The Effect of Motivation on Teachers' Performance and the Role of Leadership in Between, a Case Study in Lebanon

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ABSTRACT: This case study tackles schools' teachers' motivation and their performance. Additionally, it examines the role of the school principal, the one considered by many to be responsible for motivating his teachers, and that of the leadership in between. The sample of the study was constituted by forty teachers of diversified societal status, randomly selected from one school. Concerning teachers' motivation, the data was collected from the forty teachers through a 5 point-likert scale modified survey where each teacher self-rated himself, while their performance was assessed by the school principal on a scale that varied from 0, as a minimum, to 50, as a maximum. Regarding the statistics, the researchers have used the frequency, the percent, the average and the correlation coefficient. Results have revealed that teachers of the sample lack of motivation and that it is correlated with their performance. In addition, the simple linear regression analysis revealed the teachers' motivation accounts about 97.3% of the variation of their performance, and that their motivation significantly predicts their performance. The researchers hereby recommend the principals to directing their focus and effort on motivating their teachers to achieve a better performance.

KEYWORDS: Teachers' motivation, teachers' performance, schools' principals.

I.INTRODUCTION

Background of the study:

The relationship between motivation and humans' performance is widely recognized in the literature. For the past decades and for many, motivation remained a critically and significantly topic associated with humans' performance, just like with the employees in the enterprises and the teachers in schools(Han, Yin, & Boylan, 2016; Ramlan, 2020). Additionally, many researchers through their studies revealed that humans' lack of motivation contributes to their low performance, not to mention the concerns regarding its detrimental effect on the work quality, clients/students' satisfaction, productivity and team work(Bean, 2018; Perrin, 2016);and just like the employees in the firms, many researchers pointed out at the importance of motivating teachers in schools for a better performance inside the classroom and outside it (Vella, Newby, & McEwan, 2017). Even more, leadership is vastly known for its importance in making any organization, like a school, a true story of success (K, 2020) and motivation is known to be its central (Journey To Leadership, 2018).For that, the leader has an essential role in motivating his employees/teachers, which as a result positively influences their performance, engagement, stability and productivity(Bain, 2019).

Theoretical Framework: In his book entitled "A Handbook of Human Resource Management Practice", Michael Armstrong (2009), indicated that motivation is a significant factor in driving the employees for a higher performance due to the existence of an expected reward (Armstrong, 2006).

In most times, the existence of rewards, designated for the accomplishments of specific goals desired to be achieved by the management of an enterprise or a school, leads to compliance and a better understanding between that management

and its employees. In this case the extrinsic motivator (the reward) provides the management achieving a certain performance by its employees required for its specific objectives (Salem, 2015).

In theory, this extrinsic motivator is considered by the transactional leadership as a key influencer that first involves setting up specific targets and then determining the reward received when reaching or exceeding that target. In this case, the employees are meant to work diligently for a performance that enables them accomplishing the predetermined target (Antonakis, Avolio, & Sivasubramaniam, 2003).

Additionally, according to Maslow's Hierarchy of needs, people, like the workers and the teachers, are most likely going to be motivated when they end up feeling loved by others, forming long lasting attachment with them and/or receiving positive feedback and recognition about their work.In other words, according to Maslow's Hierarchy of needs, people can be motivated when their belonging and/or esteem needs are satisfied (Figure 1)(Salem, 2015).
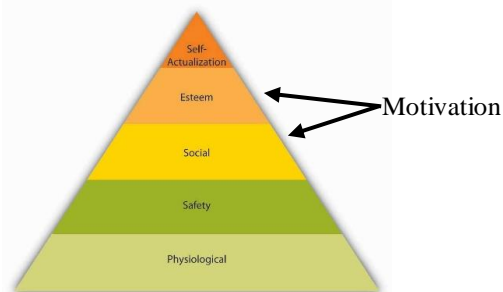
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Figure 1 : Maslow's Hierarchy of needs (University of Minnesota, 2010).

In 1982, Terence Mitchell expressed the performance at work as a function of three factors, the motivation, the ability and the environment (Figure 2) (Salem, 2015).

Figure 2 : Performance is a function of the interaction between an individual's

motivation, ability, and environment (University of Minnesota, 2010).

Motivation is one of the leading factors to a better performance. It is defined as the desire to achieve a designated predetermined goal, which results in a goal-directed behavior. Meaning that, if someone is motivated, then he is trying too hard and putting extra effort to accomplish a specific task or reach a certain goal(University of Minnesota, 2010).

Despite being important for humans' performance, motivation is not sufficient. Humans' abilities, meaning their skills required to accomplish a task successfully is also important and sometimes considered to be the key determinant of effectiveness(University of Minnesota, 2010).

Finally, the environment, in which people find the resources, information and support are not only required for a well performance but also critical in determining it. Nonetheless, neither of the three variables overshadows the other. Meaning that in times motivation could be the leading key required for a certain designated performance, while at other times, the ability and/or the environment could be playing that role because(University of Minnesota, 2010).

Despite being motivated, people could be unable to perform a certain task due to their lack of ability in doing so or due to the absence of resources, information and support; andin spite of that, motivation remains a key influence for our performance(University of Minnesota, 2010).

Purpose of the Study: The aim of this study was to examine the motivation of the teachers in schools through the sample of forty teachers. In addition, it has aimed at examining the correlation between the predicator variable, the motivation, and the outcome variable, teachers' performance.

Significance of the Study: This study has added to the literature by determining if motivation is a key influencer of teachers' performance through the sample of forty teachers in a Lebanese school.

Delimitations of the Study: The school principal played an essential role in facilitating conducting the research. In addition, teachers' collaboration in adequately filling the survey had a strong effect on the accuracy of the results.

Limitations of the Study: This study has dealt with one limitation and that is, because of the limited number of schools provided, the researchers were obliged to reduce scoping and settle up with examining the variables in one school. For that, results of this study cannot be generalized.

Research Questions
According to the answers of the forty teachers in the sample of the study and the scale performance provided by their principal:

1. Are the teachers motivated in their job?
2. Is there a correlation between motivation and teachers' performance?

Research Hypotheses
H_01: Teachers are not motivated in their job.
H_11: Teachers are motivated in their job.

H_02: There is no correlation between motivation and teachers' performance.
H_12: There is a correlation between motivation and teachers' performance.

II. LITERATURE REVIEW

In life, motivation is the process of making someone do a certain thing or behave in the most desired way through the aid of certain incentives. It is important because it encourages us to leave asking for permissions and channels us towards achieving goals that are really important for us. These goals are the stepping stones we need to achieve our dreams, and for that we need to be motivated to keep on going (Cook , 2017).

It is a fact that humans are not born motivated as many remain skeptical about successfully achieving current or future goals. For that motivation plays here an essential role by pushing these people to immediate actions needed to accomplish their desired goals (Cook , 2017).

Simply put it that way, without motivation there are no goals desired to be achieved and no purpose to strive in work and life. It is so important in life because every human being is unique and has a different purpose and reasons. To steward our purpose well, we have to be motivated to work towards achieving our goals, which helps us realizing our dreams (Cook , 2017).

The late great Steve Jobs himself would have not created the Apple enterprise had he never been motivated to start doing so. We wouldn't be wearing our outlets, holding our handbags and using our devices if the designers, engineers and programmers weren't motivated to turn their visualizations into reality (Cook , 2017).

Motivation clarifies our goals, sets our priorities in life, pushes us through setbacks, teaches us perseverance fights our fears and builds our self-confidence. Simply, it is an attractive trait that can inspire others and helps them achieving things in life they wouldn't have imagined achieving them (Cook , 2017).

Through the years many researchers examined the effect of motivation on humans' performance, such as the teachers. These researchers found out that the intrinsic and/or extrinsic motivation positively influences our performance, thus, the more we are motivated, the better our performance becomes (UK ESSAYS PRO, 2017).

Intrinsic motivation is defined as an activity undertaken by a person in need for an immediate satisfaction, like adding colors or arranging the desk (Lazzari, 2019). In this case, the satisfied employee might start enjoying his work or completing the task assigned in an impeccable way(UK ESSAYS PRO, 2017).

Extrinsic motivation is the other type that relates to external values. In this type of motivation, people are not satisfied directly. Usually, these people are satisfied at the end tangibly through a financial compensation or a money reward, or intangibly through a praise, an adoration or a recognition (UK ESSAYS PRO, 2017).

Extrinsic/intrinsic tangible/intangible rewards are known as the main psychological work stimulators whose main goal is motivating the employees to reach the performance that enables them achieving the targets of the organization. Thus, it is typical for people to work in organizations to meet at the end the needs they have, whether these needs were about extrinsic tangible rewards, like financial raises, or intrinsic intangible rewards, like a post in a department (Kljajić-Dervić & Dervić, 2017).

Being said, we realize that motivation is essential for our performance, especially the employees and the teachers. The employees' performance directly impacts the success or failure of any organization. Their behavior, work quality, quantity and effectiveness are influential factors in that success/failure (Donohoe, 2019).

Performance is the way we react under certain condition to fulfill the intended purposes of pre-planned goals. Typically, an organization set its sight on the performance of their employees to achieve predetermined goals. This is due to the fact that their performance, translated by the factors mentioned in the previous paragraph, enables them achieving these goals or not(Donohoe, 2019).

Additionally, this organization use specific metrics to measure the performance of its employees that include the number of product defects, errors, sales, units made, the call handling time, the first call resolution and finally the absenteeism rate (Donohoe, 2019).

More importantly, regular evaluation always takes place to assess the employees' performance in order to improve the latter if there is a need to do so. The findings help the organization knowing why their employees' performance does not meet their expectations (Donohoe, 2019).

Many reasons could be laying behind that. Reasons like the work environment, the motivation or their abilities. The moment causes are defined, direct actions are taken in the form of additional training, implementing an effective reward system, improving the work environment or adding useful needed technical devices (Donohoe, 2019).

Similar to the employees, teachers' performance is critical for schools. It directly contributes the school effectiveness and their ability in achieving their educational objectives. Teachers are expected to perform at a high level because that kind of performance positively influences the school's effectiveness and enables it overcoming difficult challenges. Additionally, also similar to the employees in enterprises and organizations, teachers are assessed through feedbacks and evaluation systems dedicated specifically to improve their performance(ÖZGENEL & MERT, 2019).

Even more, just like with the employees, motivation has been empirically confirmed to be a major driver behind teachers' performance. In their study, Appiah Kwapong, Opoku and Donyina (2015) found a significant positive correlation between motivation and teachers' performance in the staff of Ghanaian polytechnics, which means that the performance of the teachers in this staff increases as their motivation increases(Appiah Kwapong, Opoku, & Donyina, 2015).

Through his study, Sasson (2012) concluded that goals cannot be achieved unless they are accompanied by motivation. The researcher also deduced that, for any employee, motivation is effective for short term accomplishments while long term recognized goals need more experienced and motivated employees (Sasson, 2011).

Zwilling (2016) related motivation and the increase in the productivity to the way the leader communicates with the followers. In addition, the researcher concentrated on making the employees the reference of the solutions needed for any problem and the results that should be achieved (Zwilling, 2016).

In his master's thesis, in a case of intrinsic motivation Kelvin (2016) found out that 49.2% of the Tanzanian teachers of the sample joined the teaching field because their own interest motivated them to do so and that 36.7% of the respondents assured that teaching gives them a great deal of satisfaction through their career development and salary that covers their living cost(KELVIN, 2016).

Even more, Kelvin (2016) found out that most teachers who receive monthly low salaries, either in government or private schools, are not satisfied and complain regularly because their salaries cannot solve their daily problems and covers the costs of their daily demands. As a result, these teachers are not motivated in their teaching because of the lack of a good extrinsic motivation, the salary here(KELVIN, 2016).
According to a study implemented in the Nigerian river states among 100 teachers, younger teachers seemed to be more motivated than the older colleagues, male teachers turned out to be more hardworking than the females, and the professional teachers seemed to perform their duties much better than their non-professional ones(R. O K & N, 2017).

Additionally, in a study implemented among 84 teachers and 16 heads of departments, Akhtar and Iqbal (2017) found a positive relationship between teachers' intrinsic motivation, like expanding their knowledge and their their ways of understanding of their objectives in life, and their job performance, and a significant difference between motivation and performance with regards to gender(Akhtar & Iqbal, 2017).
The researchers found out that teachers were not performing well in their job because of the lack of good extrinsic motivation, their financial earnings, compensations and remunerations; for that, many of them endorsed supporting their financial states and issues. Though, dispite that fact, the researchers founda positive relationship between teachers' extrinsic motivation and their job performance, and a statistically significant relation between their motivation and their performance (Akhtar & Iqbal, 2017).

In between all of that, leadership is one influencer that plays a significant role in impacting people. Precisely, the leader is the one who has to motivate his co-workers/employees to enable them reaching their full potentials and contributing to achieving the objectives of the organization (Kljajić-Dervić & Dervić, 2017).

Leadership and motivation are key factors that influence the success of any organization. Thus, it is normal that they are intertwined, and that their connection and interconnection lead to the satisfaction of the employees, an essential element in the success of the organization (Kljajić-Dervić & Dervić, 2017).

As said, employees' motivation is very important. Unfortunately, many leaders fail to understand its mechanism, concept and principles(Kljajić-Dervić & Dervić, 2017). Draft (1994) and Robbins (2000) defined leadership as the ability in influencing a group of people for goals achievements (Daft, 1994; Robbins, 2000).

Additionally, Schermerhorn (1999) defined leadership as the process of co-workersworking firmly to execute, complete, and fulfill important work tasks (Schermerhorn, 1999), while Luthans (2002) defined it as the process that causes change (Luthans, 2002). Thus, while it is clear the many defined leadership differently, everyone agreed about it is about achieving predetermined organizational goals/objectives (Kljajić-Dervić & Dervić, 2017).

The purpose of leadership is to shake the knowledge of one individual, or a group of individual, through adequate communication to achieve the organizational goals. Though, many say that its purpose is for the individuals to share their knowledge with each other in a way that benefits them all (Kljajić-Dervić & Dervić, 2017).

Followership is known to be the essence of leadership. In other words, it is about the people willing to follow a certain person and create a leader out of him(Kljajić-Dervić & Dervić, 2017). Despite that, leadership is all about the ability of inspiring these people and creating enthusiasm and the adequate atmosphere in which the followers can be creative to realize the mission, vision, tasks, objectives and goals of the organization (Baroš, 2005).

Fiegenbaum (2008) indicated that many workers aim developing their skills when they are hired because, for them, work is not just a daily job they have to do for a living; for that, the researcher emphasized on enhancing loyalty in work and to the organization. In addition, Fiegenbaum (2008) assured that training employees could create the skills and the knowledge they need to develop a better performance. In other words, employees do a better job when they learn hidden aspects about their job (Feigenbaum, 2008).

In his study, Silberman (2013) pointed out that morale is essential in motivating the employees because they will consequently work harder when they feel that they are involved and interested in the goal designated to be accomplished (SILBERMAN, 2013).

Tracy (2014) concentrated on leadership and revealed that the leader must respect his employees, work on satisfying their needs, and make sure that they feel enthusiastic, create in them a sense of belongingness and trust, and avoid commending them to impose his prestige at work. The researcher assured that, in addition to the role money plays in motivating the employees, they become emotionally satisfied when they are endorsed during challenging tasks, when their skills are developed, when they are promoted and when there is a good communication between themselves and their leader (Tracy, 2014).

Naile and Selesho (2014) emphasized on the role of transformational leadership and attributed the prosperity of an organization to the quality of the relationship between the leader and the employees. According to them, this relationship could positively affect the employees' attitudes and the ways they communicate with each other and their leader (Naile & Selesho, 2014).

In her study, Heathfield (2015) focused on the importance of the daily communication between the leader and the employees as a way of motivating them and making sure they understand organization's mission and vision better. According to her, leaders must know their employees, play an instrumental role in inspiring them, and make sure that they believe they can successfully accomplish the tasks assigned and that their goals fit the goals of the organization they work for (Heathfield, 2019).

In addition to all of that, as much as it is important for the employees to show their competencies and personal growth, it is equally important for the leaders to involve their employees in the process of making decisions because they become motivated even more to work much better (Svetic, 2010).

With a direct and proper communication, these employees become acknowledgeable about the mission and vision of the organization; and with the presence of a true leader and a team work, they can fully implement their skills and prove themselves. In addition to that, employees usually set their sights on achieving the organizational goals in the case when tangible or intangible rewards are associated with their performance and job contributions (Svetic, 2010).

The employees need to be satisfied in their job, and that satisfaction can reached and accomplished by the proper motivation that can be simulated by a chain reaction (Figure 3). The needs we feel lead to the wants and goals we strive to achieve, which creates for us tensions and unsatisfied demands that lead to the actions we need to take to achieve such goals, which as a result leads us to satisfaction(Weihrich & Koontz, 1994).
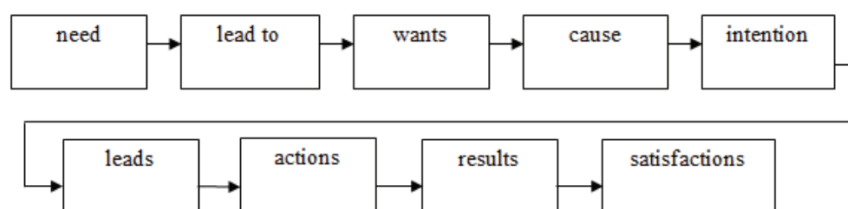

Figure 3 : The Need - Want - Satisfaction chain (Weihrich & Koontz, 1994).

Besides that, the leader has to adopt the right leadership type that enables him being successful. The transformational and transactional leadership are two of the most known eight types. The transformational leadership, a highly encouraged type of leadership used by the growth-minded companies, is all about transformations, improvements and motivation to see what the employees are capable of reaching. The leader here constantly pushes his employees outside

their comfort zone despite them having set of goals to achieve during the week or the month, and guides them through direct reports in their new responsibilities (Becker, 2020).

A transformational leader is a marked and passionate person capable of conveying a clear vision of the goals, energizing and recharging his employees and inspiring them in doing positive changes. These leaders are known to be energetic, passionate, enthusiastic, inspirational motivators, influencers, trustworthy, concerned, engaged in the process of work, encouraging creativity among the followers and willing to help every one of them to succeed in his task. They believe that the followers can do their best; for that, the transformational style of leadership leads to achieving goals when it is applied appropriately (Cherry, 2020).

The transactional leadership helps establishing the roles and the responsibilities of each employee. This style uses incentives programs to motivate the employees, though they should be consistent with the goals of the organization. The leader here focuses on identifying the strengths of each employee and work on nurturing them. He might even offering his employees guidance, meeting them to discuss constructive feedbacks, and help empowering their strengths by assigning them new tasks to try (Becker, 2020).

The leader here also focuses on strategies that enable the employee to work better as a team in what benefits the organization. This style of leadership is usually compared to the transformational leadership (Thomas University, 2018). It emphasizes on the growth and success of the employee. Rather than focusing on similar skills and goals, the leader tries to build a team of diversified expertise and sets of skills. On the long term, this team starts to communicate well and its members begin to embrace each other's' unique set of skills in order to get the work done (Becker, 2020).

More importantly, in the transactional leadership, punishments and rewards are conditioned with the performance of the followers. Rules, standards and procedures are essential here. That is why the followers are rewarded when they perform well and punished when they don't (Cherry, 2020). It leads the employees to perceive the goals through the reward contingent by their performance while the transformational leadership leads them become innovative to perceive these goals (Xenikou, 2017).

III. METHODOLOGY

Design of the Research: A case study approach allows the researchers to explore complex real life issues. It is well recognized in many fields like the social sciences. It is very useful when there is a need for an in-depth understanding of a phenomenon, an event or a real life every day issue (Crowe, et al., 2011).
Generally speaking, the researcher arranges his hypotheses based on the theoretical studies and the formulation of problems. A research of quantitative approach doesn't have to start with hypotheses because they are developed from the data collected and analyzed (CIRT;, 2015). However, if formulated, the hypotheses used for a quantitative research are called statistical hypotheses, which means that they must be tested according to statistical rules (HIdayat Huang, 2020).

Additionally, in the quantitative researches, a formulated statistical hypothesis has two forms: the null H_0 hypothesis and the alternative H_a hypothesis. It also has three types with the Associative Quantitative Hypothesis being one of the three that represents a relationship between the independent and dependent variables, and that can be tested through Pearson's Product Moment Correlation(HIdayat Huang, 2020).

Even more, the convenient sampling is a non-probability sampling technique used to select the samples when they are convenient with the objectives of the research. Ideally speaking, in researches, it is much better to construct samples that could represent a large population. Unfortunately, it cannot be done constantly and for that researchers rely on different sampling techniques, like the non-probability convenient sampling technique that reduces the costs and eases the availability of the sample because of its speed (HIdayat Huang, 2020).

Based on that, the school was selected through the convenient sampling technique, after-which all forty teachers filled the 5-point survey and the principal provided their performance scale scores.

Research Instruments: The researchers have used a 5 point-likert scale survey of ten questions on a scale from 1 to 5 in the following way: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

Nb	Question	Answers				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I would not change my current employer if I have the opportunity to do so.					
2	The rules and procedures at work are clear to follow.					
3	I am allowed to work independently and to use my initiative.					
4	I am happy with the professional development opportunities offered in teaching.					
5	I am happy with my promotion prospects.					
6	I am fully satisfied with my current job.					
7	My students' learning success/achievement motivates me to carry on teaching.					
8	I have a good relationship with my principal.					
9	I have a good relationship with my students.					
10	I am satisfied with my current salary.					

The items presented above were constructed from the literature where each one is associated with its reference.

Nb	Question	Reference
1	I would not change my current employer if I have the opportunity to do so.	(Flowers & Hughes, 1973)
2	The rules and procedures at work are clear to follow.	(Reddy, 2016)
3	I am allowed to work independently and to use my initiative.	(McCoy, 2018)
4	I am happy with the professional development opportunities offered in teaching.	(Dieken, 2020)
5	I am happy with my promotion prospects.	(Klongerbo, 2019)
6	I am fully satisfied with my current job.	(Heathfield, 2019)
7	My students' learning success/achievement motivates me to carry on teaching.	(Han, Yin, & Boylan, 2016)
8	I have a good relationship with my principal.	(Meador, 2019)
9	I have a good relationship with my students.	(Barile, 2020)
10	I am satisfied with my current salary.	(Lin, 2014)

The survey was then validated by two experts, parties in the field of the study. The first expert was familiar with the topic presented and evaluated if the questions successfully captured the designated topic. The second review came from an expert who in the construction of the questions and made sure that they are not double-barred and that the survey did not contain common errors that could mislead the participants or confuse them (Langsfeld, 2020).Finally, after filling the survey by the forty teachers in the school, the principal provided the researchers with the performance score related to each teacher with minimum of zero and a maximum of fifty.

IV. DATA COLLECTION PROCEDURE

The data related to the survey was collected through the answers of the forty teachers, while that of the performance scores were collected from the school principal in person.

V. DATA ANALYSIS

The data was analyzed through the Statistical Package for the Social Sciences (SPSS) version 23.

Table 1: Descriptive Statistics for the First Item in the Survey (Frequency and Percent)

I would not change my current employer if I have the opportunity to do so.		
	Frequency	Percent
Strongly Disagree	27	67.5%
Disagree	4	10%
Undecided	2	5%
Agree	5	12.5%
Strongly Agree	2	5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 31 teachers (27 and 4) would change their current employer if they had the opportunity to do so, only 2 teachers are undecided, while 7 teachers (5 and 2) would remain with their current employer even if they had an opportunity for a change.

Chart 1: Bar Diagram for the First Item in the Survey

According to the above bar diagram, the largest number of participants would change their employer if they had the opportunity to do so.

Table 2: Descriptive Statistics for the Second Item in the Survey (Frequency and Percent)

The rules and procedures at work are clear to follow.		
	Frequency	Percent
Strongly Disagree	2	5%
Disagree	3	7.5%
Undecided	8	20%
Agree	19	47.5%
Strongly Agree	8	20%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, only 5 teachers (2 and 3) believed that the rules and procedures at work were not clear to follow, 8 teachers were undecided, while 27 teachers (19 and 8) believed that they were indeed clear to follow.

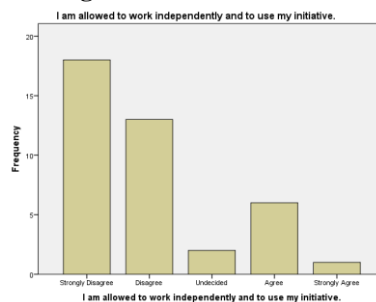### Chart 2: Bar Diagram for the Second Item in the Survey

According to the above bar diagram, the largest number of participants thought that the rules and the procedures were clear to follow.

Table 3: Descriptive Statistics for the Third Item in the Survey (Frequency and Percent)

I am allowed to work independently and to use my initiative.		
	Frequency	Percent
Strongly Disagree	18	45%
Disagree	13	32.5%
Undecided	2	5%
Agree	6	15%
Strongly Agree	1	2.5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 31 teachers (18 and 13) were not allowed to work independently and use their initiatives, only 2 teachers were undecided, while 7 teachers (6 and 1) were allowed to do so.

Chart 3: Bar Diagram for the Third Item in the Survey

According to the above bar diagram, the largest number of participants were not allowed to work independently and use their initiatives.

Table 4: Descriptive Statistics for the Fourth Item in the Survey (Frequency and Percent)

I am happy with the professional development opportunities offered in teaching.		
	Frequency	Percent
Strongly Disagree	17	42.5%
Disagree	15	37.5%
Undecided	6	15%
Agree	1	2.5%
Strongly Agree	1	2.5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 32 teachers (17 and 15) were not happy with their professional development opportunities offered in teaching, only 6 teachers were undecided, and only 2 teachers (1 and 1) were happy with it.

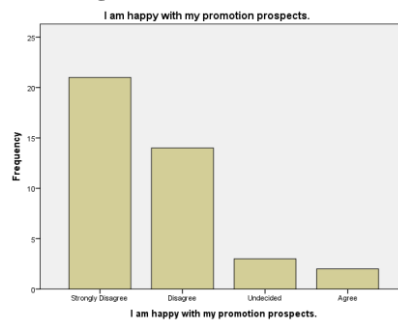**Chart 4: Bar Diagram for the Fourth Item in the Survey**

According to the above bar diagram, the largest number of participants were not happy with their professional development opportunities offered in teaching.

Table 5: Descriptive Statistics for the Fifth Item in the Survey (Frequency and Percent)

I am happy with my promotion prospects.		
	Frequency	Percent
Strongly Disagree	21	52.5%
Disagree	14	35%
Undecided	3	7.5%
Agree	2	5%
Strongly Agree	0	0%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 35 teachers (21 and 14) were not happy with their promotion prospects, only 3 teachers were undecided, and only 2 teachers were happy with them.

Chart 5: Bar Diagram for the Fifth Item in the Survey
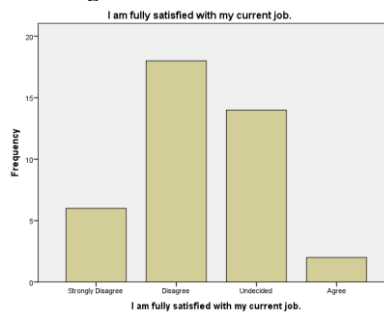

According to the above bar diagram, the largest number of participants was not happy with their promotion prospects.

Table 6: Descriptive Statistics for the Sixth Item in the Survey (Frequency and Percent)

I am fully satisfied with my current job.		
	Frequency	Percent
Strongly Disagree	6	15%
Disagree	18	45%
Undecided	14	35%
Agree	2	5%
Strongly Agree	0	0%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 34 teachers (6 and 18) were not fully satisfied with their current job, 14 teachers were undecided, and only 2 teachers were happy with it.

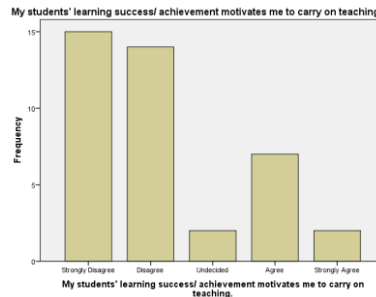**Chart 6: Bar Diagram for the Sixth Item in the Survey**

According to the above bar diagram, despite many being undecided, the largest number of participants were not fully satisfied with their current job.

Table 7: Descriptive Statistics for the Seventh Item in the Survey (Frequency and Percent)

My students' learning success/achievement motivates me to carry on teaching.		
	Frequency	Percent
Strongly Disagree	15	37.5%
Disagree	14	35%
Undecided	2	5%
Agree	7	17.5%
Strongly Agree	2	5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 29 teachers (15 and 14) were not motivated to carry on teaching because ofthe success/learning achievements of their students, only 2 teachers were undecided, while 9 teachers (7 and 2) were motivated because of it.

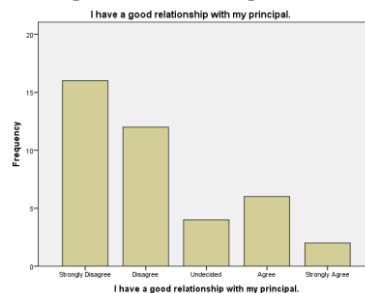**Chart 7: Bar Diagram for the Seventh Item in the Survey**

According to the above bar diagram, despite many being undecided, the largest number of participants were not motivated to carry on teaching because of the success/learning achievements of their students.

Table 8: Descriptive Statistics for the Eighth Item in the Survey (Frequency and Percent)

I have a good relationship with my principal.		
	Frequency	Percent
Strongly Disagree	16	40%
Disagree	12	30%
Undecided	4	10%
Agree	6	15%
Strongly Agree	2	5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 28 teachers (16 and 12) did not have a good relationship with their principal, only 4 teachers were undecided, while 8 teachers (6 and 2) did have it.

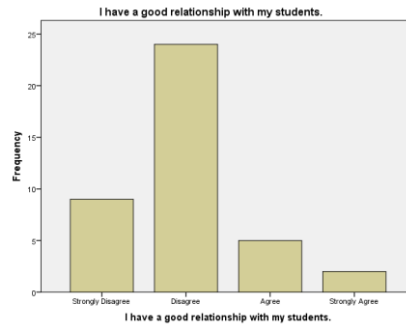**Chart 8: Bar Diagram for the Eighth Item in the Survey**

According to the bar diagram, the largest number of participantsdid not have a good relationship with their principal.

Table 9: Descriptive Statistics for the Ninth Item in the Survey (Frequency and Percent)

I have a good relationship with my students.		
	Frequency	Percent
Strongly Disagree	9	22.5%
Disagree	24	60%
Undecided	0	0%
Agree	5	12.5%
Strongly Agree	2	5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 33 teachers (9 and 24) did not have a good relationship with their students, while 7 students (5 and 2) did have it.

Chart 9: Bar Diagram for the Ninth Item in the Survey

According to the bar diagram, the largest number of participants did not have a good relationship with their students.

Table 10: Descriptive Statistics for the Tenth Item in the Survey (Frequency and Percent)

I am satisfied with my current salary.		
	Frequency	Percent
Strongly Disagree	32	80%
Disagree	4	10%
Undecided	0	0%
Agree	2	5%
Strongly Agree	2	5%
Total	**40**	**100%**

According to the table of frequency and percent above, out of forty participants, 36 teachers (32 and 4) were not satisfied with their current salary, while only 4 teachers (2 and 2) were satisfied with it.

Chart 10: Bar Diagram for the Tenth Item in the Survey

According to the above bar diagram, the largest number of participants were not satisfied with their current salary.

Table 11: The Average of Teachers' Motivation

According to Trammell (2018), there are four levels of motivation. "Because You Told Me To" is level 1, "Because You Want Me To" is level 2, "Because I want To" is level 3, and "Because It Makes a Difference" is level 4.

Level 1 signifies that the employees do their job because their boss told them to do so and that they will be in trouble if they do not do it. At level 2, the employees do their job because they want to please their boss and not because they were told by him to do so. At level 3, the employees feel a great sense of responsibility, thus they do their work because they want to do so. Finally, at level 4, the employees believe in their work and become engaged in it because its tangible effect makes a difference (Trammell, 2018).

Based on that the researchers have divided teachers' motivation was divided into four level with a minimum of 10 and a maximum of 50 as follows: $[10;20[$ for level 1, $[20;30[$ for level 2, $[30;40[$ for level 3, and $[40;50]$ for level 4.

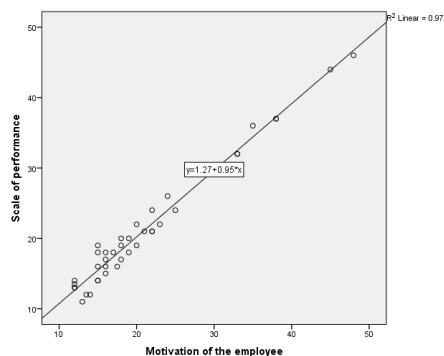| Levels	Frequency
Level 1 : "Because You Told Me To"	23
Level 2: "Because You Want Me To"	10
Level 3: "Because I want To"	6
Level 4: "Because It Makes a Difference"	1
Total	**40**
Average	**21.30**

According to the table above, 23 teachers in the sample are doing their job because they were told by their principal to do so, 10 teachers are doing so because they want to please him and 6 teachers are doing so because they want to, while only one teacher is doing it because he believes that it makes a difference. In addition the table showed that the average of teachers' motivation was 21.30, which means that, in average, a teacher of this sample is teaching not because he was told to do by his boss so but because he wants to please him.

Table 12: Pearson's Product Moment Correlation

		Scale of Performance
Motivation of the employee	Pearson's Product Moment Correlation	0.986
	Significant (2-tailed)	0.000
	Total	40

According to the table above, there is a strong positive between teachers' motivation and their performance at the Pearson's value of 0.986(Pammer, 2019). In addition, at $p < 0.05$, there is a significant association between the independent and dependent variables.

Scatter Plot of Teachers' Motivation, the Independent Variable, and their Performance, the Dependent Variable

According to the scatter plot above, the points fall very close the regression linear line, which indicates a strong positive linear relationship between teachers' motivation, the independent variable, and their performance, the dependent variable. Thus, as the independent variable increases, the dependent variable also increases.

The simple linear regression analysis better expresses this relationship between teachers' motivation and their performance, $F_{(1, 38)} = 1375.900$, $p<0.05$. In this respect, teachers' motivation accounts about 97.3% of the variation oftheir performance, whereas the error term accounts for 2.7%. In addition, teachers' motivation significantly predicts their performance at 5% significance level, ($t = 37.093$, $p = 0.000$).

VI.CONCLUSION, HYPOTHESES and RECOMMENDATIONS

CONCLUSION

According to the results of the study, the researchers have concludedthat the teachers, who constituted the sample of this study, are not motivated in teaching and that they are doing their job to please their principal and not because he

told them to do so. In addition, they have concluded that teachers' motivation is strongly and positively correlated with their performance.

Hypotheses

Based on the answers provided by the answers of the 40teachers in the survey and the performance scores provided by the principal, the researchers have accepted the hypotheses $H_1 1$ and $H_1 2$, thus they hypothesized that teachers are not motivated in their job and that teachers' motivation is correlated with their performance.

$H_1 1$:Teachers are not motivated in their job

$H_1 2$:There is a correlation between motivation and teachers' performance.

RECOMMENDATIONS

For the principals and the Lebanese government

The principals of the schools should focus on providing incentives rewards for their teachers or putting special attention in increasing their salaries to meet their needs. Especially that, according to the survey of this study, 36 teachers out of forty are not satisfied with their salaries, the extrinsic reward, and 35 teachers are not happy with their promotion prospects.

Increasing their salaries will motivate them and definitely increase their morale to teach. According to the literature here, if they are not motivated, then they cannot reach the level of performance they are required to.

Even more, people tend to rise their level of competence in a hierarchy that uses promotions for rewards only, this is why the compensation plan is so popular among the employees (Wong, 2009).
As stated by Form (1968) in his book entitled "Industrial Sociology: The Sociology of Work Organization", page 245, and cited by wong (2009), as an occupation, teaching can be defined as a "relatively continuous patterns of activities that provide the workers with a livelihood and define their general social status"(Wong, 2009).

As a profession, teaching also implies a long-term commitment on the part of the teacher, and this is due to the fact the teachers can advance in their work during their years of service through a pre-established hierarchy in work, also known as the promotion system that has a powerful influence on their performancebecause it defines their status, posts, money income and prestige(Wong, 2009).

In the United Kingdom, medicine and law are ranked at the top of the highest category of professions, while teaching is located second (Wong, 2009). For that, the principals and the lebanese government should work on constructing and implementing a promotion system that can satisfy teachers' prospects, which as a result enables them to perform and teach better.

Finally, professional development aids the teachers at staying organized and becoming better in planning their time. Thus, they become more efficient in their work and more focused on the progress of their students. They gain more knowledge about their topic, which is a very critical point for every teacher because students expect their teachers to be experts in the topics they teach (Queens University of Charlotte, 2020).

Professional development provides teachers with the opportunities to go above and beyong their knowledge in the topic they teach because they can learn new ways that help their students to become more engaged and succeesful. It provides them with the opportunities to assess their teaching and work on improving its quality, which helps students' learning, introduces them to the world of technology and helps them becoming better educators (NIXON, 2020). According to the results of this study, 32 teachers out of 40 are not happy with the professional development opportunities offered in their job, for that it is important to work on constantly providing the teachers with professional development opportunities so they won't feel obsolete in their work.

In addition, despite 27 teachers admitting clear rules and procedures at work, 28 ones declared not having a good relationship with their principal and 31 admitted that they would change their current employer if they had the

opportunity to do so. This is a very critical point because the relationship between the principal and his teachers is extremely important in high-performing schools (Van Beck, 2011). Thus, the schools principals should put extra effort in building a good relationship with their teachers to motivate them for a better performance. Adopting the transformational or transactional leadership style could lead to such built.

Even more, 31 teachers indicated that they are not allowed to work independently and use their initiative. According to the theoretical framework of this study, the environment, in which people find the resources, the information and the support, is known as a critical factor for a well performance. Again, the principals are recommended to adopt the transformational leadership because it creates the type of environment required for a better teachers' performance.

For the teachers

Improving the relationship between the teachers and their students has positive and important long-lasting implications on their academic and social development because its is likely for the students to trust their teachers more, engage more in class and achieve higher academic levels(Rimm-Kaufman, 2010). According to the results on this study, 29 teachers out of 40 stated that their students' learning success/ achievement does not motivate them to carry on teaching. Teachers must pay attention to this point because according to a study in the European Journal of Psychology of Education, their relationship with their students is the best predictor of how much they experience joy versus anxiety in class (Sparks, 2019).

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