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## **Investigating the Role of Motivation on Performance in Relation to Teaching Management System**

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**Abstract**---Nowadays, the importance of motivation in encouraging teaching system become an important factor to facilitate knowledge and skills of academic to learners and increase the level of performance of teaching providers. The present paper is a study intended investigate the role of motivation in enhancing performance of teaching management system in Kurdistan region. A descriptive survey design was adapted to get information through structured questionnaires were a total sample of (136) respondents including Higher education and facilitators, teachers, and employees. The statistical tools used in the analysis and processing of the data were SPSS Statistics for Windows and Microsoft Office 2010. However, the research findings revealed that the performance of teaching management system at the (professional and service) level and motivation are significantly correlated. In addition, it was also found out that poor working condition and low salary level are the tow

variables that mediates the relation between teaching management system and the performance of the system.

**Keywords**---teaching management systems, motivation, low salary levels, poor working conditions.

## **Introduction**

A dynamic system that allows teachers to participate in the progress of every student in informing and guiding teacher training. It would only be rational for all interested parties to use and manage these resources in education through a university in the developing world. The teaching management systems provides user-friendly, automated monitoring and management tools for all your classroom classes, needs a more focused management system (quality, performance, capacity and value), as well as communication barriers for international business and management professionals. In the Kurdistan Region, higher education one of the reasons for poor professional performance, Poor service performance are used to explain the distinction between employees who have the same talents, abilities, quality, value, and opportunities to do their jobs in similar Universities and with the same facilities, because of poor working conditions, low salary levels, demonstrate different performances.

Teachers and employees of the university have taken a blended and complicated approach in the course of classroom training, especially in low salary and poor working conditions and the teaching management system in all universities. These advanced instruments provide individual support for students as well as in classes in which students have mixed learning skills. Teachers can cut down on the time spent typically in managing the curriculum software using features such as competitor licenses, an unlimited student database, automated writing assessment, test results, grades calculation and report generation. Human Resource Management is the way organizations use the workforce supervision process, structure and strategy. Motivations are part of the HRM and the key motivational roles are energetic and are the principal reason for the movement of any living organism, including a human being. Because motivation keeps workers seriously and cheerfully committed to their duties and their jobs. The facilitators, teachers and staff of this university do their jobs to the extent that they have to work relatively harder to fulfill the tasks that they are asked to play. Thus, improved Teaching Management System is driven by positively motivated employees by higher education.

## **The research purpose**

The research purpose is to the presence of the model of teaching management systems that were compared to decide structure is best for studying the theory. The general objective of this research was to examine the effect of motivation (intrinsic and extrinsic) factors on workers' performance teaching management systems and motivation, to establish the connection between teaching

management systems and Universities facilitators, teachers, employees, especially low salary levels and poor working conditions.

### **The research problems**

The Research Problems, present evidence in universities to analyze Moderator of motivation, and deteriorating standards in independent teaching management systems, and services especially in Kurdistan region Universities plus poor professional performance. One of the cited reasons for this poor service performance in Kurdistan region Universities is the absence of adequate Moderator motivation of universities facilitators, teachers, employees, especially low salary levels and poor working conditions. This conceptualization can equally concur with researchers and practitioners to have a better understanding of the concept. There is a call to examine the effect of teaching management systems and moderator of motivation on the performance in Kurdistan region Universities in the context of the current and dynamic environment, and its effect on results are growing, numerous unreciprocated questions remain as a major HRM factor in this area of management systems and moderator of motivation.

### **The research significant**

The Important of the study lie in shedding light on some theoretical issues of education-oriented organization and their teaching management systems. It has revealed the misperception of this vital educational organizational concept. The main issue with teaching management systems research is that the workforce is taken as abstract objects as the researchers assess detailed replies to a given set of assumptions.

### **The research questions**

- Does the relationship between the level of teaching management systems and motivation merge to perform among university facilitators, teachers, employees?
- Does teaching management systems, motivational techniques and tools used by the ministry of higher education and heads of universities to motivate facilitators, teachers, and employees?
- Does the teaching management systems, teachers, employees, intrinsic and extrinsic motivation factors/ tools, low salary levels and poor working conditions have been taken in to consideration by the ministry of higher education and universities?
- What is the impact of the teaching management systems on poor professional performance and poor service performance?
- Does low salary levels and poor working conditions' affect the performance of higher education and universities?

### **The research objectives**

- To assess the level of teaching management systems and motivation relationship performance among university facilitators, teachers, employees.

- To evaluate whether teaching management systems, motivational techniques and tools used by the ministry of higher education and heads of universities to motivate facilitators, teachers, employees.
- To determine whether the teaching management systems, teachers, employees, intrinsic and extrinsic motivation factors/ tools, low salary levels and poor working conditions have been taken in to consideration by the ministry of higher education and universities.
- To determine the impact of teaching management systems on poor professional performance and poor service performance.
- To identify whether low salary levels and poor working conditions' affect the performance of higher education and universities

### Research model

The Research Model contain motivation and work performance, and teaching management systems perceived by services, facilitators, teachers, and employees. It also contains low salary levels, and poor working conditions that onsequently lead to more poor professional performance and poor service performance from negatives members of perceived teaching management systems. also, The study contains a negatives relationship between higher education and facilitators, teachers, employees, mediators of low salary levels and poor working conditions, and with moderator motivation in the corporation. Thus, it contributes to more poor professional performance and poor service performance.

Figure 1: Research Model

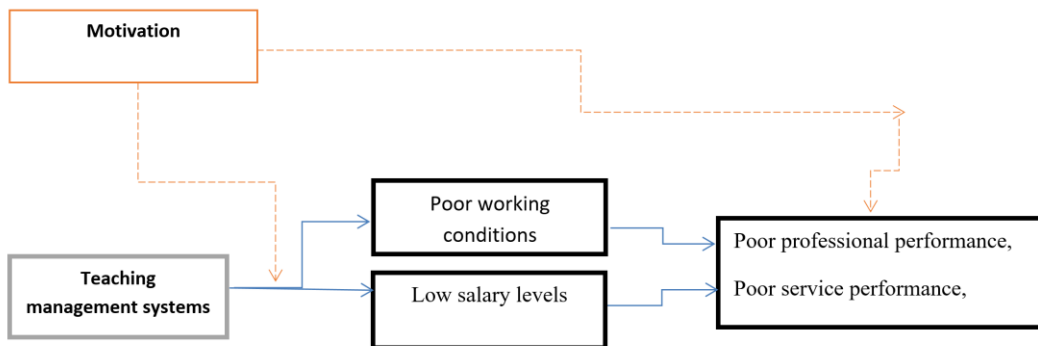


Figure 1. research model

From this perspective, the positive impact of higher education and teaching management systems perceived by services, facilitators, teachers, employees can play a significant role in improving regulatory focus moderator motivation and work performance. Specifically, the study indicates that the research model conceptualized teaching management systems, and the moderator motivation affecting in a way to support the overall universities and colleges goals set by the Ministry of Higher education.

## **Hypotheses**

### *Hypothesis 1*

Teaching management systems has a positive relationship with poor professional performance, (H1a), and poor service performance, (H1b).

### *Hypothesis 2*

Teaching management systems has positive relationship with low salary levels, (H2a), and poor working conditions, (H2b).

### *Hypothesis 3*

Poor professional performance, poor service performance, and teaching management systems are affirmatively related to low salary levels, (H3a), and poor working conditions, (H3b).

### *Hypothesis 4*

Low salary levels, and poor working conditions mediated the relationship between teaching management systems, (H4a), poor professional performance, (H4b), and poor service performance, (H4c).

### *Hypothesis 5*

Moderator motivation is positively related to teaching management systems, (H5a), poor professional performance, (H5b), and poor service performance, (H5c), mediators' low salary levels, (H5d), and poor working conditions, (H5e). □

## **Literature Review**

### **Educational management system**

Education management system refers to managing the education system through associating human and material resources to plan, strategies, then move to the implementation and monitoring phase to consequence a well-organized education system. measuring performance in accordance with clear goals is the trait of a rationally managed organization (Bush, et al. 1999). An appropriate management-oriented system is compulsory to paradigm a high-level university education and teaching staff. because of the substantial percentage of practice in educational administration involves rejecting some courses of action in favor of a supreme one, values are generally approved to be the central to the field (Tomlinson, 2004). It includes principals, teaching staff, non-teaching staff, administrative personnel and other educational professionals working side by side in accordance with the conventional goals to boost the system subsequently. At this level the administration is compulsory to panel all the various section tasks and practice in accordance with the planed roadmap successfully. Therefore, it's a substantial fragment of education system that involves planning, organizing, implementation, review, evaluation, and combination of an institution.

### **Motivation**

Motivation is one of the most essential factors which stimulate individuals to desire to work towards their target, it involves the factors that direct and maintain

these goal-directed actions. Motivation is the inner drives which include interest, curiosity and goals that impulse individuals towards an action, to attain a set of goals. (Harmer 2007). Motivation categorizes to internal and external motivation, both appear basing on the objectives, interest, and needs. Internal motivation occurs when the purpose of performance appraisal/performance management is to emphasis rather than only recognizing the necessary abilities an individual requires to be able to perform efficiently, likewise to coach individuals so as to train a desire for continuous improvement (Latham, 2012). On the other hand, external motivation results in the working environment as financial rewards, acknowledgments...etc., thus evoke employees to keep working creatively and productively. Thus, both categories interrelate and work accordingly.

### **Working conditions**

According to business dictionary “working conditions refers to working environment and all existing circumstance affecting labor in the work place, including: job hours, physical aspects, legal rights and responsibility organizational culture work load and training”. Gerber et al (1998) defines working condition as: “working conditions are created by the interaction of employee with their organizational climate, and includes psychological as well as physical working conditions” Therefore, we adopt the definition of working conditions as follows: “working conditions refers to the working environment and aspects of an employee’s terms and conditions of employment”. The work environment comprises the physical, geographical location and the immediate surroundings of a workplace (including factors like air quality, noise level, etc.), as well as the perks and benefits associated with an employment. Working conditions are defined as the circumstances such as working hours, stress, degree of safety, or danger that affect the workplace (Business Dictionary, EIONET, 2012) .

Improving the work environment and conditions contributes greatly to the staff’s motivation, and subsequently to their performance. An improved work environment and better work conditions can also reduce staff turnover and the related costs (Leblebici, D., 2012). also, one of the nonfinancial factors affecting morale and motivation. Staff members that are satisfied with their work environment will more likely comply with the organization’s rules and interests. As they strive to keep their position, they will prefer to put their personal interests behind the organization’ and refrain from dishonest behavior such as fraud, embezzlement, accepting bribes, engaging in corrupt activities, or theft. Working conditions and work environments have a significant impact on employee productivity and on the eventual success of a business. While conditions often vary by industry, and the resources of the employer, successful business owners pay attention to and understand the conditions under which they expect their workers to perform.

### **Low salary level**

People are often motivated by money. The salary which a worker is paid by can have a great influence on his performance. A worker doesn’t simply view his

salary as dollar amount, he sees it as the value his employer consider him as a worker (Armstrong 2003). The level of appreciation he feels can have a direct impact on his overall performance. A worker is more probable to perform to his potential if the salary is truly sufficient. A person earning a high salary is potentially motivated to do a good job, as he intends to gratify his employer to retain his position. according to Zeynep Ton, a professor at the MIT Sloan School of Management, interviewed by the Atlantic, research has shown that an employee satisfied with his pay is more productive and motivated, although pay is not the only factor (Ehrlich, 2006).

A well-paid employee feels valued by his organization. He recognizes management isn't just pays him to get the job done, he's also esteemed for his subject matter expertise. This employee is more expected to be satisfied with his job, inspite of looking for a better paid occupation. However, when an organization doesn't value the employees effort, they are expected to take a higher paying positions with equivalent nature at other companies (Chen et al, 2003). The advantages of high salary can often be eclipsed by performance-based pay. (Gardner et al. 2004) stated that using a performance-based pay strategy can provide a worker with extra motivation to do his job to the very best of his ability. This can be an effective way to align a worker's incentive for earning additional monetary bonuses with the goals of the company.

### **Performance**

Is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. According to Ingram (2000) teamwork is a strategy that has a potential to improve the performance of individuals and organizations, but it needs to be nurtured over time. Organizations need to look at strategies for improving performance in the light of increasingly competitive environments. The factors affecting the professional performance of teachers are of two types, the external factors and the internal factors. There are many external factors effecting how a teacher makes discussion in the classroom. While it is difficult to attach any order of significance to these factors, since every teacher is diverse, they will include to some degree the expectations of the community, the particular school system in which the teacher is employed, the grade policies of the school itself, the parents and the students (Hasan, 2004). Performance means mode or quality of function. Therefore, organizational performance is a general structure that refers to how organizational operations are performed. The most famous definition of performance is provided by Neely et al. (2008) " The process of explaining the quality of effectiveness and efficiency of past actions" according to this definition, performance is divided into two components: 1) Performance that describes how the organization uses resources to produce services or products; That is, the relationship between the actual and desired composition of the inputs to produce certain outputs. 2) effectiveness that describes the degree of achievement of organizational goals (Rahnavard, 2011). In another definition, Boyatzis (1982) provided an interesting definition of effective performance; thus, the effective performance of a job is to achieve specific results or achieve specific results predetermined for the job by taking specific actions that

are in accordance with the policies, procedures and conditions of the organizational environment.

### Methodology

for the purpose of this study, a questionnaire is prepared, then it distributed in Higher education universities and institution among facilitators, teachers, and employees. Hence, it contributed to more poor professional performance and poor service performance. The many methods and tools. The knowledge and development of teaching management systems were researched using a questionnaire to gather data on perceived services, facilitators, teachers, employees, and low-income levels, as well as deprived working circumstances. The online survey was administered using Freeonlinesurveys.com, which provides computer application assistance for online surveys. We worked to reduce errors that occurred because of non-response, insufficient samples, and respondents who provided inaccurate responses.

the survey of the variables frequency shows that the age of the respondents were from 18 to over 46 years. According to statistical analysis, among the 136 participants, there were 99 males and 37 females, accounting for 72.8%, and 27.2% of the total number of participants respectively. In terms of education level, the participants below undergraduate accounted for 2.2%, undergraduates and Bachelor 15.4%. And Master 57.4%. And also Ph.D. 25%. From 136 respondents that high level is good for them. The factors that are listed above are included as control variables in our research. Participating counties across the country. In order to help in meeting the goals, open-ended questions were utilized as well as those that were closed. The purpose of the survey is known to all who participated from the beginning. After giving regard to the various comments and recommendations, they were implemented. The SPSS Statistics for Windows and Microsoft Office 2010 were used for data processing and analysis.

### Data Analysis and Result

Demographics var.		Frequency	Percent
Gender	Male	99	72.8
	Female	37	27.2
	Total	136	100.0
Age	18-25	5	3.7
	26-45	102	75.0
	>46	29	21.3
	Total	136	100.0
Certificate	Institute	3	2.2
	Bachelor	21	15.4
	Master	78	57.4
	PhD	34	25.0
	Total	136	100.0

variables	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	fi	%	fi	%	fi	%	fi	%	fi	%		
EM1	18	13.24	38	27.94	20	14.71	40	29.41	20	14.71	3.04	1.07

From Table No. 1 it is clear that:

- The percentage of males among the respondents is greater than that of females, reaching (72.8%) and (27.2%), respectively. This indicates that the majority of respondents were males.
- While the age range of the respondents ranged greater for the category (26-45) by (75%), which indicates that the majority of the respondents are young people.
- Finally, with regard to the educational level, the largest percentage of the respondents belonged to the holders of higher degrees (Masters and Ph.D.), whose percentages were (82.35%), and this is a good indication that the majority of the sample members were holders of higher degrees and thus indicates the accuracy of the answers and thus reflects on the accuracy of the answers.

variables	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	fi	%	fi	%	fi	%	fi	%	fi	%		
EM1	18	13.24	38	27.94	20	14.71	40	29.41	20	14.71	3.04	1.07
EM2	6	4.41	18	13.24	14	10.29	52	38.24	46	33.82	3.84	1.04
EM3	11	8.09	26	19.12	30	22.06	46	33.82	23	16.91	3.32	0.83
Average		8.58		20.10		15.69		33.82		21.81	3.40	0.98
variables	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	fi	%	fi	%	fi	%	fi	%	fi	%		
MO1	6	4.41	19	13.97	30	22.06	57	41.91	24	17.65	3.54	1.07
MO2	3	2.21	13	9.56	13	9.56	54	39.71	53	38.97	4.04	1.04
MO3	0	0.00	10	7.35	16	11.76	72	52.94	38	27.94	4.01	0.83
Average		2.21		10.29		14.46		44.85		28.19	3.87	0.98

Table No. (3): frequencies and relative distribution of the answers for Education management system

### Description of the search dimensions

The frequency distributions and percentages of the research exclusion, and it was shown the following:

- The dimension (poor working conditions) indicates that (45.83%) of the sample members agree with this dimension, while the rate of those who

disagree is (54.17%), which means that the sample members do not agree with this dimension.

- The dimension (Low salary levels) indicates that (56.99%) of the sample members agree with this dimension, while the rate of those who disagree is (43.02%), which means that the sample members agree with this dimension.
- The dimension (Performance) indicates that (66.67%) of the sample members agree with this dimension, while the rate of those who disagree is (33.33%), which means that the sample members agree with this dimension.
- The dimension (Motivation) indicates that (73.04%) of the sample members agreed with this dimension, and the rate of neutrals was (14.46%), while the rate of those who disagreed was (12.50%), with an arithmetic mean and standard deviation of (3.87), (0.98) on the respectively, which means the agreement of the sample members with this dimension, as the arithmetic mean exceeded the hypothetical mean (3) on the five-point Likert scale adopted for this dimension.
- Refers to the (Education management system) dimension, which indicates that (55.64%) of the sample members agreed with this dimension, and the rate of neutrals was (15.69%), while the rate of those who disagreed was (28.68%), with an arithmetic mean and standard deviation of (3.40), (0.98). ) respectively, which means that the sample members agreed with this dimension, as the arithmetic mean exceeded the hypothetical mean (3) on the five-point Likert scale adopted for this dimension, as shown in Table (2).

Table (4): Cronbach's Alpha for var.

Var.	Cronbach's Alpha	N of Items
Working condition	0.72	3
Low salary level	0.76	2
Motivation	0.82	3
Education management system	0.77	3
Performance	0.78	3
Total	0.72.	14

Through Table No. (7), which represents the estimation of the reliability coefficient, where the scale reliability of the questionnaire questions was calculated for the five variables with their paragraphs, as well as the reliability coefficient of the questionnaire questions as a whole was calculated. (70%) and this indicates the stability of the questionnaire questions

Table (5): Correlation Matrix of Model Constructs

		Working condition	Low salary level	Motivation	Education management system	Performance
Working condition	Pearson Correlation	1				
Low salary	Pearson Sig.	.064	1			

level	Correlation					
	Sig.	.460				
Motivation	Pearson	-.008	-.085	1		
	Correlation					
	Sig.	.930	.326			
Education	Pearson	-.223**	-.333**	.222**	1	
management	Correlation					
system	Sig.	.009	.000	.010		
Performance	Pearson	.247**	.171*	-.118	-.532**	1
	Correlation					
	Sig.	.004	.046	.172	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### *Hypothesis 1*

There is a positive, statistically significant relationship between the variable (Teaching management systems) and the (performance) variable. To test the hypothesis, we rely on the results shown in Table No. (5), where it was found that there is a negative significant relationship between the variable (Teaching management systems) and the variable (performance), because the value of the level of statistical significance (SIG.) for the value of the correlation coefficient of (0.000) was less than the level of significance (0.05) and its value (0.532), that is, whenever the values of one of the two variables change, the other variable changes in the opposite direction by (53%). We reject the hypothesis made by the researcher.

### *Hypothesis 2*

There is a positive, statistically significant relationship between the variable (Teaching management systems) and the variable (low salary levels). Also, there is a positive, statistically significant relationship between the independent variable (Teaching management systems) and the mediator variable (poor working conditions). To test the hypothesis, we rely on the results shown in Table (5), which show the following:

- The existence of a negative significant relationship between the variable (Teaching management systems) and the variable (low salary levels) because the value of the level of statistical significance (SIG.) for the value of the correlation coefficient, which is (0.000) was less than the level of significance (0.05) and its value (0.333), that is, whenever it changes the values of one of the variables, the other variable changes in the opposite direction by (33%). We reject the hypothesis that the researcher came up with.
- The existence of a negative significant relationship between the variable (Teaching management systems) and the variable (poor working conditions) because the value of the level of statistical significance (SIG.) for the value of the correlation coefficient of (0.009) was less than the level of significance (0.05) and its value (0.223), that is, whenever it changes the values of one of

the variables, the other variable changes in the opposite direction by (33%). We reject the hypothesis that the researcher came up with.

### *Hypothesis 3*

There is a positive, statistically significant relationship between the independent variable (Teaching management systems) and the dependent (performance) and the intermediate variable (low salary levels). Moreover, there is a positive, statistically significant relationship between the independent variable (Teaching management systems) and the approved (performance) and the intermediate variable (poor working conditions). In other words, the researcher claims that 'Poor professional performance, poor service performance, and positive teaching management systems are associated with low salary levels, (H3a), and poor working conditions, (H3b).'

Table No. (6): Regression Results

R Square	0.098
F value	8.305
F (Significance)	0.000
Beta of Performance (Sig.)	-009(0.930)
Beta of Teaching management systems (Sig.)	-0.338 (0.001)

Table No. (7): Regression Results

R Square	0.059
F value	5.211
F (Significance)	0.007
Beta of Performance (Sig.)	0.179(0.043)
Beta of Teaching management systems (Sig.)	-0.128 (0.196)

In order to test hypothesis No. (3), a multiple linear regression model was used, and the results are summarized in Tables No. (6) And (7) and it turns out the following:

- There is a statistically significant effect of the interpreted variables (Performance) and (Teaching management systems) on the dependent variable (low salary levels) depending on the value of the statistical significance level (Sig.) in terms of (0.000), where its value was less than the level of significance (0.05 This indicates that the explanatory variables are significant and explain (1%) of the changes occurring in the dependent variable, meaning that the multiple regression equation was significant. The explanatory variable (teaching management systems) was only significant, and the other explanatory variable (Performance) did not have a significant effect on the dependent variable (low salary levels) depending on the value of (Sig.) associated with it. This means that whenever the value of the significant explanatory variable increases by one unit, this leads to a decrease of (0.338) units at the top of the dependent variable (low salary levels). As shown in Table No. (6).
- There is a statistically significant effect of the interpreted variables (Performance) and (Teaching management systems) on the dependent variable (poor working conditions) depending on the value of the level of statistical significance (Sig.) in terms of (0.000), where its value was less

than the level of significance (0.05). This indicates that the explanatory variables are significant and explain (1%) of the changes occurring in the dependent variable, meaning that the multiple regression equation was significant. The explanatory variable (Performance) was only significant and the other explanatory variable (teaching management systems) did not have a significant effect on the dependent variable (low salary levels) depending on the value of (Sig.) associated with it. This means that whenever the value of the significant explanatory variable increases by one unit, this leads to an increase of (0.179) units at the top of the dependent variable (poor working conditions). As shown in Table No. (7).

#### *Hypothesis 4*

Low salary levels and poor working conditions mediated the relationship between teaching management systems, (H4a), poor professional performance, (H4b), and poor service performance (H4c). There is a statistically significant relationship between the independent variable (teaching management systems) and the dependent variable (performance) with the presence of the intermediate variables (Low salary levels) and (poor working conditions), respectively, that is, is there an indirect relationship between the independent variable and the dependent variable? Do the intermediate variables (low salary levels) and (poor working conditions) have a role in transferring the influence from the independent variable (teaching management systems) to the dependent variable (performance)? Is the mediation type being total or partial?

Table (8): Mediation Path Coefficient

No.	Path	Estimate with Moderator	sig.	Decision
1	TM→PE	-0.1399	0.0004	Sig.
2	TM→PWC→PE	-0.0083	0.0436	Sig.
3	TM→LS→PE	0.0005	0.9417	Not Sig.

Where: TM: Teaching Management Systems, PE: performance, PWC: poor working conditions, LS: Low salary levels

From Table No. (8) we note the following:

- There is a direct effect of the independent variable (Teaching Management Systems) on the dependent variable (Performance), meaning that the relationship between them is statistically significant because the value of the level of statistical significance (Sig.) for the regression weight (0.0004) was smaller than the level of statistical significance (0.05).
- There is no indirect effect of the independent variable (Teaching Management Systems) on the dependent variable (Performance) through the intermediate variable (Low salary levels). We conclude this through the level of statistical significance (Sig.) of the regression weight of the influence of the independent variable on the dependent variable through the median of (0.9417) where it was greater than the level of significance (0.05), and this indicates that there is no indirect effect of the independent variable on the dependent variable through the mediator variable, meaning that the

mediator variable has no importance for its presence in the model. As shown in Figure (1).

- There is an indirect effect of the independent variable (Teaching Management Systems) on the dependent variable (Performance) through the mediator variable (Poor Working Conditions), and we conclude this through the level of statistical significance (Sig.) of the regression weight of the influence of the independent variable on the dependent variable through the mediator. The amount (0.0436) was less than the level of significance (0.05), and this indicates an indirect effect of the independent variable on the dependent variable through the mediator variable. In other words, the variable (Poor Working Conditions) has a role in transferring the relationship that exists between the two independent and dependent variables, that is, the type of mediation is partial mediation, as shown in Figure (1).

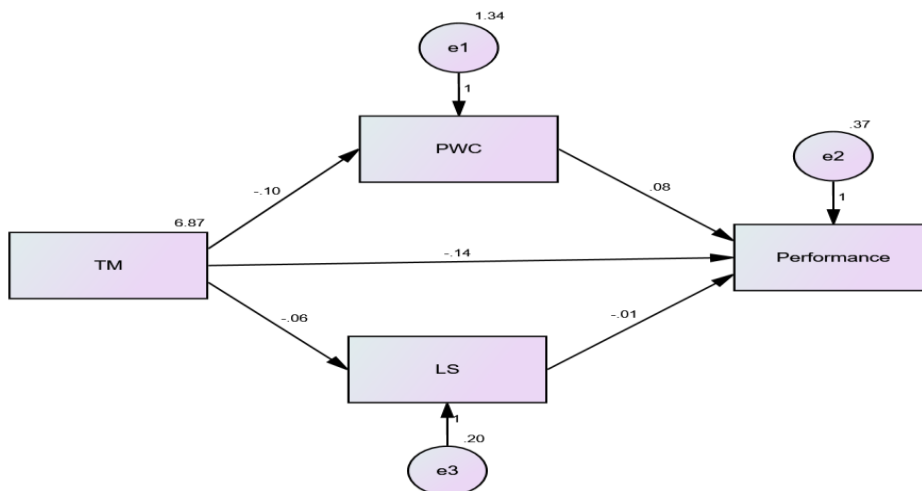


Figure 1. Direct and Indirect path between (TM) and (PE) through the two mediator variables

#### *Hypothesis 5*

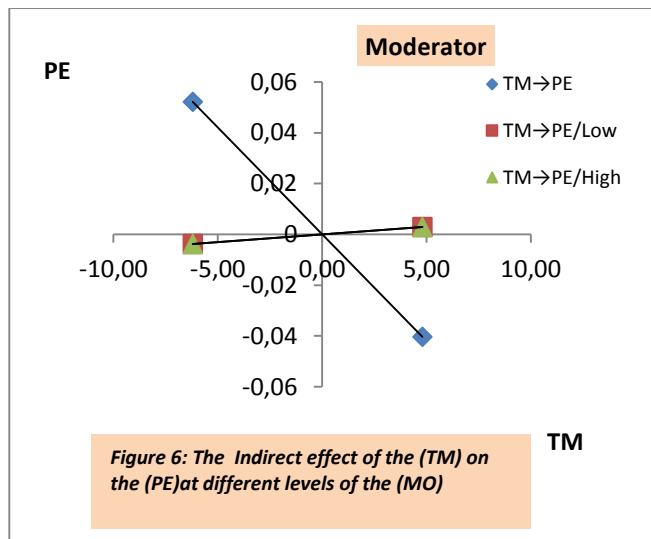
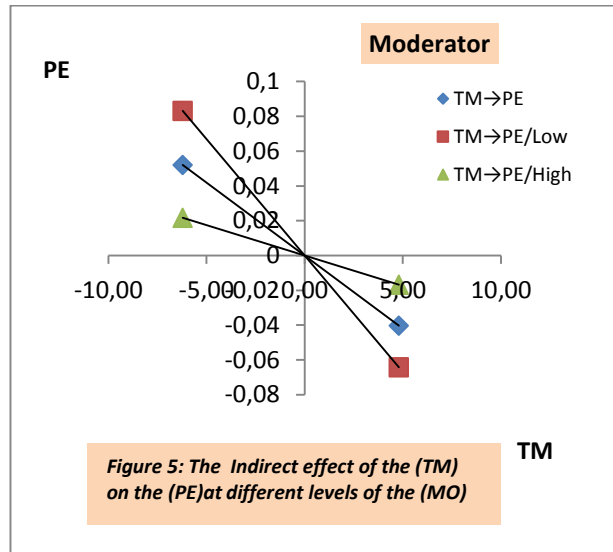
There is a statistically significant relationship between the independent variable (teaching management systems) and the dependent variable (performance) with the presence of the two intermediate variables (Low salary levels) and (poor working conditions), respectively, and with the different levels of the two modified variables (motivation). In other words, the presence of the rate variable helps to modify the relationship (either make the relationship strong or vice versa) and with its different levels (high and low) between the independent and dependent variable with the presence of the two intermediate variables. That is, does the positive relationship between the independent variable (teaching management systems) and the dependent variable (performance) differ in the presence of the two intermediate variables (Low salary levels) and (poor working conditions), respectively, and with the different levels of the two modified variables (motivation)?

Table (9): Moderating Path Coefficient between TM and PE

Relationship	Moderator	Estimate	<i>sig.</i>	Decision
TM→PWC→PE	-----	-0.008	0.047	Sig.
TM→LS→PE	-----	0.001	0.918	Not Sig.
TM→PWC→PE	MO /Low	-0.013	0.043	Sig.
	MO /High	-0.004	0.470	Not Sig.
TM→LS→PE	MO /Low	0.001	0.902	Not Sig.
	MO /High	0.001	0.891	Not Sig.

From table (9) it is clear that:

- The indirect relationship between the variable (Teaching Management Systems) and the variable (performance) was statistically significant through the intermediate variable (poor working conditions) based on the value of the level of statistical significance (Sig.), which was less than the level of significance (0.05). This indicates that the mediating variable has a role in transferring the relationship between the independent and dependent variables; we also note that with the presence of the modified variable (poor working conditions) and at its lowest levels, it makes the indirect relationship increase inversely. In other words, whenever the independent variable increases by one unit, the dependent variable decreases by (-0.013) units compared to the absence of the rate, so we can conclude that the interaction Between the variable (Teaching Management Systems) and the rate variable (motivation) makes the effect increase negative compared to the absence of the rate, as for the rate-variable interaction at its higher levels, it makes the indirect relationship between the independent and dependent variables insignificant, as it was found that this relationship was significant without the presence of The modifier (interaction), therefore, we conclude that the modifier at the mentioned levels negatively affects the indirect relationship and makes it insignificant, as shown in Figure (5).
- As for the indirect relationship with the presence of the median variable (Low salary levels) and with the different levels of the modified variable (motivation), we find that it is not statistically significant (not significant) depending on the values of the statistical significance level (Sig.) corresponding to the values of the effects (0.918, 0.902, 0.891). And respectively, where it was greater than the level of significance (0.05) and this indicates that the modified variable (motivation) and its interaction with the independent variable (Teaching Management Systems) do not have the ability to modify the relationship and make it significant, as in Figure (6)



**Limitations**

The study examines the effect of motivation factors on staff performance concerning teaching management system at public universities in Kurdistan region. it also studies the link between teaching management systems, working condition and low salary, but not concerned with other systematic efficient teaching environment at other private and international universities in the region. The generalizability of the findings is limited, as the sample of the survey contains 136 participants (males and females). Their education level the highest range of 57.4% for Master degree and 25% for Ph.D., consequently the result of the research is prospectively applicable for teaching staff rather than other specialist employees at universities. The data is collected via online questionnaire accessed

by academics in different fields due to the pandemic COVID 19. The survey is limited to public university academics in poor teaching conditions due to the current political, economic and Pandemic health crisis in Kurdistan region universities, as the result of the study ultimately unfunctional to other high quality teaching conditions at private or other international universities.

### **Conclusion**

This study sought to assess the role of motivation on teaching management system focusing on professional and service performance of the system. On the bases of the findings of the study, teaching management system is stimulated by income and working condition. The higher the level of income will produce higher level of professional and service performance, and the lower level of income will produce lower level of professional and service performance. Moreover, the better working condition will produce higher level of professional and service performance, and poor working condition will produce lower level of professional and service performance. According to the findings, the teaching management system are motivated by high level of income and good working condition; Hence, higher performance has a monetary equivalent which also increases the employees' desire to perform better.

### **Recommendations**

In light of the conclusion, its recommended that the remedy is in the domain of the university management to ensure that compensatory measures are in place and that prior consideration should be given to seeking ways to bolster teaching environments specifically in the public universities via supplying proper salary, resources and developed teaching equipment. Future studies should attempt to take this analysis by examining what emerged from the staff comments in terms of the environmental issues. As well as replicate the study conclusions in other cities in the region and private and international universities.

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