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A Case Study at the Faculty of Education, University of Tripoli

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Perceptions of Libyan University Educators Regarding Recent Salary Increases and Its Impact on Their Teaching Performance and Motivation: A Case Study at the Faculty of Education, University of Tripoli

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Abstract

This research paper explores whether there is an impact of salary increase on university educators' motivation and their professional performance at the Faculty of Education, Tripoli. The study follows the mixed-methods research approach (Triangulation Design) thus both quantitative and qualitative approaches are used. Quantitative data are collected via closed-ended questionnaires administered to 70 educators across academic departments. In addition, qualitative data are gathered using Semi-structured interviews with the same target sample of the participants. Key findings indicate that salary increases have positively influenced educators' motivation and their teaching performance. It likewise had a constructive impact on their job satisfaction, work commitment, their willingness to engage in professional activities and academic responsibilities. The results underscore that salary increase plays a crucial role in enhancing the educators' motivation and professional performance in the educational field and it concludes with some suggestions and recommendations for further research.

Keywords: Salary, Council of Ministers, Decisions, Motivation, Performance.

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تصورات أعضاء هيئة التدريس في الجامعات الليبية حول الزيادات الأخيرة في الرواتب وتأثيرها على الأداء التدريسي والدافعية المهنية: دراسة حالة في كلية التربية بجامعة طرابلس.

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الملخص

تهدف هذه الورقة البحثية إلى استكشاف ما إذا كانت هناك آثار للزيادات في الرواتب على دافعية أعضاء هيئة التدريس وأدائهم المهني في كلية التربية بجامعة طرابلس. اعتمدت الدراسة المنهج البحثي المختلط (تصميم التثليث المنهجي)، حيث جُمعت البيانات الكمية والنوعية معًا. وتم جمع البيانات الكمية من خلال استبيانات مغلقة وُزعت على 70 عضوًا من أعضاء هيئة التدريس من مختلف الأقسام الأكاديمية. بالإضافة إلى ذلك، جُمعت البيانات النوعية باستخدام مقابلات شبه مهيكلة مع أفراد العينة المستهدفة أنفسهم. أظهرت النتائج الرئيسة أن الزيادات في الرواتب كان لها تأثير إيجابي على دافعية أعضاء هيئة التدريس وأدائهم التدريسي. كما أسهمت بصورة بناءة في تعزيز الرضا الوظيفي والالتزام بالعمل، وزيادة الرغبة في المشاركة في الأنشطة المهنية والاضطلاع بالمسؤوليات الأكاديمية. وتؤكد النتائج أن زيادة الرواتب تؤدي دورًا محوريًا في تعزيز دافعية أعضاء هيئة التدريس وتحسين أدائهم المهني في المجال التعليمي. واختُتمت الدراسة بمجموعة من المقترحات والتوصيات التي يمكن أن تسهم في توجيه الأبحاث المستقبلية في هذا المجال.

الكلمات المفتاحية :الرواتب، قرارات مجلس الوزراء، الدافعية، الأداء.

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1. Introduction

Teachers are considered one of the main factors that improve the education process in terms of quality. According to Asbari (2020), the teacher is an educator who plays an important role in improving the quality of students. Students' success and achievements depend mainly on the effort the teacher exerts inside classrooms. The low quality of teachers will affect the competitiveness and the overall performance of students (Purwanto, 2020).

To achieve such superiority, teachers' needs must be considered. One of the ways for management to improve work performance, motivate, and improve employee performance is through compensation. If the organization applies wages or compensation that is directly related to organizational performance, employees will feel motivated to work better. This is due to a positive relationship between company performance as an accumulation of the performance of each employee and the compensation they receive (Sudibjo, 2020). Compensation is therefore a form of remuneration or rewards upon the completion of their duties (Basri, 2020).

There are other factors that can influence teachers' performance, such as work environment, organizational culture, leadership and work motivation, work discipline, job satisfaction, communication (Novitasari, 2020). Nevertheless, this research focuses on the salary as the main factor and its relation to teachers' performance and motivation. The investigation aims at gathering data from the teachers at Tripoli University- Faculty of Education using online questionnaires and semi-structured interviews. The reason behind using both methods is that questionnaires are more suitable for collecting data from a large number of participants while interviews allow the researcher to obtain deeper perceptions and insights. By combining these two approaches, Breadth and depth of data will be ensured using the triangulation method and thus validity and reliability will be achieved.

1.1 Background

The role of the teacher is not limited to teaching, teachers are expected to prepare, explain and do all the activities that are related

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to teaching. They are responsible for evaluating and choosing the material for their students as well as demonstrating high performance, conducting research and participating in international conferences, thus all of these responsibilities require motivation to persevere and to maintain high standards in the process of both teaching and learning.

1.2 Libyan Ministry of Higher Education and Scientific Research

It is the governmental authority that is responsible for managing universities, research institutions, and postgraduate programs across Libya. It also manages university admissions, academic standards, faculty concerns, and international collaboration in higher education. In recent years, Libyan university staff have repeatedly protested against low incomes and delayed salaries, especially given inflation and currency instability. In response to these concerns:

1. Council of Ministers Decision No. 4 of 2021

_ Issued by the Government of National Unity (GNU).

_ Increased the salaries of faculty members at Libyan universities by *doubling the basic income*.

2. **Follow-up Adjustments (2022–2023)**

_ Several administrative circulars were issued by the Ministry of Finance and Ministry of Higher Education to universities, instructing implementation of the salary increases.

_ Payment delays occurred in some universities due to budget execution and coordination with the Ministry of Finance.

3. Recent Steps (2023–2024)

In 2024, the Ministry of Higher Education confirmed that salary increases are being fully implemented for university faculty, and arrears are being gradually settled. Table 1 here shows an example of the salary schedule.

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Table 1. Example of the Salary Schedule1

Academic Rank	Previous Monthly Basic Salary (LYD)	New Salary (LYD) after Decision No. 4 (2021)
Assistant Lecturer	1,000–1,200	2,000–2,400
Lecturer	1,400–1,600	2,800–3,200
Assistant Professor	1,800–2,000	3,600–4,000
Associate Professor	2,200–2,400	4,400–4,800
Professor	2,600–3,000	5,200–6,000

Decision No.446 – 1st September 2024

Based on law No.18 of 2023, a new decision was released including faculty members as well as teaching assistants and the retirees. The increase of salaries reached around 99% including salary adjustments and retirement benefits. Table 2 here shows an example of the salary schedule.

Table 2. Example of the Salary Schedule2

Academic Rank	Description	Scientific Excellence Bonus Rate
Grade 8	Teaching Assistant	50%
Grade 9	Assistant Researcher	50%
Grade 10	Assistant Lecturer	100%
Grade 11	Lecturer	150%
Grade 12	Assistant Professor	180%
Grade 13	Associate Professor	200%
Grade 14	Professor	250%

2- Research Questions

1- Is there an association between salary increases and teachers' motivation in teaching?
2-Do salary increases positively affect the teachers' performance inside classrooms?

3 - Objectives

1- To find out if there is a correlation between salary increases and teachers' motivation.

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2- To determine if there is a significant impact of salary increases on teachers' performance.

4- Literature Review

The previous section of this study introduced the progression of the salary increase highlighting the key decisions issued between 2022 and September 2025. Unfortunately, there have been limited studies regarding the issue at hand. Only a few studies have examined the correlation between salaries and teachers' roles, leaving much of the discussion underexplored and in need of further investigation.

Recently, Seham Sassi (2024) conducted a study exploring "***The factors that shape the morale of university-level EFL teachers in Libya***", by employing a mixed-methods approach using a questionnaire with a semi-structured interview. The participants were 145 EFL teachers from three universities in Libya. Results indicated that while teachers demonstrate high intrinsic motivation and confidence in their professional abilities, external challenges—such as inadequate compensation, limited institutional support, and low levels of student engagement—significantly erode morale.

In Indonesia, Dewiana Novitasari et al. (2021) carried out a study titled ***"Teacher Performance Determinants: Competence, Motivation, Compensation and Work Environment"***. The study examined direct and indirect effects of compensation, competence, and work environment on teacher performance, with motivation as a facilitating variable. The participants were around 156 teachers at elementary schools in Tangerang and a quantitative approach was applied along with SmartPLS analysis. The results of this study showed that compensation had an **important positive effect on teacher motivation**, which in turn strongly influenced performance**.**

In a different context, Jiaqi Chai (2022) carried out a study investigating ***"The Impact of Teacher Salary Incentives on Teachers' Performance in Higher Education"*** in China. The researcher discusses the relationship between salary incentives and job performance of university teachers, sorts out the main problems of current salary incentives. The paper was a conceptual and

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analytical study targeted no direct participants however; secondary sources and policy analysis were selected to gather the data needed. The study reported that raising teachers' salary would improve their performance later in the teaching process. Moreover, it highlighted that the current system in China treat teachers alike by providing them an equal salary, which is thus, decreases their motivation.

Similarly, Shakya (2024), in ***"What Happens When We Pay Our Teachers More? Evidence from New Jersey Public Schools"***, analyzed the impact of the "50K The First Day" campaign that raised teacher salaries across regions. The researcher used school-level data from 2003 to 2019, and employed a staggered difference-in-differences (DiD) approach to collect the data. The results indicated that regions implementing salary increases experienced improvements in 4th
Grade, high school Math and English Language Arts (ELA) proficiency scores. Additionally, achievements in graduation rate and college enrollment were detected.

Taken together, these studies suggest that while salary increases may not always directly translate into better teachers' performance, they play a crucial role in strengthening their motivation and improving educational outcomes. Therefore, it is truly vital to examine if the recent increases of salaries in Libya have contributed to develop the university educators' motivation and professional performance.

5- Methodology

This chapter of the study introduces and explains the methodology and the design followed to achieve the objectives of the study. It begins by presenting a brief theoretical contextual about the study includes the selected research design along with a brief background about the quantitative and qualitative research methods namely the questionnaire and the semi-structured interviews. Then, it focuses on the practical aspects that include the participants of the study, the instruments and the procedures, along with a discussion of these data gathering means, the ethical considerations as well as the methodology challenges.

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5.1. Theoretical Part

Here the researcher clarifies briefly the importance of the instruments that were employed throughout the study. It begins with a discussion about the research design adopted for the study.

In this study, the researcher used mixed method approach. As Creswell (2009) stated "Mixed methods research is a procedure for collecting, analyzing, and 'mixing' quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely" (p. 156).

5.1.1Quantitative Research

Quantitative research is the process of presenting and interpreting numerical data, which is measured or identified on a numerical scale. Items are described in terms of quantity, "data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods" (Dornyei, 2007, p. 24).

The aim of such type of the research is to answer questions objectively, "Traditional numerical designs are good on objectivity, reliability, feasibility and replicability" (McDonough, 1997, p. 49).

5.1.2 Qualitative Research

Dornyei (2007) defined qualitative research as the one which "involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods"(p. 24). The compensations of adapting such an approach are mainly the flexibility to follow unexpected ideas during research, exploring processes effectively as well as the sensitivity to contextual factors and finally the ability to study symbolic dimensions and social meaning.

5.2. Practical Part

The researcher has utilized a questionnaire submitted to the educators at the Faculty of Education. The other tool was a semi-structured interview with around 70 educators from the different departments. The goal was to explore the correlation between salary increase and the teachers' performance as well as if there is an effect of that on their motivation in teaching.

The questionnaire was a close-ended type. According to Mackey and Gass (2005), Questionnaires allow second language researchers

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to gather a variety of types of information concerning learners' beliefs about learning, their motivations to learn and their attitudes and reactions to learning, to classroom activities and to instruction (p.93).

The study outcomes are more reliable and more valid when a variety of methods are using in the research. Therefore, besides the questionnaire, the researcher used a semi-structured interview. "The assumption is that the supplementary findings of a mixed methods study can produce a fuller picture of the topic or issues being investigated, expanding the scope and breadth of the study (Dornyei, 2007, p. 164).

6 - Research Design

The research problem and the nature of the topic under investigation influence the choice of an appropriate research methodology; therefore, the researcher adapted both quantitative and qualitative approaches to gather her data. The qualitative approach was carried out via semi-structured interviews, while in the quantitative approach; a questionnaire was used to collect the data needed.

6.1 Participants

All teachers at the faculty of education were targeted to participate. The total number is 226 staff members (this is according to the number officially stated in the college website). Their participation is crucial to the study since they are considered the central focus of the study. They are the ones giving lectures to the students thus; their participations are more reflective of reality. The following schedule clarifies the number, the gender, and qualifications along with their nationalities. Tables 3&4 here reveal the number of the faculty members.

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Table 3. Faculty Members

Department	Male	Female	Libyan	Foreign	Bachelor	Master	PhD
Biology Department	3	16	19	0	0	16	3
Special Education Department	3	12	15	0	0	7	8
Computer Science Department	2	15	16	1	1	14	2
Mathematics Department	6	8	14	0	0	9	4
Physics Department	9	2	11	0	0	4	7
Chemistry Department	5	4	9	0	0	7	2
English Language Department	7	24	30	1	0	27	4
Arabic Language and Islamic Studies Department	13	16	29	0	0	9	20
Kindergarten Department	5	13	18	0	0	11	7
Classroom Teacher Department	8	11	19	0	0	8	11
Art Education Department	1	10	11	0	0	6	5
Educational and Psychological Sciences Department	9	24	33	0	0	12	21

Table 4. Faculty Members (Total)

Male	Female	Libyan	Foreign	Bachelor	Master	PhD
71	155	224	2	1	130	94

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6.2 Research Site

This study was conducted at the Faculty of Education (Tripoli, Sog Aljomaa) University of Tripoli, Libya. The faculty is dedicated to preparing female students to become future teachers through academic coursework and practical training by providing highly qualified professors and educators in 12 different departments, such as Arabic and Islamic Studies Department, Computer Department, Chemistry Department, and English Department, among others.

6.3 Data Collection Tool

To enhance the validity and reliability of the study, a mixed method approach was obtained - a questionnaire and semi-structured interviews.

The reason why this research utilized a mixed methods research design using both numerical and interview data of the participants is that to formulate a complete picture about the study objectives as well as to achieve clarity and provide more strength and credibility to the research.

The questionnaire copies were administrated online, to facilitate data collection; the researcher contacted the head of the research department at the Faculty of Education, who encouraged participation through telegram groups. The questionnaire's link was first sent to the heads of the academic departments who distributed it to the faculty members. Unfortunately, only a limited number of the questionnaire's copies were retuned and they were approximately 70 members.

The questionnaire was expected to explore the views of these educators on the association between salary increases and their motivation in teaching. Additionally, qualitative data was collected through semi-structured interviews with the same selected sample (70 educators) selected from different Departments. The participants were initially contacted via telegram, messenger and WatsApp applications. All of them accepted being recorded. Each interview call lasted between 30 to 60 minutes. The participants were highly cooperative and welcoming throughout the process, as

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they expressed interest regarding the study's results. The interviews provided those participants an opportunity to explore their experiences concerning how salary increases motivated them and affect their professional performance inside classrooms.

7- Data Analysis

After collecting all the needed data, the next step was analyzing the data quantitively and qualitatively. The quantitative data was analyzed through Google Forms. The qualitative data was analyzed through line-by-line reading, coding and then creating themes.

7.1 Analysis of Questionnaire Data

This section presents a statistical analysis of the results via using Google forms showing the results in figures and charts. "Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypotheses. It is used in all of the sciences" (Cohen, 2007, p.19).

The questionnaire was one of the methods, which used in this study to investigate the research questions and hypotheses and to gather useful data. It consisted of ten (10) closed questions. The participants were the educators at the Faculty of Education – Tripoli. Twenty-one (21) males, and forty-nine (49) females. The items of the questionnaire were analyzed statistically using Google forms, which commonly used in applied linguistics and education research. The questionnaire results are presented in tables, summarizing the question, aim, results, and outcomes.

This analysis helped in concluding the educators' perceptions regarding recent salary increases and its impact on their teaching performance and motivation.

1. ***Question 1: Becoming more active and more motivated.***

It was a direct closed question and it aimed at figuring out if salary increase gives them a push and motivated them in classes compared to before. The participants were asked to choose whether they agree/ strongly agree with this or the opposite, moreover there are also free to pick (neutral) if they have not noticed any change. Figure 1 here shows the percentages of the educators' responses.

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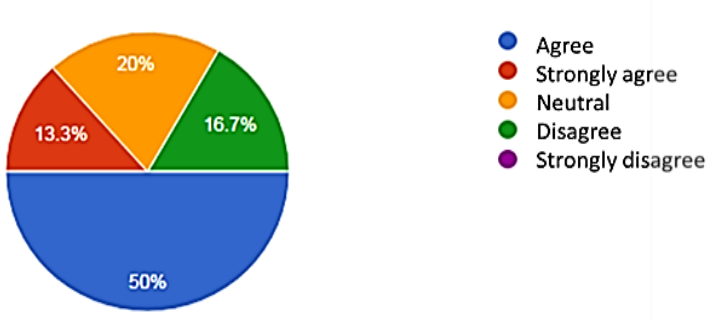


Figure 1: I became more active in class; the salary increase gave me a push forward to give more and motivated me.

2. Question 2: Becoming more excited about lesson planning .

From this question, it clearly appears that almost half of the participants (50%) agree the increase of the salary recently motivates them, which is also considered by (13.3%) who strongly agree. Then (16.7%) see that this change does not push them. Finally, comes the (20%) which represents those who answered (neutral) and the positive side of this is that (none) of the participants strongly disagreed. Figure 2 here shows the percentages of the educators' responses.

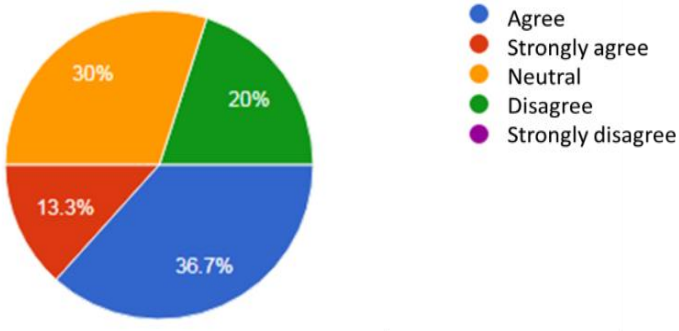


Figure 2: I became more excited about teaching and started preparing my lessons with passion.

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3. Question 3: Becoming more appreciated and valued by the Department.

The following pie chart shows the responses to the statement, " I became more excited about teaching and started preparing my lessons with passion " A clear majority of respondents (36.7%) reported that they "Agree" and (13.3%) reported strongly agree with the statement, indicating a positive impact of the salary increase on them. The "Disagree" responses are also notable, however, with only (20%) participants selecting the disagree option while the "Neutral" category accounts for (30%) responses. Figure 3 here shows the percentages of the educators' responses.

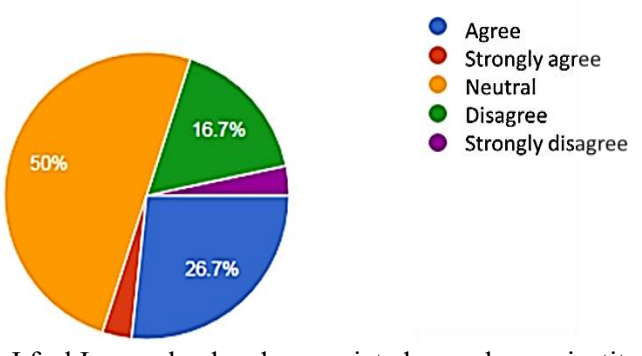


Figure 3: I feel I am valued and appreciated more by my institution now.

4. Question 4: Becoming less stressed regarding financial concerns.

Since it is important for teachers to feel they are being appreciated by the community or the place where they are teaching, this part of the questionnaire asks them whether there is an impact of salary rise on them being valued and appreciated by their college or department. Results showed that almost half of them (50%) picked the neutral option. Almost (26.7%) of the total agreed. However, (16.7%) disagreed. The data also showed two other categories of around (3.3%) representing those who strongly agreed and strongly disagreed. Figure 4 here shows the percentages of the educators' responses.

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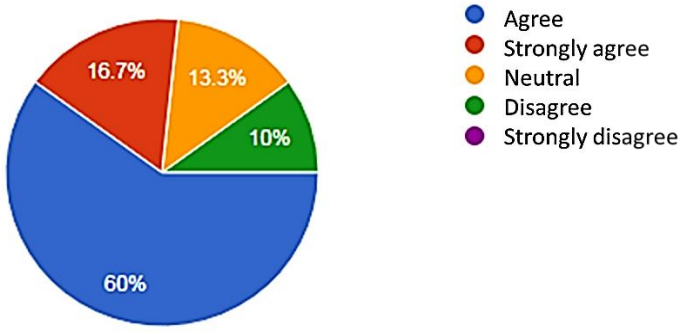


Figure4: I feel less stressed now regarding financial concerns.

5.Question 5: Becoming more committed to the teaching profession.

Another alarming finding is teachers' responses to the statement that was about them being less stressed regarding financial concerns. A staggering (60%) of them reported that such increase of salary makes them feel less stressed and totally agreed, followed by (16.7%) who emphasized that by choosing strongly agree option. However, it was "neutral" for almost (13.3%) of other teachers. The rest (10%) showed disagreement. Figure 5 here shows the percentages of the educators' responses.

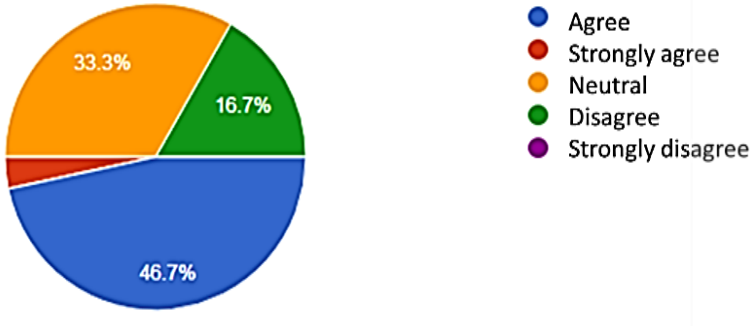


Figure5: My commitment to the teaching profession increased.

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6. Question 6: Dedicating more time to prepare teaching materials and activities.

The figure clarifies that the majority (46.7%) of teachers agreed that after their salary increased, they became more committed to teaching emphasized by (4%) of those who strongly agreed. Nearly one-fourth of the total disagreed and around (33.3%) remained neutrals. Figure 6 here shows the percentages of the educators' responses.

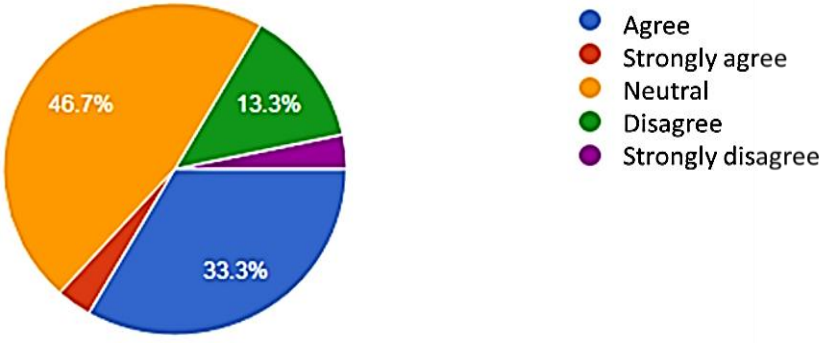


Figure6: After my salary increased, I started dedicating more time to prepare my teaching materials and activities.

7. Question 7: Becoming more engaged to attend conferences and academic activities.

Nearly (33.3%) of the target participants agreed they had started assigning more time to prepare lessons after the salary increased, the vast majority (46.7%) choose neutral while only (13.3%) disagreed. Similar percentage (6%) included both who strongly agreed and strongly disagreed. Figure 7 here shows the percentages of the educators' responses.

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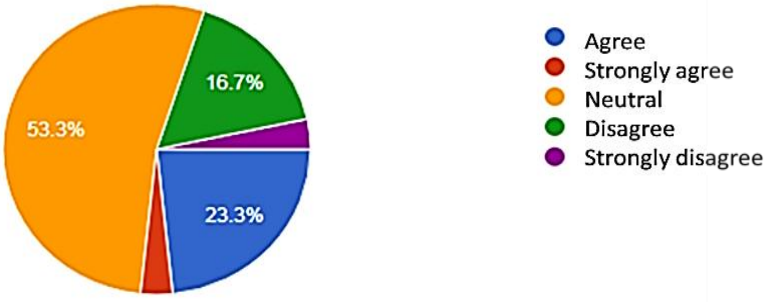


Figure7: After my salary increased, I became more engaged to attend conferences and academic activities.

8. Question 8: The teaching quality positively affected by the increase of my salary

The chart clearly reveals that most of the responses (53.3%) chose neutral. The result also exposed (23.3%) of those who agreed and (16.7%) of the ones who disagreed. With less than (7%) representing those who strongly agreed and strongly disagreed. Figure 8 here shows the percentages of the educators' responses.

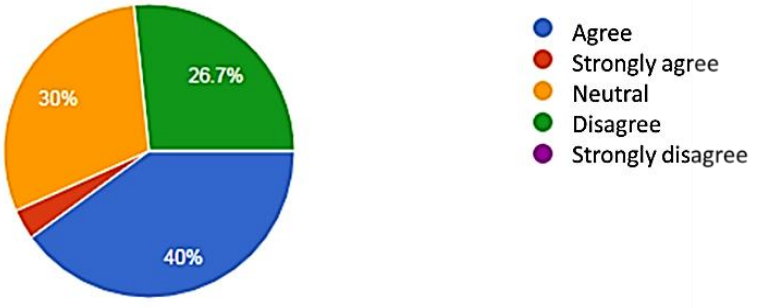


Figure8: I feel my teaching quality positively affected by the increase of my salary.

9. Question 9: Adopting new teaching methods and strategies.

In this part, Teachers perceptions varied. Nearly half of them (40%) agreed. Nearly (26.7%) disagreed followed by (30%) who chose neutral and few who strongly agreed and were less than (4%). Figure 9 here shows the percentages of the educators' responses.

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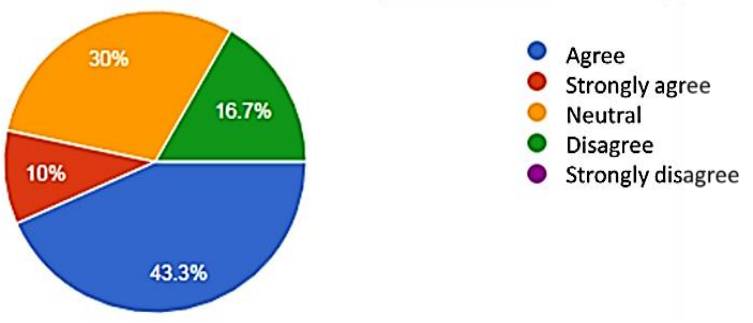


Figure9: The salary increase has encouraged me to adopt new teaching methods and strategies.

10. Question 10: Teacher's abilities to engage students to classroom activities have been improved after salary increased.

The statistical analysis indicates that the percentage of respondents who agreed was (40.3%) supported by almost (10%) who strongly agreed. Another percentage of around (30%) selected neutral, while only (16.7%) disagreed. Figure 10 here shows the percentages of the educators' responses.

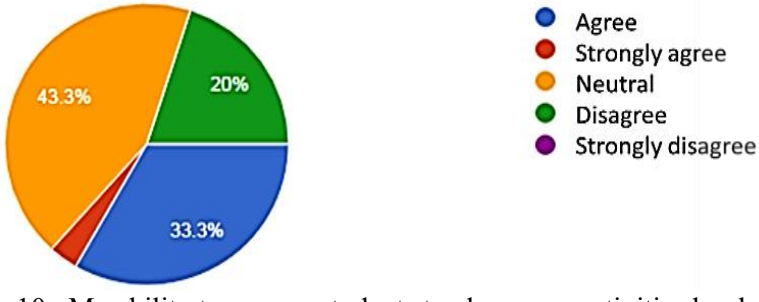


Figure10: My ability to engage students to classroom activities has been improved after my salary increased.

Regarding the statement if teachers' abilities to engage students to classroom activities have been improved after salary increased, this chart displays responses of (34.3%) who selected neutral option, whereas agree option was selected by (33.3%). Only (20%) of the

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target number were disagree, emphasized by less than (3%) who picked strongly disagree option.

7.2 Analysis of Interview Data

In this section, the interview findings will be presented. This analysis will help in drawing conclusions on the educators' perceptions regarding salary increase and its effect on their performance and motivation. As a result, this gives the researcher the ability to compare and contrast diverse perspectives among them since they have different experiences. The interview questions were semi-structured allowing the participants' responses to guide the discussion naturally. The purpose of choosing such type is to gain rich, detailed insights into participants' perceptions, experiences, and meanings without limiting them with categories.
Figure 11 here shows the process of the semi-structured interview analysis.



Figure11: The process of the semi-structured interview analysis.

The researcher first transferred the recordings into texts, after that she highlighted the significant ideas. Then, she grouped them into themes for comparison. Finally, the researcher linked the findings to research objectives supporting them by quotations.

7.3 Discussion of the Results

7.3.1 Discussion of the Questionnaire Results

Based on the results of questions (1&2) most educators reported that salary increase positively affected them and gave them motivation and pushed them to be more active in class comparing to before. Almost the majority of them expressed their feeling as being more energetic and enthusiastic when it comes to using new materials, preparing lessons or activities.

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Concerning questions (3&4), educators' perspectives vary, some agreed the increase of salary did noticeably make them feel respected and valued, others did not notice a change. Moreover, the vast majority believed the pay rise helped in reducing their stress regarding financials, making them focus more on teaching and stop relying on jobs opportunities in private educational institutions.

As to questions (5&6), although a portion of the target sample remained neutral, almost half of them agreed the salary increase makes them more committed to their profession. This means that such a factor does really play a significant role in motivation teachers and strengthen their dedication. However, the neutral sample indicates that salary increase may not be enough to make them feel dedicated thus other factors may shape their engagement. Some teachers agreed that they started spending more time and effort to prepare their lessons and activities, however most of them remained indifferent, reflecting a more limited influence of salary changes on teaching practices.

Pertaining to questions (7&8), the majority of the teachers remained neutral which indicates that higher pay doesn't encourage them to attend academic activities, additionally, their views in a relation to the teaching quality were mixed. Almost half of them agreed their teaching quality positively improved whereas the rest were not completely convinced.

The last group of questions (9&10) summarizes teachers' responses regarding the adaptation of new teaching strategies and methods. Despite of the group who remained neutral, a significant number showed their teaching style has changed since the salary increased and they started adapting more new methods in teaching. The result also showed that some of them have witnessed an improvement concerning their abilities to engage students in classroom activities, Nevertheless, some remained uncertain.

Figure 12 summarizes the positive vs. negative results in brief.

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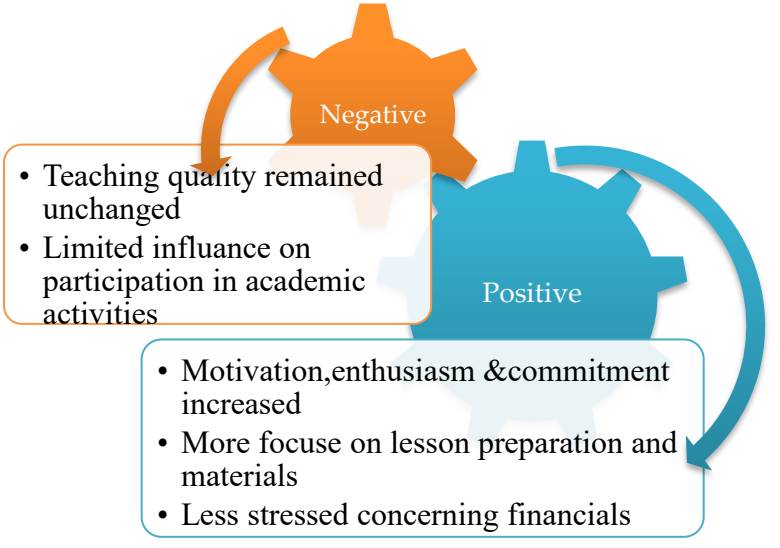


Figure12: The positive vs. negative results

7.3.2 Discussion of the Interview Results

Based on the interviews conducted with the educators at the faculty of education, which aimed at gathering their perceptions regarding salary increase and its impact on their motivation and performance, the majority believed there is a noticeable positive change on their enthusiasm. *"The payment now does really give me the motivation I needed to wake up and come to college every day I have lectures".* They repeatedly emphasized that such increase translated into a psychological support as well as a significant improvement in classroom practice. *"Never expect I would prepare my lessons with such genuine passion!"*

Furthermore, several educators agreed that the higher payment boosted their professional commitment; moreover, almost all of them agreed that recently they are having a financial stability. One said, "I used to work in private institutions, and I also traveled during the summer break to look for extra jobs to support myself financially. Now, Alhamdulillah, I no longer have to think about that." Another added, "I now focus more on my students instead of

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worrying about my financial expenses". Nevertheless, some interviewees have fears regarding the increase of salaries. They hoped it will last in future with other developments in their profession.

In short, the total number of the participants showed their agreement regarding such increase, they believe it enhance their capabilities to come to their jobs with more enthusiasm and motivation comparing to before thus this translated into an improvement on their classroom practices and lesson preparation. However, some referred to other factors, which they expect, would have an impact on them and that they are just as necessary as the payment such as: the job environment, the institution facilities along with the training courses. Figure 13 summarizes the key points.

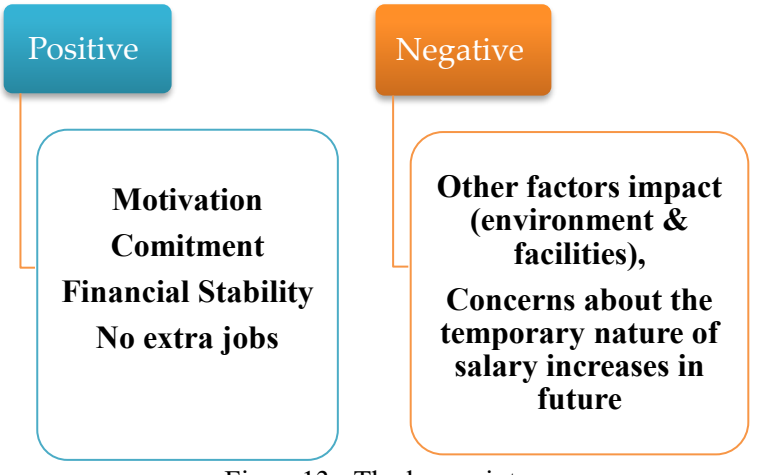


Figure13: The key points

8- Main Findings and Recommendations

Previously, the researcher attempted to analyze and interpret the data collected in order to identify the association between salary increases and teachers motivation in teaching, in addition to its effect on the teachers' performance inside classrooms.

This research paper shows that educators' motivation and performance increase when they receive higher salaries, since this

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reduces their stress and makes them feel more secure. As a result, they function more effectively in their profession.

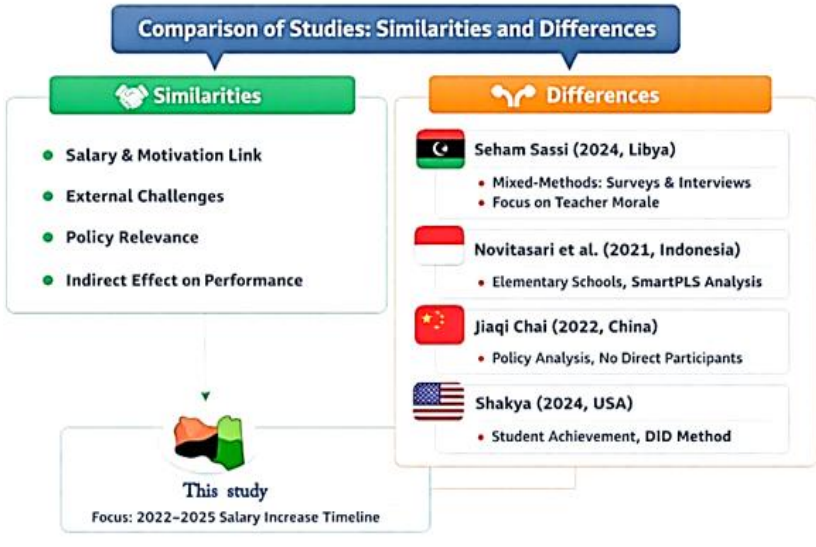
These findings are similar to Shakya's study in New Jersey, which concluded students outcomes enhanced after teachers' salaries raised. Correspondingly, Putra in Indonesia found out almost the same effect that is payment does not directly improve performance but operates through the mediating factor of motivation.

There is a clear emphasis shared by both studies, the one of Chai in China and the other of Shakya in New Jersey besides the study under investigation, it relies on the idea that there is a crucial effect of salary reforms for shaping the education quality of college educators.

Factors such as poor institutions support, low payments and weak students' engagement are highlighted by Seham Sassi and the researcher's study.

This research paper results confirm Novitasari et al study outcomes that high pay strengthen motivation yet it doesn't always improve the performance. Table 5 briefly describes each study goal, similarities and differences.

Table 5. Similarities and Differences among the studies



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Suggestions and Recommendations

according to the researcher and most teachers at the Faculty of Education, the suggestions and recommendations are briefly listed below.

1. The study suggests implementing a full program or a system to measure teachers' functions and the factors that affect that.
2. It is recommended to create strategies to motivate teachers to stay in their professions instead of looking for other job opportunities.
3. To make sure the motivation and the performance of teachers remain high, we suggest tracking that over the time.
4. The study advocates for further researches shading the light on exploring how others factors may affect teachers performance and motivation besides students achievement

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