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Motivation of Part-time Teachers on Student's Academic Performance in Private Secondary Schools in Juba County, South Sudan

By

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Abstract

The aim of this study was to examine how part-time teachers' motivation affects students' academic performance in private secondary schools in Juba County, South Sudan. A convergent parallel study design combining cross sectional design for quantitative data gathering and a phenomenological design was used for qualitative data gathering. A sample of 105 part-time teachers and 10 school principals were enrolled. Questionnaires and interview guides were used in data collection. Obtained data was analyzed using SPSS, version 23. A p of ≤ 0.05 was set as statistical significance level. Approximately half of part-time teachers were motivated in their work. Teachers with a higher level of education were more likely to have training in teaching compared to teachers with lower level of education. Majority of de-motivated part-time teachers had lower level of education as well as lacking training in teaching practice. This study recommends part-time teachers should be trained in teaching practice.

Key words: Juba County, South Sudan, Intrinsic, Extrinsic, motivators, Herzberg theory, part-time teachers, teacher motivation

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Background to the Problem

Motivation has been defined as forces acting either on or within a person to initiate behavior, in other words, it is what gets one going or potentially make one to enjoy his/her job or place of work (McPheat, 2010). It is acknowledged worldwide that motivation is the most crucial element that is key for success in any organization (Abdulrahman & Hui, 2018). Similarly, teacher motivation has been noted to be important as education is a key element in any nation's development process (Abdulrahman & Hui, 2018) and since teachers are key stakeholders in education, they should be motivated in order to attain the development goals of a Nation (Abdulrahman & Hui, 2018). Additionally, the motivation of teachers is important as it is linked to the educational success of students (Alam & Farid, 2011). In every educational institution, the standard of education is primarily determined by enlisting teachers to play a key role in the education process (Alameen, 2019). Hence, teachers are essential resources in educational institutions the world over (Rocha, 2017), who play a critical role in students' learning processes (Alam & Farid, 2011). It has been noted that teachers who are capable of providing high-quality education to their students are not only trained and skilled, but also inspired and enthusiastic about their work (McPheat, 2010).

Teachers' success is a major concern for all educational institutions, which is harmed by various dissatisfactions such as financial status and learning environments, all of which have an effect on institutional efficiency (Alameen, 2019). Studies looking at factors that affect teacher efficiency have noted low salaries or wages as having a negative effects (Mary, 2010; Tehseen & Hadi, 2015). Additionally, Njoki, Nyagah, and Imonje (2017) and Ado (2015) have reported learning environments as having an effect on teachers' performance and that learning environments are linked to institution efficiency in general and teachers' performance in particular. According to a study conducted in South Africa, highly motivated teachers are happier at work and perform better than their less motivated counterparts. In terms of motivation, the findings also indicate that a combination of intrinsic and extrinsic factors affect teachers' motivation. For instance, working conditions, job security, and perceived growth opportunities in order of importance were noted to be contributing factors to teacher motivation (Iwu, Gwija, Benedict, & Tengeh, 2013). Based on this context, a major political topic among African nations is how to resolve the problem of low teacher motivation and its detrimental effect on student achievement (Michaelowa, 2002).

Students are the most valuable commodity of any educational institution. Academic success of students is critical in developing the highest quality alumnae who will become leaders

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and manpower for a specific nation (Singh, Malik, & Singh, 2016). The academic output of students has recently gotten a lot of attention from researchers. In a study on academic performance among Sudanese students, Y. Ahmed, Taha, Al-Neel, and Gaffar (2018) found that students' academic performance is influenced by psychological, economic, social, personal, and environmental factors. Data from the South Sudan ministry of education indicates that in 2013, teachers and head teachers missed an average of 8 and 11 days of school respectively (MoGEI, 2017). This absenteeism has had a major negative impact on student academic performance in the country. To add on this, the academic performance of South Sudanese students has been impacted by weak academic infrastructure, a lack of funding, a shortage of qualified teachers, a lack of teacher motivation, and the civil war, with their scores ranking among the lowest in the world (Alameen, 2019).

The role of part-time teachers has been noted as being crucial for the transfer of knowledge in schools (UNESCO, 2017b). Sixty five percent of secondary schools in South Sudan are private. Majority of teachers in these school are employed on part time basis. Teacher's remuneration is the biggest cost factor in educational finance with salaries accounting for between half and three fourth of the education expenditure in most countries, developing and industrialized alike. This rises to 90% in some African countries. Due to this, payment and motivation of parttime teachers in often overlooked (UNESCO, 2017b). The Motivation-Hygiene theory as advanced by (Herzberg et al. (1967)) theorized that performance always comes as a result of the interaction between two distinct factors - an individual's motivation ability and the environment. This motivation theory assumed that two factors influence job satisfaction: Hygiene factors, which have negative motivation potential, and motivators that have only positive motivation potential (Herzberg, Mausner, & Snyderman, 1967). It is based on this theory that that this study sought to determine the effect motivation of part time teachers teaching in private secondary schools has on students' academic performance. The specifics of this study were to determine the level of motivation of part-time, to determine how the level of part-time teacher's motivation affect students' academic performance, to determine the intrinsic and extrinsic motivating factors affecting part-time teachers and to asses challenges faced by part-time teachers in the execution of their duties in private secondary schools.

Statement of the Problem

Few studies have examined the factors that motivate or de-motivate teachers in refugee and war-torn settings such as South Sudan which has experienced prolonged periods of war and conflicts leading to a drop in living standard and the economy. The harsh economic conditions have made things hard for the more than 65 percent of teachers in the country who teach in privately owned schools. On the other hand, the reduced salaries have also made life hard and demotivated teachers on government salary as it translates to less than a dollar a day. These conditions have made most teachers both in public and private schools to divide their time between teaching and looking for other sources of income as such, these teachers deny the institutions the teach in their full potential.

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Studies(Mary, 2010; Njoki et al., 2017; Tekin, 2016) looking at factors affecting teacher's motivation in government schools have overlooked how part time teachers in private schools can be motivated as it is assumed that teachers in private schools are adequately motivated. Ohide, Mbogo, Alyaha, and Mbogo (2017), noted mixed relationships between demographic factors and job satisfaction among private primary school teachers in Yei, South Sudan, with female teachers and those under 35 years old constituting the majority of the private school teaching population. On the other hand, just about a quarter of teachers in private primary schools had taught for more than five years. The scope of Ohide et al. (2017) and Alhaya and Mbogo (2017) study was limited to demographic factors and private primary schools. Private secondary schools in South Sudan could present a different image than that depicted, as some schools have worse systems than government schools. This study aims to identify the factors that impact part-time teachers in private schools in order to ensure that students graduating from both public and private secondary schools meet the ministry of education's minimum requirements.

Theoretical Framework

This study's theoretical framework was based on Frederic Herzberg's Two-Factor Model also called Motivation-Hygiene theory(Herzberg et al., 1967). This theory has been able to subscribe and differentiate between the factors that satisfied employees, and the factors that dissatisfied employees. Herzberg conducted his research with accountants and engineers from various firms and came to the conclusion that managers must set up and ensure the adequacy of hygiene factors in order to avoid employee dissatisfaction, implying that employees are influenced by two factors: motivators and hygiene factors. Motivators are those factors which create job satisfaction because they fulfill an individual need for psychological growth, in other word known as intrinsic factor, which includes achievement, recognition, work itself, responsibility, advancement personal growth, and all other instinct factors(Juneja, 2019). These factors motivated the employees to high level of work performance hence job satisfaction(Abdulrahman & Hui, 2018).

Conceptual Framework

The intrinsic and extrinsic factor faced by part-time teachers as grouped by Herzberg et al. (1967) were this study's independent variables. The intrinsic variables included job satisfaction, career achievement, competition among teachers and teacher promotions while extrinsic factors consisted of salary, free meals, house, transport and medical allowance. The school administration policies were the intervening variables in this study. Measures of student academic performance such as improved subject scores, improved participation in class work, timely submission of class work and participation in extracurricular activities were the outcome variable.

In this conceptual framework, the interplay between the independent variables and dependent variables was as follows; for teachers, the intrinsic factors that affect their motivation include job satisfaction, career achievement, compensation and promotion among others while

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extrinsic factors include provision of salary, being paid on time, house allowance, and transport allowance among others. When teachers are provided with these motivation factors, it was viewed that they would become motivated to do their work and in an environment that is conducive as indicated by the intervening variables of good human resource, good policies, availability of teaching material and good infrastructure, teachers were bound to give the best in their work to see that students succeed in their academics. The outcome of teachers’ motivation was to be seen in the outcome variable where student’s performance was going to improve as indicated by improved academic performance, participation in class work, timely submission of homework and involvement in extracurricular activities.

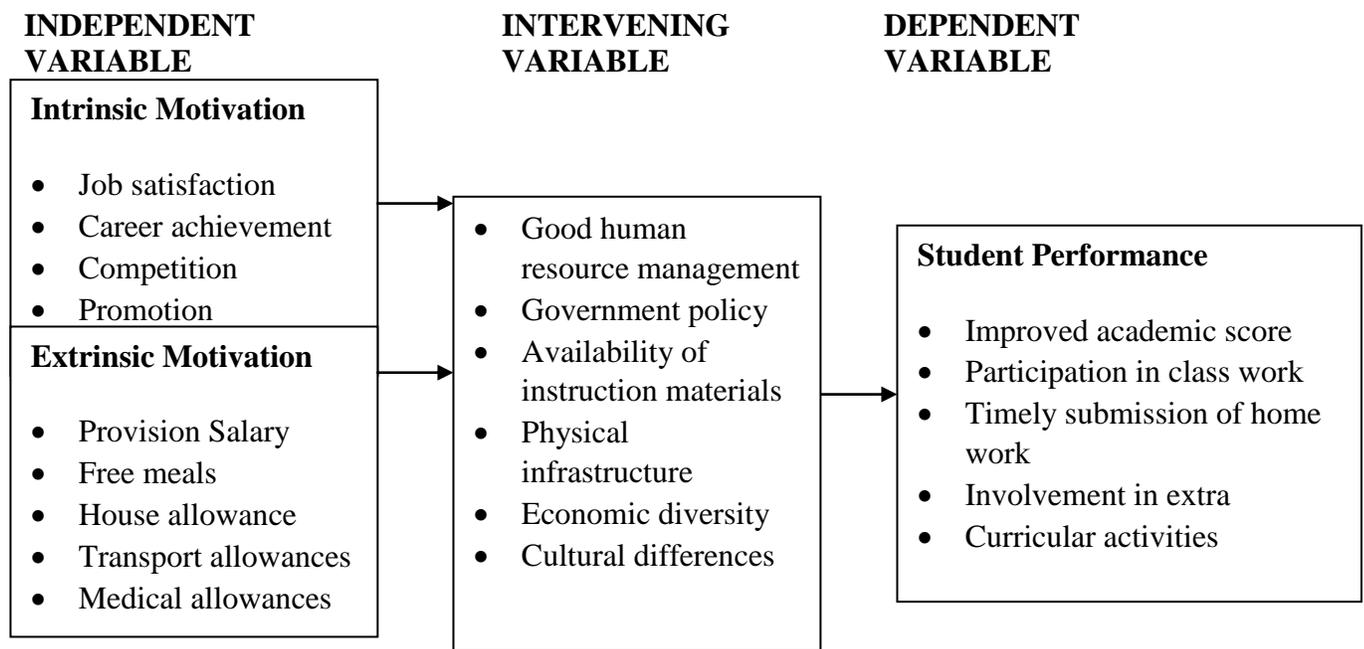


Figure 1:
Conceptual Framework Showing the Relationship between Motivation of Part-time Teachers and Students Performance

Source: Researcher 2021

Research Design and Methodology

This was a cross sectional study conducted between October and December 2020. A population of 550 private secondary school part-time teachers and 199 private secondary schools’ principals was used. The study was conducted among private secondary schools based in Juba county of Central Equatorial state in the republic of South Sudan. Juba is the capital of South Sudan, it is located west of the White Nile River and covers a region of approximately 22,956 kilometers square (Climate-Data, 2020).

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Inclusion Criterion

Part-time teachers teaching in private secondary schools within Juba county and head teachers/principals of private secondary schools located within Juba county were include in this study. Full time teachers of private secondary schools and part time teachers teaching in public secondary schools were not included.

Sample Size Determination

Fishers formula (Baldi, Bianco, Nardone, Pilotto, &Zamparo, 2009) was be used in determining the study sample size. It is estimated that approximately 11% of teachers in South Sudan are part-time teachers. Hence $P = 11$, confidence interval = 95%, standard error = 0.05. Its estimated approximately 500 teachers in private secondary schools in Juba County are part-time teachers. Based on this, a sample of 108 part time teachers was required. This was rounded to 110 teachers. On the other hand, a sample of 10 school principals was used.

Sampling

Out of the 199 private secondary schools in Juba County, a sample of 10 schools was used. A list of private schools in Juba County formed the sampling frame. The schools were categorized into three: Boys' secondary schools, girls' secondary schools, and mixed boys' and girls' secondary schools. Participating schools were then chosen using a stratified random sampling methodology. School principals were be purposively sampled for inclusion in the study. The principals of schools from which teachers were sampled for participation in the study were automatically selected as participants. On the other hand, random sampling was used to select part time teachers.

Data Collection

Semi structured questionnaires containing both open ended and closed questions were used in data collection. Data was collected from part time teachers using self-administered questionnaires while key informant interviews were used to gather data from school principals. The interviews were administered by the researcher.

The questionnaires and interview guides were validated in the following ways: the researcher asked education experts at the Catholic University of Eastern Africa to study the instruments and see if the collection of items correctly represented the variables being studied. The experts were requested to read, judge, make recommendations and give feedback to the researcher. The suggestions given were incorporated to validate the instruments. Additionally, a pilot study was done to determine the suitability of the study instrument in answering the study question, ease of administration and understanding of questions by respondents.

Data analysis Procedures

In this research the raw data collected was systematically organized so as to carry out the data analysis. Quantitative data was coded and analyzed using SPSS, version 23. The data was

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analyzed as per the research questions of the study, using quantitative methods. Chi square was used to determine association between variables. Thematic analysis was used to analyze qualitative data. Pre- processing was carried out and information for coding and storing was identified. Once the themes, categories and patterns had been identified, the researcher evaluates and determines the adequacy of information and the credibility, consistency and validation. Finally, the researcher drew conclusions and recommendations from the information obtained in an attempt to answer the research questions.

Ethical Consideration

This study received approval from. A research clearance letter was obtained from the Board of Postgraduate Studies of Catholic university of East Africa and the ministry of education science and technology of South Sudan. Signed informed consent was obtained from school principals and head teachers of selected schools and participating parttime teacher prior to being enrolled in the study.

Results

Between November and December 2020, 150 part-time teachers and 10 principals of secondary schools located within Juba state were invited to participate in this study. Of this, 105 part-time teachers and 10 principals consented to the study and were recruited to participate. This was 97.2% of the required sample size for part time teachers (105/108) and 100% of the required sample of principals (10/10).

Socio-demographic Characteristics

The median age of participating part-time teachers was 30 years with an inter-quartile range (IQR) of 26 to 35 years. Their median monthly income was 15000/= South Sudan Ponds (IQR; 1900 – 33000). Four in five of part-time teachers in the study were of male gender (83.5%, n=86), with slightly more than half (54.9%, n=56) being married while 45.1% (n=46) were single. Education wise, one in two of part-time teachers (51.4%, n=54) were bachelor degree graduates, while approximately one in three (29.5%, n=31) were diploma holders. Slightly less than one in ten of participants (9.5%, n= 10) had high school level education and master's degree education respectively as their highest level of education. Slightly more than half of participants (50.5%, n=52) did not hold a leadership role in the school. Slightly more than one in four of part-time teachers (27.9%, n=29) reported having another job or school they taught other than the current, with one in four of participants (26.7%, n=23) reporting the second job to be their primary job. Approximately one in three of respondents (29.5%, n=31) lacked training in teaching with the same proportion (30.4%) not having attended any in-service courses. This is summarized in table 1.

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Table 1: Participant Socio-demographic Characteristics

Socio-demographic Characteristics		Count	N %
Age	Mean [IQR]	30 [26 - 35]	
Monthly income	Mean [IQR]	15000 [1900 - 33000]	
Gender	Male	86	83.5%
	Female	17	16.5%
Marital status	Married	56	54.9%
	Single	46	45.1%
Education level	High school certificate	10	9.5%
	Diploma	31	29.5%
	Bachelor's degree	54	51.4%
	Master's degree	10	9.5%
Hold leadership role in school	Yes	51	49.5%
	No	52	50.5%
Have another job or school you are teaching other than this one	Yes	29	27.9%
	No	75	72.1%
Primary job	Teaching in this school is my primary job	63	73.3%
	The mentioned job is my primary job	23	26.7%
If your other job is teaching, is the other school public (government) sponsored or private	Government (public) school	30	39.5%
	Private school	46	60.5%
Motivation to be a teacher	Job Security	18	18.4%
	Good salary	8	8.2%
	No job alternative	39	39.8%
	Good Working conditions	33	33.7%
Who made decision to be a teacher	Self	20	19.0%
	Parent/Guardian	15	14.3%
	Friend	1	1.0%
	Calling from God	4	3.8%
Have training in teaching practice	Yes	73	70.2%
	No	31	29.8%
Have you attended in-service courses	Yes	71	69.6%
	No	31	30.4%

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Relationship between Participant Education Level and having Training in Teaching practice

Part-time teachers with high school certificate had the least numbers of those trained in teaching practice. On the other hand, majority of teachers with master level education had training in teaching practice (90%) followed by those with diploma certificate at 80% and bachelor degree holders at 66.7%. The relationship between level of education and having training in teaching practice was statistically significant ($P= 0.055$) with having high level of education being associated with having training in teaching practice. (Table 2)

Table 2: Relationship between participant education level and having training in teaching practice

Education level	Have training in teaching practice				
	Yes (N,%)		No (N,%)		P
High school certificate	4	40%	6	60%	
Diploma	24	80.00%	6	20.00%	
Bachelor’s degree	36	66.70%	18	33.30%	
Master’s degree	9	90.00%	1	10.00%	

Level of Motivation of Part-time Teachers in Private Schools in Juba County

Majority of part time teachers in or study strongly agree (26.6%) to being motivated in their work. This was followed by those who agreed (25.0%), those who were neutral (19.3%), those who disagreed (18.0%) and those who strongly disagreed (11.3%).

Determination of an association between degree of motivation of part-time teachers and whether the participant had received training in teaching practice found a statistically significant difference in the participants' motivation when considering(i) having an enjoyable and stimulating task($P=0.037$), (ii) being satisfied with their job (0.017), (iii) teaching gave a sense of patriotism and compassion (0.012),(iv) love helping students to learn (0.053), (v) providing a better future for children motivates them to teach (0.025) and (vi) they love to teach because it help shape the future of children (0.001). There was no statistically significant difference between the two groups based on the following factors: having a job where I can learn and develop my abilities to their full potential, having a job where I am relaxed and at ease, having a job that is fun, having a challenging job, having great self-efficacy, I enjoy working part-time, I have job security, and I enjoy motivating de-motivated students. In this analysis, having training in teaching practice was associated with agreeing that the mentioned factors affected teacher’s motivation. (Table 3)

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Table 3: Association between Level of participant Agreement on motivation of part-time teachers in private schools and having training in teaching practice

Motivator		Total		Have training in teaching practice		P
		n	%	Yes	No	
				%	%	
Having a job that is enjoyable and stimulating	Strongly disagree	0	0.0%	0.0%	0.0%	0.037
	Disagree	9	8.7%	33.3%	66.7%	
	Neutral	13	12.5%	61.5%	38.5%	
	Agree	36	34.6%	66.7%	30.6%	
	Strongly agree	46	44.2%	80.4%	19.6%	
I am satisfied with my job	Strongly disagree	4	3.8%	0.0%	100.0%	0.017
	Disagree	12	11.5%	58.3%	41.7%	
	Neutral	18	17.3%	72.2%	27.8%	
	Agree	39	37.5%	79.5%	17.9%	
	Strongly agree	31	29.8%	71.0%	29.0%	
Teaching gives me a sense of patriotism and compassion	Strongly disagree	2	1.9%	100.0%	0.0%	0.012
	Disagree	5	4.8%	100.0%	0.0%	
	Neutral	9	8.7%	22.2%	77.8%	
	Agree	26	25.0%	69.2%	26.9%	
	Strongly agree	62	59.6%	74.2%	25.8%	
I love helping students to learn	Strongly disagree	0	0.0%	0.0%	0.0%	0.053
	Disagree	1	1.0%	100.0%	0.0%	
	Neutral	7	6.8%	28.6%	71.4%	
	Agree	26	25.2%	76.9%	19.2%	
	Strongly agree	69	67.0%	71.0%	29.0%	
Providing a better future for children motivates me to teach	Strongly disagree	1	1.0%	100.0%	0.0%	0.025
	Disagree	2	1.9%	50.0%	50.0%	
	Neutral	2	1.9%	0.0%	100.0%	
	Agree	42	40.0%	59.5%	38.1%	
	Strongly agree	58	55.2%	79.3%	20.7%	
I love teaching because I help shape the future of children	Strongly disagree	1	1.0%	100.0%	0.0%	0.001
	Disagree	2	1.9%	100.0%	0.0%	
	Neutral	8	7.6%	12.5%	87.5%	
	Agree	35	33.3%	62.9%	34.3%	
	Strongly agree	59	56.2%	79.7%	20.3%	

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Effect of Level of Part-time Teacher’s Motivation on Students’ Academic Performance

Approximately one in three of participants both strongly agreed and agreed (29.9% and 29.6%) that there were intrinsic motivation factors that affected motivation of part-time teachers and hence the academic performance of students. On the other hand, approximately one in five (18.2%) were neutral on whether the asked intrinsic factors affected teacher’s motivation while less than one in ten (7.8%) strongly disagreed that the asked intrinsic factors had an effect on teacher’s motivation. A statistically significant association was found between intrinsic motivation factors of (i) challenging nature of teaching keeps teaches in the teacher’s profession ($p=0.026$), (ii) teaching being one of the respondent’s goal in life (0.003) when compared against teacher having training in teaching practice. In both cases, respondents agreed these factors to have an influence of teacher’s motivation (Table 4).

Table 4: Association between intrinsic factors that motivate part-time teachers in private secondary schools and whether the teacher has received training in teaching practice

Motivating factor	Level of agreement	Total		Have training in teaching practice		P
		n	%	Yes (%)	No (%)	
The challenging nature of teaching has kept me in the profession	Strongly disagree	4	3.80%	100.00%	0.00%	0.026
	Disagree	17	16.30%	52.90%	47.10%	
	Neutral	20	19.20%	50.00%	50.00%	
	Agree	43	41.30%	81.40%	18.60%	
	Strongly agree	20	19.20%	78.90%	21.10%	
Teaching is one of my goals in life	Strongly disagree	6	5.80%	16.70%	83.30%	0.003
	Disagree	7	6.80%	57.10%	42.90%	
	Neutral	10	9.70%	40.00%	60.00%	
	Agree	40	38.80%	82.10%	17.90%	
	Strongly agree	40	38.80%	75.00%	25.00%	

Intrinsic and extrinsic motivations factors affecting part-time teachers

Intrinsic motivation factors

At least one in two (>50%) of study respondents reported the tested intrinsic motivators to have affect them in a big extend in relation to students’ academic performance with; appreciation (71.8%), having an interesting job (70%), job satisfaction (67.9%), accomplishment (73.7%), responsibility (74.3%) and knowledge (71.6%) being the major intrinsic motivators that affected part-time teachers on improvement of students’ academic performance. A comparison on how these factors affected teachers based on whether they had been trained in teaching practice, found majority of those reporting to be affected to be teachers who had undergone teaching practice. Even so, statistical comparison of the two groups found no statistically significant

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difference on how these intrinsic factors affected teachers' motivation towards improvement of students' academic performance.

Extrinsic Motivation Factor on Teachers' Motivation

Extrinsic motivators were measured on a three level scale of disagree, accept, and strongly agree. According to this, approximately half of respondents (53.3%) disagreed that their wages were sufficient to meet their basic needs, as did those who disagreed that the school provided them with free housing (53.3 percent). Another one-in-two agreed to receive free meals at school, while two-in-five (42.9%) agreed to receive timely salary payments. On the other hand, two out of every three respondents (64.8 percent) disagreed that the school provided weekly duty allowances, as did 56.2 percent who disagreed that the school paid extra teaching allowances to assist teachers in completing the syllabus. Another two-thirds disagreed with schools providing financial aid to teachers of political parties, as did 59.0 percent of those who disagreed with the possibility of receiving advance payment from the school in the event of a financial emergency. The majority of respondents (43.8%) agreed that the school should host an end-of-year party for teachers, and two-thirds (62.9%) agreed that teachers who perform well should be rewarded.

Extrinsic Motivators Increased Your Morale to Perform your Teaching Responsibilities

Teachers' extrinsic motivators that affected student's academic performance included salaries (60.8%), free accommodation (46.2%), having meals at school (53.4%), free transport (39.6%), extra teaching allowance (39,8%), school events and ceremonies (52.4%) and performance prizes (67.0%). Comparison between effects of these motivators against teachers having training in teaching practice found a statistically significant difference based on having school events and ceremonies ($p=0.003$) (Table 5).

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Table 5: Extrinsic motivators influence on teaching morale

Extrinsic motivator	Response	Total		Have training in teaching practice		p
		N	n %	Yes %	No %	
Salary	Not at all	12	11.80%	58.30%	41.70%	$X^2 = 0.938$, df = 2, p= 0.626
	Small extent	28	27.50%	71.40%	28.60%	
	Big extent	62	60.80%	72.10%	27.90%	
Free accommodation	Not at all	22	21.20%	59.10%	40.90%	$X^2 = 1.696$, df = 2, p= 0.428
	Small extent	34	32.70%	70.60%	29.40%	
	Big extent	48	46.20%	74.50%	25.50%	
Meals at school	Not at all	20	19.40%	65.00%	35.00%	$X^2 = 0.252$, df = 2, p= 0.882
	Small extent	28	27.20%	70.40%	29.60%	
	Big extent	55	53.40%	70.90%	29.10%	
Free transport	Not at all	28	27.70%	60.70%	39.30%	$X^2 = 2.041$, df = 2, p= 0.360
	Small extent	33	32.70%	69.70%	30.30%	
	Big extent	40	39.60%	76.90%	23.10%	
School events and ceremonies	Not at all	14	13.60%	71.40%	28.60%	$X^2 = 11.849$, df = 2, p= 0.003
	Small extent	35	34.00%	48.60%	51.40%	
	Big extent	54	52.40%	83.00%	17.00%	

Challenges faced by part-time teachers in the execution of their duties

As reported by study participants, challenges faced by part time teachers included salary delays and low salaries (90.48%), Lack of free meals, transport and accommodation (50.48%), Not being provided with salary advance even when in financial difficulty (76.91%), Poor teaching environment and lack of teaching material and other facilities (69.52%), Lack of adequate time to prepare for lessons (83.81%), Job insecurity (96.19%), Lack of supervision and frustration from the head teacher/principal (63.81%), Lack of teacher training/seminars (66.67%).

Challenging Factors Influencing Teaching by Part- time Teachers

Study respondents were asked to rate how the following challenges influenced their teaching. These included; Methods of teaching, South Sudan curriculum, Teaching/learning resources, Language of instruction, Curriculum of country of origin, Experience of teachers, Motivation of teachers and Training of teachers. A combined analysis of how these factors influenced teachers in their teaching found majority (29.6%) to be very highly influenced followed by 27.6% who were highly influenced. Another 23.1% reported to be fairly influenced while 13.9% reported these factors to have low influence on their teaching. On the other hand, 5.8% of respondents reported these factors not to have any influence on their teaching.

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Suggested Solutions to Motivate Part-time Teachers

Solutions forwarded by teachers to improve their work area and hence their motivation included: Teachers should be given free meals and transport allowance (67.2%), Accommodation should be provided to teachers to live in the school compound (51.43%), Teachers should be given allowances to motivate them (93.3%), Job security should be guaranteed by having in place mechanisms to have part-time teachers under permanent/fulltime teaching basis (100%), Salaries of teachers should be increased to better scale (100%), Teacher training should take place and seminars be done on ways of teaching (79.0%)

Discussion of Findings

The purpose of this study was to identify factors affecting part-time teachers in private schools in Juba County, South Sudan. Research supports the concept that motivation is an essential element in any classroom which must be exhibited by the teacher as well as the students for achievement of success (Hayden, 2011). This study found half (51.6%) of part-time teachers to be motivated in their work. Even so, motivation to teach was associated with the teacher having training in teaching. Jugović, Marušić, Pavin Ivanec, and Vizek Vidović (2012) reported that preservice teachers who also work as part time teachers mainly choose teaching as a career because of altruistic and intrinsic reasons. Our study agree with this observation as we found teacher motivation to be significantly associated with the following; having a job that was enjoyable and stimulating, being satisfied with their job, teaching gave a sense of patriotism and compassion, love helping students to learn, providing a better future for children motivates them to teach and they love to teach because it helps shape the future of children. These results also agree with a study from Iran that found teachers' ability to motivate students greatly depended on how they motivate themselves (Alibakhshi & Nezakatgoo, 2019). However, our results partly differ from those of Onyambu (2014) in Kenya who reported the reason for teachers motivation towards teaching to be because teaching provided them with an opportunity to continue learning, opportunity to continue learning was not associate with teacher motivation in our study.

Intrinsic factors were found to be a major factor in teachers' motivation and hence students' academic performance as two thirds of parttime teachers (~60%) in our study agreed to being affected by intrinsic factors. This observation is in line with Taştan et al. (2018) observation among Russian teachers where she found teacher self-efficacy and motivation to have a significant impact on academic achievement of students with students to motivated teachers displaying good attitude, better motivation and achievement in subjects taught by the teachers (Taştan et al., 2018). Evenson, a comparison on how intrinsic factors affected teacher's motivation based on whether the teacher had received teaching practice or not found a difference between the two groups with parttime teachers who had received training in teaching practice being more intrinsically motivated to teach compared to teachers who lacked training in teaching practice. These findings agree with those of Kerubo (2012) in Kenya who noted that in highly performing schools, all the teachers were trained in teaching while low performing schools had

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hired some teachers who lacked training. With this observation, Kerubo (2012) had concluded that intrinsically motivated teachers performed way above the expectations of the educational stakeholders in comparison to those who were not intrinsically motivated. On the other hand Bonney, Amoah, Micah, Ahiamenyo, and Lemaire (2015) noted that even among teachers with high academic and professional qualifications, this did not reflect much in the overall performance of the students especially in subjects that the teachers lacked enthusiasm in teaching.

Our findings on the intrinsic motivations among teachers also reflect Brinkley (2016) findings of a similar study among schools in Central Equatorial state where she found teachers level of education as contributing to overall negative academic performance among students. In our study, teachers who had higher education were more motivated to teach as compared to those with lower levels of education.

More than half of our study respondents reported intrinsic motivation factors to greatly affected them and hence students' academic performance in their schools. Gultekin and Acar (2014) have reported intrinsic motivation of teachers to be an essential component of classroom effectiveness and improvement since teachers believe that their personal and emotional relationships with children play an important role in carrying out effective teaching and learning leading to improved students' performance (Katsuno, 2012). In our study, appreciation (71.8%), having an interesting job (70%), job satisfaction (67.9%), accomplishment (73.7%), responsibility (74.3%) and knowledge (71.6%) were found to be major intrinsic motivators that affected part time teachers on improvement of students' academic performance.

Intangible or psychological rewards like appreciation and recognition have been reported to play a vital role in motivating teachers and increasing their performance (Akiba, 2013). Our findings partly agree with Iliya and Ifeoma (2015) who reported intrinsic motivators such as self-respect, responsibility, and a sense of accomplishment as well as participatory in school improvement, comprehensive staff development and supportive teacher evaluation as having great impact on teachers professional motivation in Nigeria. Low morale, job dissatisfaction, poor incentives, inadequate controls and other behavioral sanctions, coupled with increased working hours, larger class sizes, more subjects, and constantly changing curricula have been cited as major de-motivators in many African countries (UNESCO, 2017a).

The main extrinsic motivators of parttime teachers found to affects students' academic performance in our study were; salaries (60.8%), free accommodation (46.2%), having meals at school (53.4%), free transport (39.6%), extra teaching allowance (39,8%), school events and ceremonies (52.4%) and performance prizes (67.0%).Gultekin and Acar (2014) reported financial incentives: good salary, regular pay, allowances/payments to teachers as being associated with higher levels of student performance (Gultekin & Acar, 2014). Our findings agree with Figlio and Kenny (2006) view that teachers need to be in a position to meet their financial obligations so as to feel motivated.

Salary delays and low salaries, Lack of free meals, transport and accommodation, not being provided with salary advance even when in financial difficult, poor teaching environment

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and lack of teaching material and other facilities, lack of adequate time to prepare for lessons, job insecurity, lack of supervision and frustration from the head teacher/principal, lack of teacher training/seminars were found to be the major hindrances to teachers motivation. These findings are similar to those given by respondents in a study by Raj and Lalita (2013) in India where poor pay, teacher shortage, and infrastructural problems were mentioned by teachers from both the public and private schools as hindrances to their motivation.

A study in Bangladesh among private school teachers reported the main reasons for job satisfaction to be good relationship with colleagues, good results (by students) in examinations, and discipline and punctuality as mentioned by public school teachers; and good relationship with colleagues, headmaster's cooperation and empathy, infra-structural environment, and guardians' interest and cooperation(O. Ahmed, 2014).

Conclusions

This study set out to determine the influence of motivation of part-time teachers on student's academic performance in private secondary schools in Juba County, South Sudan. The study found one in two of part-time teachers to report being motivated in their job. Even so, there was a positive association between having higher level of education and training in teaching and being motivated to teach. Based on the motivation-hygiene theory proposed by (Herzberg et al., 1967), this study discovered that both intrinsic and extrinsic factors influence the degree of part-time teacher motivation in private schools in Juba county, and thus influence students' academic performance. Part-time teachers with lower levels of teaching experience and no teaching training, on the other hand, reported being more impacted by these factors than those with higher education and teaching experience. Respondents gave suggestions for how to boost teacher motivation.

Recommendations

This study recommends that teachers seeking to be part time teachers should have training in teaching practice before joining part-time teaching. The South Sudan's Ministry of Education should develop modalities to formally recognizing part-time teachers as members of the teaching profession in the country. Similarly, a government policy should be developed on how to deal with part-time teachers in both private and public schools and they be motivated, their skills, capacity should be developed properly to delivers services to their professions jobs as required from them. We also suggest future studies to be conducted on student success in subjects taught by part-time teachers, with comparisons made between teachers with and without teaching experience.

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