

Teachers' role in implementing the Somali primary school curriculum in Mogadishu, Somalia



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ABSTRACT

This study investigated the key factors influencing teachers' roles in implementing the primary curriculum in Mogadishu, Somalia. It explored the impact of Teacher Training and Qualifications (TTQ), Resource and Support (RS), and School Leadership and Culture (SLC) on Teacher Motivation (M) and its role in curriculum execution. A probability sampling method was used to select a representative sample of 322 teachers from a population of 2000, ensuring a broad perspective. The research employed Structural Equation Modeling (SEM) via the SEMinR software for analysis, supplemented by descriptive statistics to summarize the data. The analysis aimed to validate the measures, distinguish between constructs, and test the developed hypotheses. The results confirmed the significance of TTQ, RS, SLC, and Teacher Motivation in curriculum implementation, rejecting the null hypotheses with p-values significantly below the 0.05 threshold. The findings underscore the necessity of enhancing teacher training, resource provision, leadership, and motivation to improve curriculum implementation and educational quality.

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1. Introduction

The study of how teachers contribute to curriculum implementation is a popular subject in academic research. Studies have shown that successful curriculum implementation is heavily influenced by teacher training and qualifications, the resources and support available to teachers (RS), school leadership and culture (SLC), and the motivation and commitment of teachers. Additionally, research by [Kaya \(2019\)](#) highlights the importance of providing teachers with adequate support and access to necessary materials to effectively carry out the curriculum.

Teachers play a crucial role in the implementation of curriculum, serving as the primary foundation upon which its success hinges. This success, in turn, is contingent upon the quality of teaching and learning tactics employed, as well as the learning materials and assessment methods utilized. Effective participation in curriculum development and implementation is contingent upon

the status of teachers as trainees. This necessitates comprehending and engaging in the process of curriculum development, assuming additional responsibilities as consultants, facilitators, and curriculum developers ([Oğuz and Kalkan, 2011](#)).

The educators additionally contribute essential insights in the identification of learning objectives, the selection of content, and the construction of relevant instructional strategies for their pupils. Educators employ pedagogical strategies to effectively incorporate the curriculum within the classroom setting. They leverage their instructional expertise to impart lessons, foster interactive dialogues, and evaluate students' academic advancement ([Nevenglosky, 2018](#)).

Curriculum implementation encompasses the strategies and techniques employed to effectively transmit the intended curriculum to students, hence facilitating the process of learning. This pertains to the daily instructional practices aimed at facilitating children's advancement, encompassing interpersonal exchanges, the educational setting, and the learning activities themselves. Additionally, it encompasses the provision of resources, as well as the possibilities afforded to learners.

Curriculum implementation encompasses the process by which the intended or formally prepared educational program is transformed by the instructor into syllabi, work plans, and instructional sessions that are imparted to students. The

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incorporation of implementation, as a crucial component of curriculum creation, facilitates the realization of the anticipated modifications (Chaudhary, 2015).

Teacher education is a framework through which aspiring educators can obtain the necessary knowledge and abilities, as well as cultivate favorable attitudes, values, and beliefs. This task can be accomplished through the utilization of the available curriculum. The caliber of educators generated by any educational institution is inevitably contingent upon the curriculum provided to them throughout their training phase (Saleh et al., 2021).

Following an extensive examination of several scholarly studies pertaining to curriculum and the pivotal influence of teachers in shaping curriculum, the process of curriculum development underwent decentralization. To enhance the engagement of instructors in the responsibilities of curriculum framing and textbook creation, it is recommended that the process be decentralized. The concept of decentralization entails the provision of increased levels of autonomy to the state or district. The curriculum serves as a comprehensive indicator of pupils' holistic growth and progress. Teachers serve as intermediaries between the prescribed curriculum and the student body. The individual possesses knowledge regarding the diverse requirements of students, educational establishments, industries, and parents, who are all considered stakeholders. The maintenance of teacher education quality is upheld by the implementation of a well-designed curriculum for teacher education (Alek et al., 2021).

The teaching methods used by educators are guided by a set curriculum. A curriculum outlines the instructional content and may offer guidance on the order in which topics should be taught. It can also provide inspiration and assessment techniques for educators. For a student to advance to the next level, they must meet certain academic requirements. Without a well-defined curriculum, teachers struggle to ensure that students acquire the necessary skills and opportunities needed for success in the next stage of their education or career, such as high school, college, or a specific job (Alek et al., 2021).

Students who adhere to a demanding academic program have the capacity to assume personal accountability for their education, effectively structure their semester, optimize their time management skills, and acquire knowledge regarding active learning strategies. Many students often perceive learning as the acquisition of accurate knowledge, although they may lack a comprehensive understanding of the concept of active engagement in the learning process. In addition to mere memory and recollection, it is imperative that students receive appropriate direction concerning the knowledge and skills they should acquire prior to enrolling in a course. This will enable individuals to objectively evaluate their preparedness, situate the course within a broader educational framework, and

delineate the available learning materials (Alek et al., 2021).

The curriculum holds significant significance and serves as the core component in the realm of education. The curriculum refers to the deliberate arrangement of students' engagement with instructional content, tools, resources, and assessment methods to assess the achievement of educational goals (Gunduz, 2014). In the present day, Teachers have a pivotal and indispensable role in the effective implementation of the basic curriculum in Somalia. The individuals in question bear the responsibility of establishing a conducive and encouraging atmosphere for learning, imparting the curriculum in a manner that is both captivating and efficacious, and evaluating the acquisition of knowledge by students (Wan et al., 2018). In order to effectively fulfill their role, educators must possess a comprehensive comprehension of the primary curriculum in Somalia, encompassing its overarching aims, specific objectives, and subject matter (Alsubaie, 2016). In addition, it is imperative for educators to possess a comprehensive understanding of diverse pedagogical approaches and instructional techniques that align with certain academic disciplines and varying stages of student development. Educators strategically design instructional materials and activities that adhere to the Somali basic curriculum while effectively catering to the unique requirements and aptitudes of their students. In addition, they engage in the creation of lesson plans that are both captivating and efficacious, employing a diverse range of pedagogical approaches to facilitate teaching and learning (Alsubaie, 2016). Educators bear the responsibility of imparting knowledge in a manner that is both efficacious and captivating. A diverse range of instructional techniques and approaches are employed to effectively cater to the needs of all students. In addition, educators possess the capability to modify their instructional approaches as necessary in order to cater to the diverse requirements of their students (Munna and Kalam, 2021). Educators evaluate the progress of students to ascertain their level of achievement in relation to the learning objectives outlined in the basic curriculum of Somalia. A diverse range of assessment methods is employed, encompassing official evaluations such as examinations, quizzes, and assignments, with informal assessments including observation and questioning (Oteng et al., 2023). Educators offer pupils comments according to their academic progress. The provision of feedback needs to possess the qualities of specificity, timeliness, and constructiveness (Obilor, 2019). This tool is designed to assist students in recognizing their areas of proficiency and areas for growth, as well as establishing objectives for enhancing their performance. Furthermore, educators also assume a broader responsibility in the implementation of the basic curriculum in Somalia. Educators bear the responsibility of establishing a conducive and encouraging milieu for the educational development

of their students. Additionally, they contribute to the cultivation of students' social and emotional competencies, as well as their development as responsible citizens (Dagneu, 2020). The primary curriculum has a big influence on the following level of school and is essential in forming a student's educational path. It has an impact on the stages that come after, including the basis of knowledge and abilities, the growth of learning skills, continuity and advancement, topic specialization, and socio-emotional development (Nevenglosky, 2018).

Hence, this study aims to examine the influence of teacher training and qualifications (TTQ), teacher's RS, and teacher motivation on the mediator component of teacher motivation. The present study investigates the influence of teacher motivation as a mediator on the implementation of the primary curriculum in Mogadishu, Somalia.

1.1. Problem statement

Primary school teachers play a crucial role in implementing the curriculum. However, they face many challenges that hinder their effectiveness, such as lack of training and qualifications, insufficient RS, SLC, and low motivation and commitment. They also have to manage large class sizes and heavy workloads (Jabal, 2006). Many primary schools lack essential instructional resources like textbooks, supplementary materials, and technology, which makes it hard for teachers to effectively follow the curriculum and provide a high-quality education. Large class sizes can make it difficult for teachers to give personalized attention to each student, causing some students to fall behind while others are not sufficiently challenged (Nevenglosky, 2018). Many teachers do not receive enough professional development, including training in new teaching methods and assessment techniques, leaving them unsure of how to best implement the curriculum. This study aims to examine how teachers' roles affect the implementation of the primary school curriculum by addressing the challenges they face.

1.2. Scope of the study

The researcher will study the role of teachers in implementing the primary school curriculum in Mogadishu, Somalia. The study will cover three areas:

- Content scope: The study will focus on public elementary schools in Mogadishu, Somalia.
- Geographical scope: The research will take place in Mogadishu, the capital city of Somalia.
- Time scope: The study will be conducted from July 2023 to January 2024.

1.3. Limitations and object of study

When examining the role of teachers in implementing the primary curriculum in Mogadishu, Somalia, there are several comprehensive limitations to consider:

1. TTQ
2. Teacher's RS.
3. SLC.
4. Teacher's motivation and commitment to the role of teachers in implementing the primary curriculum.

1.4. Hypotheses

The study hypotheses are:

- H1:** TTQ have a significant positive impact on their y Teacher's motivation.
- H2:** The teacher's RS has a significant positive impact on the Teacher's motivation.
- H3:** SLC has a significant positive impact on Teacher's motivation.
- H4:** Teacher's motivation and commitment have a significant positive effect on teachers' roles in implementing the primary curriculum.

The research model examines the impact of teacher training, qualifications, resource assistance, and school leadership on the implementation of the primary curriculum. It emphasizes teacher motivation as a mediating factor (Fig. 1). Other theories, such as Social Cognitive Theory, Self-Determination Theory, Transformational Leadership Theory, and Diffusion of Innovations Theory, are used to provide a comprehensive theoretical foundation. The study aligns with wider educational theories that emphasize social cognitive processes, intrinsic motivation, leadership, and the spread of innovations in educational environments (Meng, 2022; Urhahne and Wijnia, 2023).

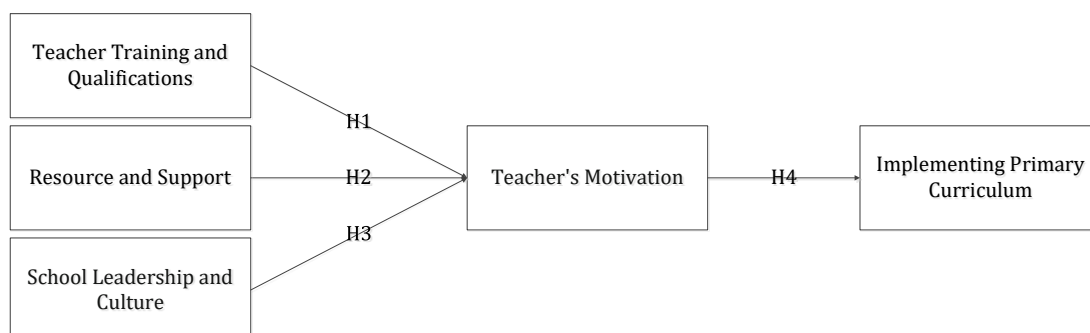


Fig. 1: Proposed research model

2. Literature review

2.1. The impact of TTQ on the role of teachers in implementing the primary curriculum

The presence of TTQ is crucial in ensuring the successful implementation of any curriculum, with particular significance when a new curriculum is being implemented (Nevenglosky, 2018). It is imperative for educators to possess a comprehensive comprehension of the updated curriculum alongside the requisite abilities and expertise to execute it (Saleh et al., 2021).

The role of teachers in implementing the Somali Primary Curriculum is greatly influenced by their training and qualifications (Gunduz, 2014). Educators who possess comprehensive training and appropriate qualifications are more adept at comprehending and executing the curriculum with efficacy. Moreover, they are more inclined to establish a conducive and encouraging educational atmosphere for their students. Educators who have undergone professional training possess a comprehensive comprehension of the Somali Primary Curriculum, encompassing its aims, subject matter, and evaluation techniques. This proficiency empowers them to strategize and execute impactful instructional sessions that cater to the diverse requirements of their pupils. Educators who have received formal training possess a solid grounding in pedagogical competencies, encompassing classroom management, lesson design, and evaluation. This proficiency equips them to provide an optimal learning milieu and employ efficacious instructional approaches, hence facilitating their students' attainment of educational objectives (Oliver and Reschly, 2007). Educators who have undergone professional training possess a robust understanding of the academic disciplines they instruct. This enables educators to respond to inquiries from students with precision and furnish them with the necessary assistance for achieving academic success. Educators who possess a high level of training are capable of employing a diverse range of instructional materials in order to effectively facilitate their teaching practices and cater to the unique requirements of their pupils (Yatun et al., 2021). This encompasses the utilization of various educational resources such as textbooks, technological tools, and supplementary materials to develop captivating and instructive instructional sessions. Educators who have received formal training have the ability to adapt their instructional methods in order to cater to the diverse demands of all students. This entails offering supplementary assistance to pupils who are encountering difficulties and presenting stimulating tasks to students who are demonstrating advanced abilities (Ireh and Ibeneme, 2010).

In general, the training and qualifications of teachers exert a substantial influence on the role they play in the implementation of the Somali Primary Curriculum. Educators who have received proper training and possess the necessary

qualifications are more adept at comprehending and executing the curriculum with proficiency. Additionally, they are capable of cultivating a constructive and nurturing educational atmosphere for their pupils (Alsubaie, 2016).

2.2. The teacher's motivation and commitment influence the role of teachers in implementing the primary curriculum

Teacher motivation and commitment are essential for effective primary curriculum implementation (Imron et al., 2020). Motivated and committed teachers are more likely to be enthusiastic about teaching and learning, use effective teaching strategies, and collaborate with colleagues and parents (Yan et al., 2023). There are several strategies that school administrators, policymakers, and other stakeholders can use to motivate and support teachers in primary curriculum implementation. Teachers should have access to high-quality professional development opportunities that help them understand and implement the curriculum effectively (Mark and David, 2020). Teachers should have access to the RS they need to implement the curriculum effectively, such as textbooks, materials, and technology. Teachers should feel valued and respected, and they should have a sense of belonging to the school community. They also take opportunities for leadership roles and to grow professionally.

Pelletier et al. (2002) investigated the influence of the working environment on teachers' professional motivation. The study found that the working environment affects autonomy and compels teachers to comply with something they dislike, affecting their morale. Freedom of insight into independence is essential for teachers (Bosso, 2017).

The relationship between job satisfaction and company commitment of workers in the info technology setting reveals that rewards in terms of salary, elevation, management, fringe benefits, subject rewards, co-workers, nature of work, and communication positively predict institution commitment (Mark and David, 2020).

2.3. The teacher's RS effect on the role of teachers in implementing the primary curriculum

Teachers are the primary implementers of the Somali Primary Curriculum. They are responsible for planning, delivering, and assessing instruction in alignment with the curriculum. Teachers need access to adequate RS to effectively implement the curriculum and help students achieve their learning goals (Alsubaie, 2016).

Teacher resources can include a variety of materials, such as textbooks, workbooks, manipulatives, and technology. These resources can help teachers to provide students with a variety of learning experiences and to assess their progress (Nevenglosky, 2018). Teacher support can come

from a variety of sources, such as school administrators, mentors, and professional development opportunities. This support can help teachers to develop their skills and knowledge and to stay up to date on the latest teaching practices (Chaudhary, 2015).

When teachers have access to adequate RS, they can more effectively implement the Somali Primary Curriculum (Altrichter, 2005). They are better able to plan and deliver instruction that is aligned with the curriculum and to assess student progress. Teachers who have access to RS are also more likely to be motivated and engaged in their work (Mogashoa, 2021).

2.4. The impact of the SLC on the role of teachers in implementing the primary curriculum

SLC plays a significant role in the implementation of the Somali Primary Curriculum. Effective leaders can create a supportive and collaborative environment where teachers feel empowered to try new things and take risks. They can also provide teachers with the resources and professional development they need to be successful (Arif et al., 2020).

School leaders play a key role in setting a vision for the school and developing a mission that is aligned with the Somali Primary Curriculum (Alek et al., 2021). When teachers understand the school's vision and mission, they are better able to align their teaching and assessment practices with the curriculum.

School leaders can support teachers in implementing the Somali Primary Curriculum by providing them with clear guidance and expectations (Leithwood and Sun, 2018). They can also help teachers to develop lesson plans and learning activities that are aligned with the curriculum.

School leaders can ensure that teachers have the resources they need to implement the Somali Primary Curriculum effectively. This may include access to textbooks, technology, and other instructional materials.

3. Methodology

3.1. Participants and sample

This study set out to investigate how teachers in the Banadir region were involved in the implementation of the Somali Primary Curriculum. To gain insight into the numerous factors that affect the implementation of teachers, four hypotheses were created, with an emphasis on TTQ, the teachers' RS, the SLC, and the teachers' motivation and commitment. To gather information from participants who were enrolled in public elementary schools in the designated area, the researchers used a cross-sectional questionnaire. The Likert scale was employed by the researchers to evaluate the individuals' answers, which ranged from strongly

disagreeing to strongly agreeing (Mohamed and Hassan, 2023).

A probability sampling method was employed to ensure the selection of a representative sample of 322 participants from a population of 2000 educators. The data analysis was performed with the Structural Equation Model SEMinR package, while descriptive statistics were employed to provide a summary of the quantitative data. The primary objective of the analysis was to assess the construct validity, discriminant validity, and test the formulated hypotheses. In general, the study utilized a robust technique to examine the involvement of teachers in the implementation of the Somali Primary Curriculum.

3.2. Data analysis

The collected data were subjected to quantitative analysis utilizing R-Programming for Structural Equation Modeling (SEMinR). SEMinR simplifies the process of constructing and estimating structural equation models (SEM) by providing a user-friendly syntax. SEM syntax enables applied practitioners to utilize vocabulary that closely resembles their usual modeling concepts (such as reflection, composite, and interactions) instead of explicitly stating underlying matrices and co-variances. SEM models can be calculated using either Partial Least Squares Path Modeling (PLS-PM).

The measurement and structural models in this study were estimated by the validation and verification of the research model. The evaluation of the measurement model involved examining construct validity, namely convergent and discriminant validity. The study employed convergent validity to assess three established measures of validity: Internal consistency (Composite Reliability CR), indicator reliability (indicator factor loadings), and convergent validity (AVE) (Bagozzi and Yi, 2012). Based on suggestions, it is suggested that the indicator loadings should be higher than 0.5, the composite reliability (CR) should be higher than the minimal threshold of 0.7, and the average variance extracted (AVE) for each construct should explain more than 50 percent of the variance (Fornell and Larcker, 1981). Some items were excluded from the validation procedure due to their low scale values, either because their Composite Reliability values were not validated or because their factor loadings were weak, measuring less than 0.5. The reliability analysis is considered finished whenever the CR surpasses the minimum threshold of 0.70, as stated by Hair et al. (2011). Construct validity was employed as a means of validating the instrument. To assess the research model as depicted in Fig. 1, data analysis was performed using the Partial Least Squares (PLS) method, with the analysis conducted using the R-Programming software package for this specific purpose. This software can manage non-normal data and provide a complete solution for models (Hair et al., 2020).

4. Results and discussion

4.1. Measurement model

The initial assessment of the measurement model was conducted in order to establish the factor loadings and the reliability and validity of the concept, as outlined by Hair et al. (2011). The method mostly involved 20 elements. During the examination of the measurement model, it was found that no items needed to be eliminated since all the factor loadings exceeded the recommended threshold of 0.600 (Hair et al., 2017). Hence, all inquiries were incorporated in the ultimate measurement procedure (Table 1 and Fig. 2). The Average Variance Extracted (AVE) and composite dependability of all the constructs are both greater than and equal to the respective thresholds of 0.50 and 0.70.

Hence, the confirmation of convergent validity and dependability is evident. Additionally, the discriminant validity results utilizing the Fornell and Larcker (1981) method are presented in Table 2. In the corresponding columns and rows, a construct is deemed acceptable if its diagonal values are greater than its non-diagonal values (Qureshi et al., 2023). As can be seen in Table 2, discriminant validity has been proven because all diagonal values are higher than non-diagonal values. The square root of the AVE for each construct is represented by the diagonal bold numbers, demonstrating the discriminant validity (Pineda, 2023). The values for all constructs are greater than 0.50 (Hair et al., 2017). Next, we examined the Heterotrait Monotrait ratio (HTMT) in Table 3, which also shows that the constructs' values are not greater than 0.85 or 0.9, showing that they have discriminant validity for the HTMT ratio.

Table 1: Factor loadings, reliability, and convergent validity

Variable	Items	Loadings	Alpha	ρ_c	AVE	ρ_A
TTQ	TTQ1	0.745	0.854	0.888	0.533	0.857
	TTQ2	0.690				
	TTQ3	0.745				
	TTQ4	0.748				
	TTQ5	0.742				
	TTQ6	0.699				
	TTQ7	0.737				
RS	RS1	0.698	0.791	0.865	0.616	0.796
	RS2	0.809				
	RS3	0.806				
	RS4	0.821				
	SLC1	0.817				
SLC	SLC2	0.792	0.861	0.900	0.642	0.867
	SLC3	0.816				
	SLC4	0.792				
	SLC5	0.789				
	M1	0.768				
M	M2	0.763	0.773	0.854	0.594	0.776
	M3	0.748				
	M4	0.803				
	IPCS1	0.836				
IPC	IPCS2	0.736	0.854	0.895	0.632	0.868
	IPCS3	0.745				
	IPCS4	0.781				
	IPCS5	0.869				

IPC: Implementing primary curriculum

Table 2: Discriminant validity (Fornell-Larcker criterion)

	TTQ	RS	SLC	M	IPC
TTQ	0.730				
RS	0.698	0.785			
SLC	0.569	0.568	0.801		
M	0.632	0.670	0.618	0.771	
IPC	0.585	0.633	0.704	0.558	0.795

Table 3: Heterotrait Monotrait ratio (HTMT)

	TTQ	RS	SLC	M	IPC
TTQ					
RS	0.843				
SLC	0.661	0.684			
M	0.767	0.854	0.746		
IPC	0.679	0.760	0.809	0.674	

4.2. Structural model by SEMinR

The coefficients of the structural model, which represent the interactions between different constructs, are obtained by estimating a set of regression equations. It is important to assess potential collinearity issues in the structural model regressions due to the possibility of skewed point

estimates and standard errors resulting from strong correlations among predictor constructs (Hair et al., 2019). The procedure resembles the evaluation of formative measurement models. However, in this instance, the predictor constructs' scores within each regression of the structural model are employed to compute the variance inflation factor (VIF) values. VIF values over 5 are suggestive of

potential collinearity problems among predictor variables Table 4. However, it is important to note that collinearity can also manifest at lower VIF values ranging from 3 to 5, as highlighted by Abdullahi et al. (2023).

4.3. Hypothesis test

Researchers used a significance level of P=0.05. The confirmation of the four hypotheses is supported by the standardized path coefficient values shown in Table 5. The structural model was analyzed using the bootstrap method in PLS-SEM

(Partial Least Squares Structural Equation Modeling), where the path coefficient serves as a standardized regression coefficient (beta) to assess the structural model and hypotheses. It indicates the direct relationship between an independent variable and a dependent variable.

Table 4: Collinearity

	VIF motivation
TTQ	2.132
RS	2.129
SLC	1.614

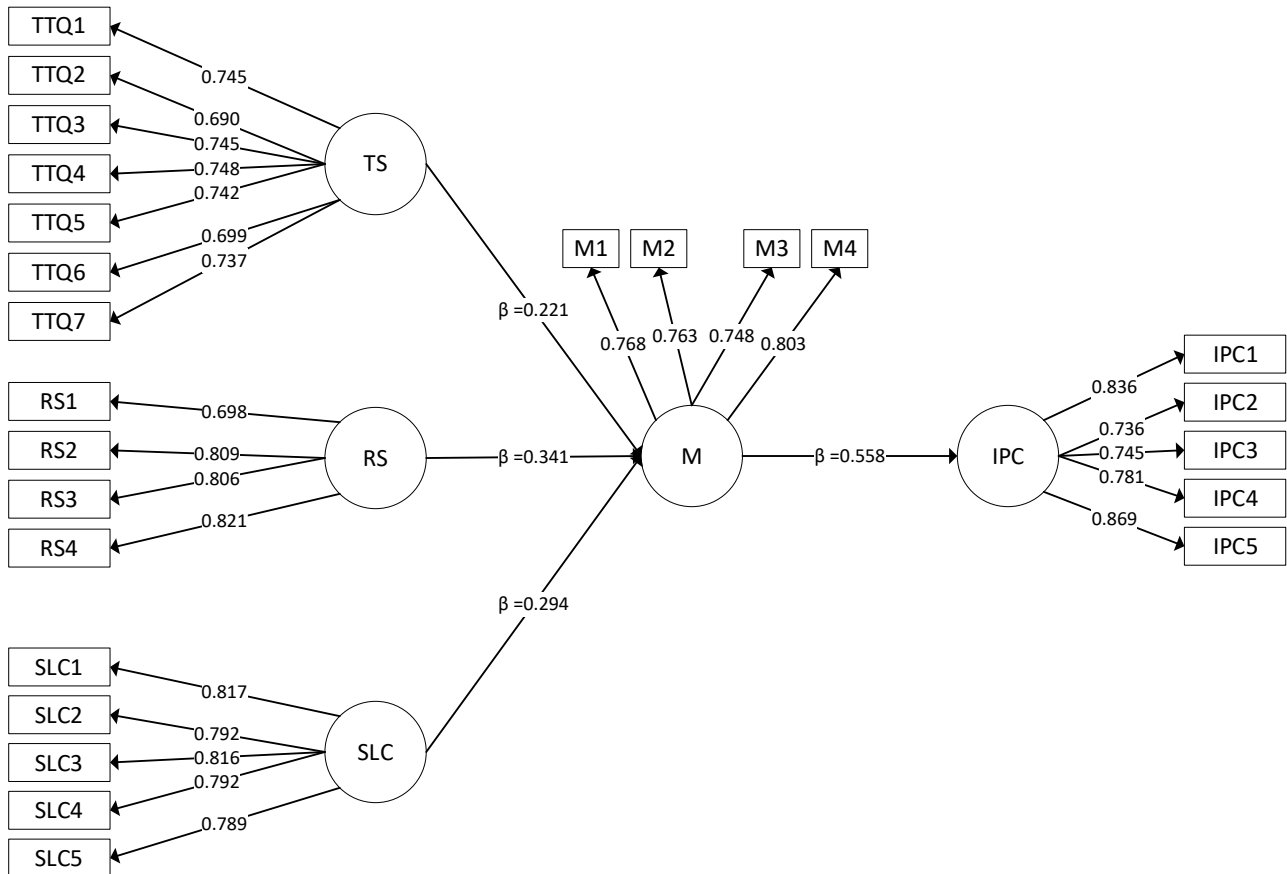


Fig. 2: Structural model

Ten thousand subsamples were used in the bootstrapping process to evaluate the path coefficients. Significant relationships are those with path coefficients that meet the criteria and have a p-value below 0.05. Definitions of p-value, t-statistics, path coefficient, and the 5% significance threshold are displayed in Table 5. This study confirmed four hypotheses: Hypothesis 1: TTQ influences teachers' motivation. The path coefficient (β) is 0.221, the t-statistic is 3.581, and the p-value is 0.002, indicating a significant impact. Hypothesis 2: The availability of RS materials and support affects teachers'

motivation. The path coefficient (β) for RS is 0.348, with a t-statistic of 5.160 and a p-value of 0.000, showing a significant impact. Hypothesis 3: SLC significantly influences teachers' motivation. The path coefficient (β) is 0.294, the t-statistic is 4.409, and the p-value is 0.001, confirming a significant impact. Hypothesis 4: The motivation mediator has a strong predictive influence on IPC. This is supported by a t-statistic of 11.404 and a p-value below 0.05, indicating a significant effect. Since all p-values are below 0.05, all hypotheses are confirmed.

Table 5: Results of path analysis

	Relationship	Original estimate	Bootstrap mean	T-statistic	P-V
H1	TTQ -> M	0.221	0.229	3.581	0.002
H2	RS -> M	0.348	0.347	5.160	0.000
H3	SLC -> M	0.294	0.292	4.409	0.001
H4	M -> IPC	0.558	0.562	11.404	0.000

4.4. Discussion

The objective of this study was to identify the primary factors that contribute to the involvement of teachers in the implementation of the primary curriculum. The Benadir area of Somalia is located in the southern part of the country, along the coast of the Indian Ocean. As previously stated, the assumptions put forth were examined through the utilization of structural equation modeling (SEM) analysis. The findings of this study validated four hypotheses and demonstrated their significance, namely, the impact of TTQ (H1), RS (H2), SLC (H3), and the mediating role of Teacher's Motivation (H4), as illustrated in Fig. 2. The findings provided validation for all of the proposed explanations. This study indirectly investigates the association between all independent factors that are connected to the dependent variable, providing support for previous research. The variable "Teacher's Motivate" was added to the model as a mediator variable and was found to have a significant association with the dependent variable, IPC.

Based on the statistical analysis shown in Table 5, it can be inferred that TTQ exhibits a statistically significant beneficial impact on Teacher Motivation. The T-Statistics value of 3.581 has been demonstrated, and the P-value is less than 0.05. Therefore, the acceptance of the first hypothesis (H1) is warranted since it aligns with the findings of the investigation (Ali et al., 2023). Hence, it can be concluded that TTQ exerts a favorable and significant direct influence on Teacher Motivation, as well as an indirect and significant impact on the Implementation of the Primary Curriculum. Based on the statistical analysis shown in Table 5, it can be inferred that the expectations for RS from teachers are robust predictors of the mediator factor of teacher motivation, which in turn has a significant indirect impact on the implementation of the primary curriculum. This is supported by the T-Statistics value of 5.160 and the P-Values that are below the significance level of 0.05. Therefore, it can be concluded that the second hypothesis (H2) has been validated. Affirming the findings established in the preceding studies (Pineda, 2023). The teacher's RS have been found to be major predictors of favorable direct and substantial effects on teacher motivation, as well as indirect and significant effects on the implementation of the primary curriculum.

According to the findings shown in Table 5, it can be observed that SLC exhibits a statistically significant beneficial influence on Teacher Motivation. The T-Statistics value of 4.409 has been demonstrated, and the P-value is less than 0.05. Therefore, the acceptance of hypothesis H3 is warranted as this particular situation aligns with the findings of the research. Hence, the impact of SLC on Teacher Motivation is found to be positive and significant, whereas its influence on the implementation of the Primary Curriculum is found to be indirect but still important. Based on the statistical analysis in Table 5, the Motivate mediator

factor has a strong predictive influence on the direct and significant effect of IPC. This is supported by a T-statistic of 11.404 and P-values below 0.05. Therefore, the fourth hypothesis (H4) is accepted. Consistent with previous studies (Kazi and Akhlaq, 2017; Shohel and Banks, 2012), the Motivate mediator factor is a strong predictor and has a positive and significant direct effect on teachers' IPC.

5. Conclusions

The main goal of this study was to investigate how TTQ, teacher's RS, and teacher's resources affect teacher motivation as a mediator. This study looks at how teacher motivation influences the implementation of the primary curriculum. The results show that TTQ and teachers' RS significantly impact opinions about teacher motivation. These findings are consistent with previous studies that highlight the importance of these factors in predicting attitudes toward teacher motivation. Future research could explore other constructs in the relationship model using PLS analysis. This study was conducted in educational institutions in Mogadishu, and different results might be found in other regions. The researchers suggest implementing strategies to improve teaching.

5.1. Recommendations

Based on the findings of the study, which highlight the significant impact of TTQ, teacher's RS on teacher motivation as a mediator factor for the implementation of the primary curriculum, the following recommendations can be tailored to specific stakeholders involved in curriculum implementation in similar contexts:

- Ministry of education or educational authorities
 1. Develop comprehensive guidelines or frameworks for TTQ that emphasize the importance of continuous professional development. This should include opportunities for teachers to enhance their pedagogical skills, subject knowledge, and classroom management techniques.
 2. Allocate sufficient RS systems to ensure that teachers have access to adequate teaching materials, technology, and ongoing support from mentors or senior teachers.
 3. Promote a positive and supportive working environment that fosters teacher motivation and engagement through recognition, rewards, and career advancement opportunities.
- Teacher training institutions or organizations
 1. Revise teacher training programs to incorporate modules or courses that specifically address the factors identified in the study. These modules should focus on enhancing teachers' knowledge, skills, and attitudes related to curriculum implementation and motivation.
 2. Collaborate with educational institutions to provide ongoing professional development

opportunities for in-service teachers. This can include workshops, seminars, and mentoring programs to support teachers in their implementation of the primary curriculum.

3. Foster partnerships with schools and other stakeholders to ensure that pre-service teachers have opportunities for practical and hands-on experiences in real classroom settings.
- School administrators and principals
 1. Create a supportive school culture that values and prioritizes teacher professional development. This can be achieved by providing dedicated time and resources for teachers to engage in collaborative planning, peer learning, and reflective practices.
 2. Establish mechanisms for regular communication and feedback between teachers and school administrators to address any issues related to resources, support, or motivation.
 3. Recognize and celebrate the achievements and efforts of teachers in implementing the primary curriculum, reinforcing their motivation and commitment.
 - Teachers
 1. Actively participate in professional development opportunities to enhance their skills and knowledge related to curriculum implementation.
 2. Advocate for the availability of necessary RS systems to facilitate effective curriculum implementation.
 3. Engage in collaborative practices with colleagues, sharing experiences, and seeking support when needed.
 4. Take ownership of their professional growth and motivation by setting personal goals, seeking feedback, and engaging in reflective practices.

5.2. Future research

Areas for future research include the examination of socioeconomic factors, the influence of language and cultural context, the importance of stakeholder involvement, and the impact of political stability and policy support on the implementation of the primary curriculum.

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Compliance with ethical standards

Ethical considerations

This study was conducted in accordance with ethical standards. Informed consent was obtained from all participants, and their confidentiality was strictly maintained.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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