable environment inclinations do not disrupt the tone of the workplace and, as a result, employee motivation. Apart from the psychosocial environment, the physical environment can provide enjoyment and motivation due to its beauty and comfort. Teachers in the school system cannot be motivated by a poorly organized, unpleasant, and filthy work environment. Teachers and students have been known to be proud of well-kept lawns, beautiful flowers, and well-built structures (Alonge et al., 2020).

Working environments are one of the most significant determinants of success.

According to Juliet (2010), working conditions such as physical and psychological factors within a job are important motivators, and if such motivators are lacking, employees will quit their current jobs (Ekabu et al., 2018).

Professional development and teacher job performance

Teacher professional development is defined by Darling-Hammond and McLaughlin (1995) as "improving educators' knowledge of the processes of learning and teaching, as well as facilitating teachers' comprehension of the learners they teach." Professional development initiatives might thus assist instructors in resolving some of the issues they faced in the classroom (Afshar & Yar, 2019).

According to (Shulman, 1986, Grossman, 1995, Westera, 2001), The teacher's professional competency, which includes subject matter knowledge, pedagogical content knowledge, understanding of teaching and learning, curricular knowledge, teaching experience, and certification status, all contribute to the quality of teaching (Kulshrestha & Pandey, 2013).

Professional staff development, according to Avalos (2010), is a complex process involving any emotional, cognitive, logical, and organized engagement aimed at assisting instructors collectively or individually in improving their teaching practice through suitable training. As a result, teachers' professional development, particularly in-service training, is required. Employee performance can be greatly enhanced by organizations with strong training plans, and this serves as motivation for employees to improve their performance (Khan, 2012).

Furthermore, workforce training is intrinsically tied to all other human resource practices (Mduma & Mkulu, 2021).

Teaching/Learning Resources And Teacher Performance

Students use learning tools during their personal study time to reinforce what they've learned in class. These materials are intended to engage students and allow teachers to focus on the interaction of students in order to help them acquire new concepts. Formal or informal resources can be used. Formal learning resources, according to Azikwe (2014), must be factual, evidence-based, objective-driven, designed to engage learners and teachers, and related to government

requirements. To deliver a meaningful educational experience, informal learning resources must still adhere to quality content and be designed to standards. Students can't study effectively if they only have access to one type of learning material. Educators, parents, and administrators can select which content is most beneficial to students. Software, texts, videos, projects, supplies, and other things are examples of learning tools that teachers utilize to help pupils achieve as defined by KICD (2014). Another learning resource center is a library, which contains a variety of learning resources such as books, magazines, and journals that can assist students in their studying (Between et al., 2020).

The availability of teaching and learning materials can improve school effectiveness because these are basic elements that can help students achieve good academic performance (Betts, 1996). Educational materials, according to Hanushek (1996), are print and non-print items that are used to impart information to students during the educational process. Kits, textbooks, periodicals, newspapers, photographs, slides, video, video discs, workbooks, and electronic media are among them (Yusoff & Tengku-Ariffin, 2020).

Effective school libraries give kids more reading chances, which helps them improve their reading skills, comprehension, and writing clarity, all of which help them perform better in other areas. This means that students who use library books learn other subjects more quickly and thereby improve their academic performance (Amadi & Ezeugo, 2019).

The availability of adequate and appropriate instructional resources is essential to the quality and effectiveness of teaching. Despite the various benefits associated with the use of instructional materials in the teaching and learning process, many instructors and schools in Africa continue to teach using textbooks and chalkboards, with teachers serving as the teaching and learning process (Childhood et al., 2020).

According to Dhakal (2017), the usage of instructional materials allows students to touch, smell, and taste objects during the teaching and learning process. Different forms of relevant

instructional materials can be used to impart knowledge and skills to pupils. The usage of instructional resources is becoming increasingly important in raising the overall quality of education students' learning experiences. Instructional resources, according to Yazid et al. (2020), make teaching and learning more relevant, clear, and simple. However, despite the benefits of instructional materials to teaching and learning, the shortage and inefficient use of instructional resources has hampered, to some extent, the efficiency of teaching and learning(Ojo, 2020).

Research Methodology

This chapter presents the methodology that was used in the study. This includes research design, area of study and study population, and selection of respondents, data collection methods, sample and sampling procedure and data analysis. The chapter also provides details on different approaches will be used in data collection and data analysis. Finally, the chapter will present validity and reliability of instruments and ethical consideration that will be taken into account when conducting the study.

The population of the study

The term "population" refers to the total group of people, events, or things of interest that the researcher is interested in studying. Population is defined by Ary, et al. (2010) as a large group to which a study intends to generalize; it includes all members of a particular class of individuals.

The study was carried out among the teachers in 7 secondary schools in Galkayo. The total number of teachers that are attend these Secondary schools are 58 teachers.

Sample size

According to Kothari (2004), a sample is a selection of a few items from the population about which the researcher is interested in learning more and drawing conclusions. The larger sample gives accurate information of the respondent but if the sample is too small the researcher could not obtain

accuracy information. There are 7 Secondary schools in Galkayo with 58 teachers, the researchers will conduct all of the teachers that attend the schools.

Table 1 the Sample size of the study

No	Number Of Schools	No Of Participants
1.	Al-Shacab Secondary School	11
2.	Abdullahi-Cise Secondary School	7
3.	Al-Safa Secondary School	6
4.	SYL- Secondary School	10
5.	Waberi Secondary School	9
6.	Mudug Secondary School	10
7.	Sh.Ali Samatar Secondary School	5
	Total	58

Sampling Techniques

Purposive sampling was used in this study. Purposive sampling is a non-probability method of sampling in which the researcher selects a group of persons who are likely to produce reliable data for the study (Tromp and Kombo 2006). Purposive sampling was used to choose participants with the goal of developing understanding of the area of investigation. The participants were Secondary School teachers.

Instruments of data collection

All of the approaches used by the researcher in conducting study are referred to as research methods (Kothari, 2004). Research instruments was questionnaire as the method of the data collection through the Kobo toolbox. The following describe how briefly each method was used during the data collection. The study was used self-administered questionnaires which was administered to Secondary school

teachers. Questionnaire are advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981).the questionnaire was the closed-ended to increase the validity of responses.The researcher used questionnaire as the method of data collection through KOOBO TOOL BOX. The study focused on closed self-administered questionnaire with closed questions which administered to the selected respondents particularly Secondary teachers. The closed questions were used because they have response categories that are easily coded and more manageable. The quantitative data will be analysed using the Statistical Package for Social Sciences (SPSS) version 23.0. The data will be described using descriptive statistics such as frequencies and percentages. Tables, piecharts, and bar graphs will be used to illustrate the analyze data when appropriate

Results and Discussions

This chapter presents data from the questionnaire, regarding the influence of motivation in teacher's job performance in Secondary schools in Galkayo, Galmudug. The findings are organised and presented in accordance with the main themes embraced in the research specific objectives namely, to identify financial factors of motivation that can lead to teacher's job satisfaction, to examine the contribution of promotion on teacher's job performance, to determine the influence of working conditions on teacher's job performance. To find out the relationship between professional development, teaching/learning resources and teacher's performance in Galkayo Secondary Schools. However, the backgrounds of respondents are presented first to provide a clear picture of the nature of people that participated in the study. Then the discussion of the findings collected from the respondents are presented.

Results of Characteristics of respondents

This section includes the background of the respondents, sex of respondents, age variation of respondents, marital status of respondents, Education level and years of experience of respondents. Participants were 53 teachers from Secondary Schools in Glakayo. the study found that 46 (87%) of participants were male who participated fully in this study 7 (13%) represented the female respondents.

Therefore, from the above description the study showed that the male teachers were much more than the female teachers in Galkayo secondary Schools. the study found that 22(42%) of the respondents were aged between 20-25 years, this implies that in secondary schools there were teachers who inexperienced in teaching according to the years that they have in teaching, and 24(45%) of the respondents were aged between 26-31 years and 4 (8%) of the respondents were aged between 32-37 years, and 3 (6%) of the respondents were aged above 37 years.

Therefore, the study indicated that most teachers were adult who have responsibility to care their families, hence they need better motivation in order to improve performance of education as well as enjoying their teaching profession. the study showed that 25(47.2%) of the respondents were not married while 28 (52.8%) were married. Therefore, due to their family responsibilities it is important to motivate teachers in order improve teacher's job performance for better teaching and learning process. The majority of the respondents 64.2% were bachelor degree holders in education who facilitated teaching and learning process at secondary schools in Galkayo.30.2% of the respondents had diploma in education,1.9% had secondary level certificate,1.9% had of the respondents were postgraduate who graduated in masters of education. From the findings of the study, it can be said that teachers at Secondary schools in Galkayo were qualified. Only professional development needed. showed that 33(62.3%) of the respondents indicated that they had taught for a period between 1 to 5 years, 16(30.2%) of the respondents had taught for a period between 6-10 years, 4(7.5%) of the respondents had taught more than 10 years.

From findings of the study, it can be said that majority of teachers had taught for short period of time, they may not be dissatisfied with their jobs due to lack of motivation but by other factors forced to be in this field.

Table2. Characteristics of Respondents

Item	Options	Number of respondents	Percentage (%)
Gender	Male	46	87%
	Female	7	13%
Age(years)	20-25 years	22	42%
	26-31 years	24	45%
	32-37 years	4	8%
	More than 37 years	3	6%
Marital status	Single	25	47.2%
	Married	28	52.8%
Educational level	Secondary Level	1	1.9%
	Diploma	16	30.2%
	Bachelor Degree	34	64.2%
	Master Degree	1	1.9%

Experience	1-5 years	33	62.3%
	6-10 years	16	30.2%
	More than 10 years	4	7.5%

Determination of correlation between Motivation and teacher performance

By using SPSS it was found correlations of the investigated variables as shown in the tables

below

Table 3. Correlations between financial factors and teacher job performance

		Financial factors	Teacher performance
Financial factors	Pearson Correlation	1	.025
	Sig. (2-tailed)		.860
	N	53	53
Teacher performance	Pearson Correlation	.025	1
	Sig. (2-tailed)	.860	
	N	53	53

Based on data calculated in table 3, the correlation of financial factors and teacher performance is 0.860 at a significant level of 0.05. since probability of correlation is greater than the level of significance, it can be mentioned that there is no influence of financial factors on teachers job performance. Based on the result above, it was found that the correlation of financial factors and teacher performance is 2.5%, it means that the performance of teachers is not influenced by financial factors.

		Promotions	Teacher performance
Promotions	Pearson Correlation	1	.016
	Sig. (2-Tailed)		.911
	N	53	53
Teacher performance	Pearson Correlation	.016	1
	Sig. (2-Tailed)	.911	
	N	53	53

Based on data calculated in table 4.24, the correlation of promotions and teacher performance is 0.911 at a significant level of 0.05. since the p-value of 0.911 is greater than the level of significance (>0.05), it can be mentioned that there is no influence of promotion on teachers job performance. Based on the result above, it was found that the correlation of promotion and teacher performance is 1.6%, it means that the performance of teachers is not influenced by promotions.

		Working conditions	Teacher performance
Working conditions	Pearson Correlation	1	.435
	Sig. (2-tailed)		.001
	N	53	53
Teacher performance	Pearson Correlation	.435	1
	Sig. (2-tailed)	.001	
	N	53	53

Based on result calculated in table 4.25, the correlation of working conditions and teacher performance is 0.001 at a significant level of 0.05. Since the p-values 0.001 is less

than the level of significance(<0.05), it can be mentioned that there is influence of working conditions on teachers job performance. Based on the result above, it was found that the correlation of working conditions and teacher performance is 43.5%, it means that the working conditions directly influence on teachers job performance.

Table 6. Correlations between professional development and teacher performance

		Professional development	Teacher performance
Professional development	Pearson Correlation	1	.146
	Sig. (2-tailed)		.295
	N	53	53
Teacher performance	Pearson Correlation	.146	1
	Sig. (2-tailed)	.295	
	N	53	53

Based on result calculated in table 4.26, the correlation of professional development and teacher performance is 0.295 at a significant level of 0.05. Since the p-values 0.295 is greater than the level of significance(> 0.05), it can be mentioned that there is no influence of influence of professional development on teachers job performance. Based on the result above, it was found that the correlation of professional development and teacher job performance is 14.6%, it means that the relationship between professional development and teacher's job performance is very weak.

Table 7 Correlations between motivation variables and teacher performance

IV Variables	DV variable	Pearson Correlation	Sig. (2-tailed)	Decision
Financial factors	Teacher performance	.025	.860	Ha Rejected

Promotions	Teacher performance	.016	.911	Ha Rejected
Working conditions	Teacher performance	.435**	.001	Ha Supported
Professional development	Teacher performance	.146	.295	Ha Rejected

The table 6. shows the result of correlation analyze of the relationship among financial factors, promotions, working conditions, professional development and teacher performance. Hence financial factors have weak positive relationship with teacher performance ($r = 0.025$ and $P > 0.05$). besides teachers actively satisfy their job, then teachers with good salary tend to enhance job performance. The second objective of this study was to identify the relationship between academic promotions and teacher performance at Secondary Schools in Galkayo, Galmudug. Promotion has very weak positive relationship with teacher performance ($r = 0.016$ and $P > 0.05$). The third objective was to identify the relationship between working condition and teacher job performance at secondary Schools in Galkayo, Galmudug. The working condition has positive impact on teacher performance ($r = 0.435$ and $P < 0.05$). The fourth objective was to identify the relationship between professional development and teacher job performance at secondary Schools in Galkayo, Galmudug. professional development has weak positive influence on teacher performance ($r = 0.146$ and $p > 0.05$).

Based on the findings of this study, the following conclusions were drawn. The result reveal that the financial factors, promotions, and professional development have no significant effect on teacher performance while there were good relationship between working condition and teacher job performance and The result of the study showed that there is no significant relationship between the level of motivation and the level teacher teachers job performance. it further implies that the level of motivation have no influence on the level of teachers performance.

The result is supported by the study of Sala (2017) and Puntero (2019) that the motivational factors have no significant relationship in teacher's job performance.

Conclusion and Recommendation

Conclusion

Drawing conclusions from the study findings, it is important to observe that the key study variables that informed this work, in a great measure, were found to have had considerable contributions to teacher's job performance in Secondary schools in Galkayo, Galmudug. These variables were financial factors, promotion of teachers and working conditions in the learning situations and teaching and learning resources.

As revealed in the study, the financial factors of motivation for teachers were well and played a significant role in motivating teachers to step up their job performance since salaries were paid regularly.

Besides, the study also concludes that promotion is strong motivator, that when systematically done and seen as fair to everyone, commitment to job performance is increased enormously.

Moreover, working conditions was realized to have significant influence on teacher's job performance regarding to the result of the teachers in Secondary Schools in Galkayo.

Recommendation

Based on the findings and conclusions of the study, the following recommendations we made

a. Recommendation for policy formulation

It is hoped that the study will be significant teachers in Secondary Schools and workers in Galkayo, Galmudug in various engagements, formal or informal, to embrace motivational practices necessary for enhancing their productivity for the benefit of both individual worker and organization. It is therefore recommended that teachers like any other work should be motivated to increase their performance.

It is also recommended that the management of Secondary Schools put in place measures geared towards enhancing performance of teachers and formulate motivational policies that enhance teacher's performance.

The government can use the study, especially the higher education commission (HEC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance.

The ministry of education (MOE) can use the findings from the research in understanding extrinsic rewards that increases the teacher's job performance and thus take appropriate strategies and measures so as improve the efficiency of teachers.

The of management (BOM) can also use the findings from the research in providing rewards that give impetus to work harder and facilitate pupils performance, both in class and outside the classroom.

b. Recommendation for further research

- i. Since the study findings reveal that working conditions have great impact on teacher's motivation, the government should continue putting more efforts on improving the working conditions by building more schools with availability of such services as electricity and water for teachers, building laboratories with equipment and improving classrooms conditions and teaching facilities to facilitate easy teaching-learning process.
- ii. The government should also review policies on secondary education. The policies should be well-designed and implemented to meet the demands of teachers; for example by providing them more opportunities for training and development teachers will likely be motivated.
- iii. The government and administrators should make increase of the salaries which reflects the status of teachers and the socio-economic situation prevailing in our societies.

- iv. Also, with regards to the community's perception towards teaching profession, the community should provide support and care to the teachers regarding their profession; by doing this, teachers may find the profession well-motivating and most rewarding.

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