THE FACTORS THAT AFFECT MOTIVATION OF ACADEMIC STAFF TO IMPROVE THEIR PERFORMANCE AT SEBHA UNIVERSITY

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ABSTRACT

The purpose of the study is to explore the factors related to motivation and performance of academic staff at Sebha University. The previous studies have identified the factors that influence motivation such as job satisfaction, salary, reward, promotion and training. Though, the influence of such factors on the academic staff motivation in higher education institution in Libya has not been yet empirically studied. Therefore, this study was conducted to examine the impact of these factors on the motivation of academic staff in higher education institution in Libya, known as Sebha University. Also, the study was conducted to explore the effect of motivation on the performance of academic staff in term of teaching, research and publication. In addition, the study examined the role of motivation as a mediator on the relationship between the factors included in this study. The data were collected by a questionnaire. The sample for this study comprised 273 members of the academic staff from different faculties of the university. The data were analysed employing multiple regression analysis. The obtained results indicated that job satisfaction, salary, reward, and promotion significantly influenced motivation and performance of academic staff (P 0.05). However, training was not significantly related to motivation and performance of academic staff at Sebha University. Also, the study showed that motivation has an impact on the performance of academic staff in term of teaching, research and publication. Additionally, the study provides an empirical approval about the role of motivation as a mediator on the relationship between job satisfaction, salary, reward, promotions and performance of academic staff.

Keywords: Motivation, Performance, Job Satisfaction, Academic Staff, Sebha University

1.0   INTRODUCTION

The higher education sector in any society plays a key role in economic development, and academic staff are the key players in the higher education sector by virtue of their involvement   in preparing students for their future responsibilities in society and in the economy (Sharma and Jyoti, 2010). In this context, it is therefore crucial to know and understand the factors   associated with the development of quality academic staff (Srivastava et al, 2005).

The improvement of academic performance is top priority in the national agenda with academicians and policymakers focusing on testing, curriculum reform accountability, teacher quality, school choice, and correlated concerns. The foundation of a successful education system vested in   high quality lecturers. Therefore, the main requirement for   educational institutions is to attract and retain   high quality lecturers. (Sharma and Jyoti, 2006)

The academic staff desire some needs such as independence, new experience, recognition, job satisfaction, good salary, and training relationship with colleagues and managers, which   need to be met. On the other hand, ignorance of the impacts of these factors will lead to dangerous results. Dissatisfaction among academic staff is undesirable and risky for the profession and therefore, any occurrence of dissatisfaction with needs as mentioned earlier must be addressed by examining the factors that cause dissatisfaction to decrease their intensity or to change those conditions. (Sharma and Jyoti, 2010).

The possible determinants of performance, in any institution including universities are not exceptional, such as job satisfaction, promotions, reward, salary and training. For instance, the problems related to teaching are not only about teaching technique but also, concern inadequate facilities, and inadequate salaries for academic staff (Ian Brailsford, 2011). It could be concluded that the hygiene factors such as good salary, rewards, work conditions are as necessary as motivators to prevent any unpleasantness at work and unfair treatment at work should be resisted. Therefore, the administrators should ensure that people are accorded proper treatment at work. The motivators have a relationship with what people may do and the quality of human experience at work (Mullins, 2010).

Some   studies   have shown that demotivation or lack of motivation is one of the indicators of low job performance among employees. Therefore, the management of Sebha University needs to work on enhancing   the motivational level, and job satisfaction of the academic staff to benefit from a significant improvement in their performance (Mawoli, 2012; Ahmad, Kumar and Azeem, 2013; Negash, Zewude, and Megersa, 2014)

The Libyan's budget allocation to   higher education is very huge, but, the academic staff in public universities in Libya are still performing poorly. For instance, the budget allocations for public universities from 2012 to 2014 were respectively, LD 663,416,300, LD 864,807,820, LD 817,475,750 and in 2016 LD 770,891,469. In addition, based on the review of reports of the national centre for quality assurance and accreditation, it was stated that there is an urgent need to improve academic and educational standards for the academic staff at Libyan public universities, in light of the increasing weaknesses of some faculty members, with the significant increase in the number of applicants for the post of faculty members in universities (Merjeen, 2018). Additionally, officials in education and universities have been invited to help build standards to address various aspects such as Personal, academic and technical skills of the university's academic staff so as to achieve the quality of university outputs. Similarly, Al-Zaylik, (2015) revealed that, in spite of what the Libyan universities today are changing efforts in the field of developing scientific research, especially in postgraduate studies, they are still suffering from obvious shortcomings due to many problems and obstacles accumulated over several decades which are hampering the achievement of the desired goals of higher education.

Accordingly, it is necessary to examine the factors that have an influence on the motivation of academic staff and make recommendations and suggestions that can help the university management to motivate the academic staff to achieve a high level of motivation, job satisfaction and improve their performance. The conclusion of this research has a significant importance to the university of Sebha and to the broader Libyan society because the motivation of academic staff has significant effects on the students' motivation (Jesus and Lens, 2005) as well as the university performance (Jennifer, 1996)

2.0   LITERATURE REVIEW

The term motivation has many different definitions and there is no consensus on any particular definition so far.   Pinder (2008), for example, defines motivation as: "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration."

Perry, Hondeghem, and Wise (2010) argued that when individuals in public service are more motivated, they will make greater effort at work which eventually results in higher performance. However, Eyal and Roth (2011) argued that to affect the individual's performance, mangers need to be more understanding and have good background knowledge about several policies of motivation. In addition, mangers should consider the fact that what affects some individuals and helps them may not have the same effect on others. Therefore, mangers need to make correct assumptions about particular staff members and particular situations to identify what motivates them to perform. (Eyal and   Roth, 2011)

Herzberg's (1966) two-factor theory labels needs as "satisfaction and dissatisfaction" and studied motivation in the context of job content and contest, and viewed motivating workforce as a two-step process: first, makes available aspects of hygiene and then add motivators. According to Herzberg, motivators are the factors that meet a person's needs for meaning and personal growth. The satisfiers/motivators comprise accomplishment, recognition, the work itself, responsibility, advancement and growth (Kongala, 2013; Mawoli, 2011). According to Kongala (2013), Maslow constructed motivation theory based on the notion that individuals are motivated through a succession of five general needs (physiological needs, safety needs, social needs, esteem needs, and self-actualization needs) which are hierarchically classified based on the order in which they affect people's behaviour. The current research applied Maslow's theory to identify the fact that academic staff also strive to fulfil their needs and wants. If a university fulfils those needs in an effective manner and supports the academic staff to fulfil their needs, the academic staff will feel more fulfilled and motivated to work for the university. This fulfilment will also increase their level of dedication and commitment and help the academic staff to achieve superior performance.

Evans (2001) found from a study that, job satisfaction and employee's motivation are closely linked when the employees' job satisfaction is increased their level of motivation also increases. Also, Parkin, Johnson, Buckland and White (2004) concluded that pay has an impact and described it as the most powerful potential motivator of performance, when the salary is clearly based on performance. Similarly, other researchers such as Simon and colleagues (1999), Akintoye (2000) and Negussie (2012) recognized that salary is the most significant factor in motivating employees. It can be argued that salary serves as a crucial factor that is related to motivation of   academic staff at Sebha University.
In another study, Conway and Monks (2008) revealed that reward has the greatest influence on the employee's satisfaction and commitment to the organization, compared to other organizational elements such as training and development, and career progression. Moreover, reward can affect an employee to perform his/her tasks and duties properly with full honour and dedication (Asim, 2013).

Salary is very important to employees, including academic staff (Charles and Marshall, 1992). According to Zhou and Volkwein (2003), the variances in salary have significant effect on the satisfaction level of academic staff, which in turn affect their intentions to perform the work with greater sincerity. In addition, according to Brailsford (2011), an inadequate salary for academic staff is one of the main issues affecting job performance. Improving their performance involves providing attractive salary packages for academic staff. Parkin, Johnson, Buckland and White (2004) concluded that pay has an impact and describe it as the most powerful potential motivator of performance, when the salary is clearly based on performance.

Asim (2013) stated that employees mainly focus on joining organizations when promotional opportunities are available. Teke (2002) found that promoted employees are those who are currently showing exceptional work performance and therefore have been rewarded with promotion as they have demonstrated their capability to shoulder greater responsibilities. This leads to the fact that promotion has a significant impact on employees, particularly on their motivation. This notion has been justified by a number of previous studies. For example, Khan, Farooq and Ullah (2010)   found that the promotional factor has direct impacts on the level of employees' motivation in the organization. Similarly, Islam and Ismail (2008) also found that promotion and employees' motivation are closely related.

The reason for organizations in training their employees is to obtain higher benefits from their enhanced knowledge and skills (Größler and Zock, 2010). Training has been recognized as one of the mechanisms to improve employees and organizations. Castrogiovanni and Kidwell (2010) affirmed that training will raise employees' capacities as well as enhance their skills in the long term. Earlier studies have determined that training, productivity and organizational improvement such as service quality are significantly related (Rowland and Hall, 2014; James, 2011; Kamoche, 1998). Also, Asim (2013) revealed that training helps to motivate employees in an organization. This finding is supported by the statement of Anyamele (2007), who revealed that increasing employee motivation is one of the most important impacts of training.

The previous discussion showed that most of the studies were conducted in other contexts which is differ from the Libyan context. Also, this study is considered a pioneering effort with regard to the investigation of the factors that influence motivation and performance in Libya in the higher education sector. Regarding the impact of   factors such as job satisfaction, salary, reward, promotion and training there appears to be a lot of disagreement. For instance, researchers have not arrived at a consensus regarding the impact of job satisfaction on motivation and performance. Also, there is no general agreement on the influence of factors such as salary, reward, promotion and training on the level of motivation and performance. This research investigated and identified the factors that are associated with and influence the level of motivation and performance of the academic staff at Sebha University.

3.0   STATEMENT OF PURPOSE

This study intends to examine the influence of the variables identified such as job satisfaction, salary, reward, promotion and training on the motivation and performance of academic staff at Sebha University. Towards this end, the research objectives are:

1. To identify the factors that influence the motivation of academic staff at Sebha University.

2. To determine the extent to which the identified factors and motivation influence the performance of academic staff at Sebha University.

3. To determine if motivation mediates the relationship between these factors and performance of academic staff at Sebha University

Figure 1: Research Framework
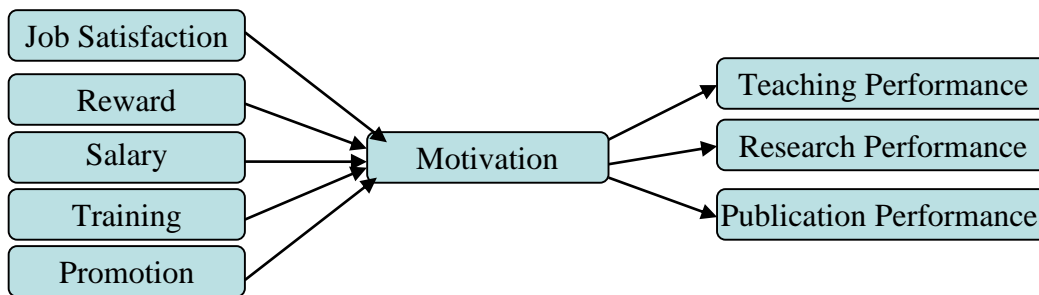
4.0   METHOD

The target population of the research is the full-time academic staff at Sebha University, it is a huge public university situated in the southern region of Libya. The faculties and campuses are scattered throughout the southern province (Fuzzan) of Libya. The total full-time academic staff population at Sebha University is 900. Based on Krejcie and Morgan's (1970) Table, the sample for this research is 269, and simple random sampling technique was applied to distribute the questionnaire. The number of retrieved responses was 273 which was been used for data analysis.

The questionnaire was the instrument used to collect the data. The questionnaire contains 58 items assembled on the basis of relevant categories, and performance was measured using 22 items: motivation 6 items, job satisfaction 6 items, salary 4 items, training 4 items, and reward 10 items, while promotion was measured by 6 items. A five-point Likert scale was used ranging from 1 (strongly disagree) to 5 (strongly agree) for all variables except reward which ranged from 1 (very unfair) to 5 (very fair). The reliability of the measurement was above .70. Also, to check the suitability of the data to carry out the analysis, the EFA analysis was applied. The multiple-regression analysis was also employed to test the hypotheses of this research.

5.0   RESULTS

From the total 273 respondents, 241 (88.3%) were male and 32 (11.7%) were female (see Table 1). The next demographic profile is related to work position.

Table 1: Gender of the participants

Gender	Frequency	Percentage (100%)
Male	241	88.3
Female	32	11.7

As it shown in Table 2, it was found that 209 (76.6%) respondents work as lecturers, 34 respondents (12.5%) as assistant professors, and 20 (7.3%) were associate professors. Only 10 (3.6%) respondents were full professors.

Table 1:   Respondents' work positions

Work position	Frequency	Percent (%)
Lecturer	209	76.6
Assistant Professor	34	12.5
Associate Professor	20	7.5
Full Professor	10	3.6

Regarding the marital status, Table 3 shows that 218 (79.9%) of the respondents are married. While 55 (20 %) of them are single.

Table 2: Marital status of respondents

Marital Status	Frequency	Percent (%)
Single	55	20.1
Married	218	79.9

Table 4 presents the academic qualifications of the respondents. It shows that 192 (70.3 %) of the respondents are master degree holders, and 81 (29.7 %) of them RE PhD holders.

Table 3: The respondents' level if qualification

Level of Qualification	Frequency	Percent (%)
Master	192	70.3
PhD	81	29.7

Table 5 provides the age of the respondents of this study. Showing that 28.2 % (77) of them are in the 37-42 years' age group, 26.4 % (72) of them are in the group aged from 43 to 48 years, and 24.9 % (68) are aged between 31 and 36 years. In addition, 10.6 % (29) of the respondents are in the group aged from 49 to 54 years, 5.9 % (16)   were in the group aged from 25 to 30 years, 3.7 % (10) of them are in the group aged between 55 and 60 years, and only one respondent is in the 61-66 years' group.

Table 4: Ages of respondents

Age	Frequency	Percent (%)
25-30 years	16	5.9
31-36 years	68	24.9
37-42 years	77	28.2
43-48 years	72	26.4
49-54 years	29	10.6
55-60 years	10	3.7
61-66 years	1	0.4

The next demographic information is related to the respondent's work experience. The frequency distribution in Table 6 shows that 95 respondents (34.8 %) have 3 to 6 years of work experience, 78 respondents (28.6 %) have 7 to 8 years of work experience, and 36 respondents (13.2 %) have work experience ranging from 15 to 18 years. Only 5.1 % (14) of the respondents have work experience ranging from 23 to 26 years, while 10.3 % (28) of them have work experience ranging from 11 to 14 years. There are 22 (8.1 %) of them with work experience of between 19 and 22 years. This demographic profile shows that the majority of the university staff members are highly experienced.

Table 5: Respondents work experience

Work experience	Frequency	Percent (%)
3 to 6 years	95	34.8
7 to 10 years	78	28.6
11 to 14 years	28	10.3
15 to 18 years	36	13.2
19 to 22 years	22	8.1
23 to 26 years	14	5.1

Finally, the university affiliation of the respondents presented in Table 7 showed that the respondents of this study are from various colleges in Sebha University. For example, 19.4 % (53) respondents are from the College of Economics and 14.7 % (40) of them are from the College of Science.

Table 6: Affiliation of the respondents

Affiliation	Frequency	Percent (%)
College of science	40	14.7
College of medical	31	11.4
College of art	29	10.6
College of agriculture	9	3.3
College of economic	53	19.4
College of language	15	5.5
Education	25	9.2
Islamic science	10	3.7
Engineering	22	8.1
Media	6	2.2
Nursing	19	7
IT science	14	5.1

5.1 ANALYSIS OF ASSUMPTIONS

The rule of thumb for the normality test as suggested by Kline (1998) is characterized as having a skewness of less than 3 and a kurtosis less than 10. The focus here is on kurtosis value because multivariate kurtosis could rigorously impact the variance and covariance's tests (Byrne 2010). Also, it has to be noticed that when the standardized kurtosis index value is 3 then the data is considered normally distributed (Byrne 2010). Table 8 shows the normality test of the data collected. It showed that the skewness and kurtosis values are within the acceptable level of normality assumptions.

Table 7: Normality assessment

	Skewness	Std. Error	Kurtosis	Std. Error
MOT	-0.449	0.147	-0.484	0.294
JOB	-0.545	0.147	-0.473	0.294
SAL	-0.794	0.147	0.59	0.294
REW	-0.455	0.147	-0.615	0.294
TR	-0.79	0.147	0.216	0.294
PROM	-0.413	0.147	-0.486	0.294
TEACH	-0.971	0.147	0.362	0.294
RES	-0.383	0.147	-0.573	0.294
PUB	0.032	0.147	-0.843	0.294

Note: MOT = Motivation; JOB = Job Satisfaction; SAL = Salary; REW = Reward; TR = Training; PROM = Promotion; TEACH = Teaching Performance; RES = Research Performance; PUB = Publication Performance

An outlier is "an extremely high or low data value when compared to the rest of the data" (Bluman, 2011). The existence of outliers in the study can affect the validity of the study (Bluman, 2011; Denscombe, 2007; Hair, et al., 2007; Pallant, 2007). One of the typical ways of identifying the outliers' cases is Mahalanobis distance (Hair, et al., 2010; Stevens, 1984). Such a technique requires plotting Mahalanobis distance' value against Chi-square percentile points to identify which cases are outliers. On the basis of the analysis result, it indicates that the values of Mahalanobis distance are between 2.38 and 33.87. After comparing these values with the critical value on Chi-square (33.52), there is one case considered to be an outlier and is deleted.

The multicollinearity is used to test whether the variables are highly correlated or not (Tabachnick and Fidell, 2007). The assessment of multicollinearity is based on tolerance and Variance Inflation Factor (VIF), where tolerance refers to the notion that how much of variability of a particular predictor variable is not explained by other predictor variables. The tolerance value should not be less than 0.10 in order to avoid an indication of multicollinearity. The VIF value should not be more than 10, otherwise it will be considered as an indicator of multicollinearity (Pallant, 2016). The analysis results (Table 9) showed that the tolerance value for all independent variables ranged between 0.503 and 0.920 which is more than 0.10.

This is an evidence that there is no violation of the assumption of multicollinearity, Also, the results of VIF showed that the greatest value was 1.987, which is below 10. This result provides additional evidence that the assumption of multicollinearity is not violated.

**Table 8: Multicollinearity assessment based on VIF and tolerance**

(Constant)	Tolerance	VIF
MOT.M	0.503	1.987
JOB.M	0.587	1.704
SAL.M	0.653	1.532
REW.M	0.704	1.42
TR.M	0.599	1.669
PROM.M	0.6	1.666

Note: MOT = Motivation; JOB = Job Satisfaction; SAL = Salary; REW = Reward; TR = Training; PROM = Promotion.

Linearity is detected when residuals have a straight-line relationship with predicted DV scores (Sekaran, 2006). Nonlinearity exists when the overall shape of the scatter plot is curved rather than being linear (Sekaran, 2006). Figure 4.1 indicates that linearity and homoscedasticity have been achieved, where the scatterplot shows that the scores are concentrated at the centre along the 0 point (Pallant, 2011).

Figure 2: Normality of standardized residuals and homoscedasticity
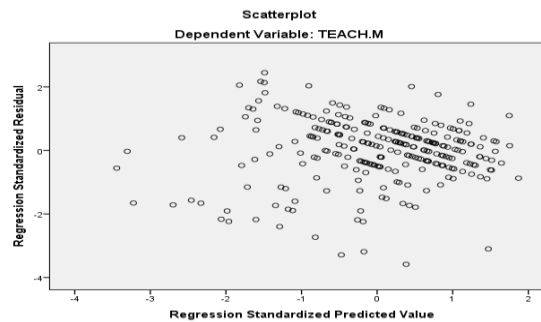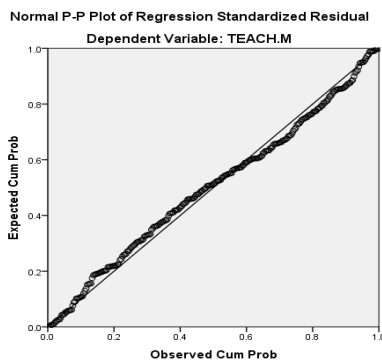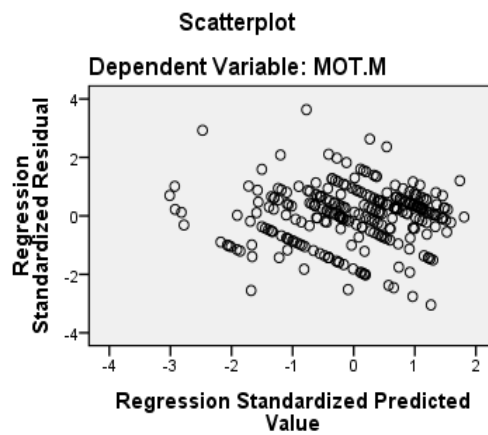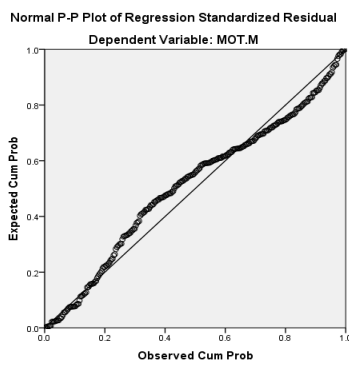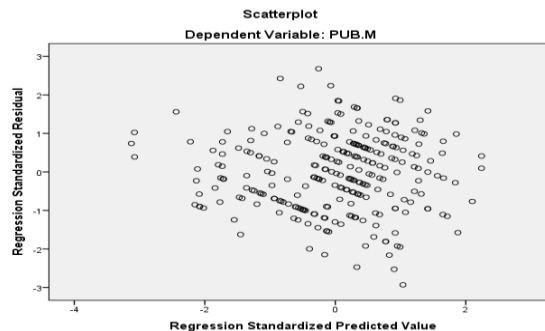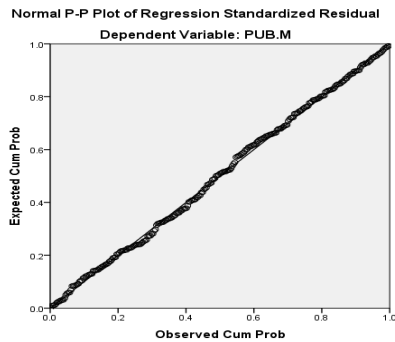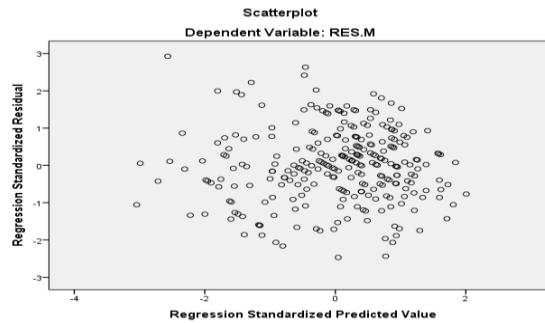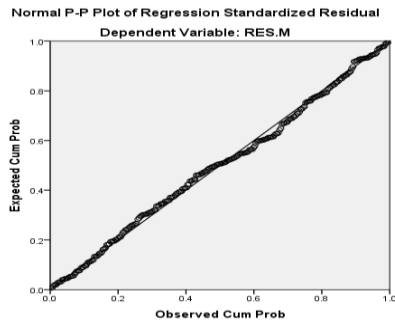
The 273 data collected were subjected to analysis with SPSS version 22.0. For each of the items scale, factor analysis was performed to decrease the total number of items of underlying factors. In this study, the Principal Component analysis was employed for the extraction of factors. Varimax rotation was employed to assist the interpretation of the factor matrix. Barlett's Test of Sphericity and the Kaiser Meyer Olkin measures of sampling were utilized to validate the usage of factor analysis. Cronbach's alpha value was used to determine the reliability (internal consistency of the items in the scale) of a predictor scale. The level of reliability was determined on the basis of the argument by George and Mallory (2003) (> .9 = Excellent; > .8 = Good, > .7 = Acceptable; > .6 = Questionable; <.5 = Unacceptable).

The correlations are presented in Table 10 and the results indicated that there are positive relationships among variables. The correlation values fall between -.217 and 0.806. Also, due to most of the correlation values being less than .80, it can be concluded that there is no multicollinearity issue among them (Hair, et al, 2007; Tabachnick and Fidell, 2007).

Table 10: Correlation matrix

	JOB.M	SAL.M	TR.M	PROM.M	TEACH.M	RES.M	PUB.M
JOB.M	1						
SAL	.416**	1					
REW	.415**	.392**					
TR	.452**	.414**	1				
PROM	.452**	.295**	.506**	1			
TEACH	.491**	.457**	.508**	.488**	1		
RES	.484**	.440**	.485**	.477**	.500**	1	
PUB	.282**	-0.06	.265**	.276**	.254**	.187**	.337**
MOT	.535**	0.049	.496**	.479**	.482**	.481**	.521**

*Note: MOT= Motivation; JOB Job Satisfaction; SAL= Salary; PR= Promotion; RW= Reward; TR=Training; TCH= Teaching; RES= Research; PUB= Publication; ** Correlation is significant at 0.01 level; * Correlation is significant at .0.05 level.*

Multiple regression analyses were applied to test the effect of job satisfaction, salary, reward, training, and promotion, on motivation. It was also used to test the mediating role of motivation on the relationship between job satisfaction, salary, reward, training, and promotion, and teaching, research and publication performance.

The standardized regression coefficient (β) was used to assess the contribution of each factor (job satisfaction, salary, reward, training, promotion) on motivation (Pallant, 2013). It was also used to assess the contribution of motivation to teaching, research and publication performance. Standardized beta coefficient (β) means that the values for each of the independent variables have been converted to the same scale so that comparisons can be made between them. Thus, because of the common unit of measurement, it is possible to define which predictor is most influential. Each standardized beta coefficient (β) value can vary from -1.00 to +1.00 and it is calculated for each predictor variable.

Table 10 displays the results of multiple regression analyses for teaching performance. According to regression results, it was found that Training (β= 0.131, p <0.05) was significant while job satisfaction (β =0.124, p < 0.05) had a significant and positive effect on teaching performance.

The results also indicated that promotion (β = 0.123, p < 0.05), salary (β = 0.136, p =<0.05), reward (β = 0.135, p < 0.05 had significant and positive effect on teaching performance.

Table 11: Results of multiple regression analysis for teaching performance

Variable	B	SE	β	t value	p value
JOB	0.13	0.061	0.124	2.125*	0.035
SAL	0.138	0.056	0.136	2.449*	0.015
REW	0.139	0.056	0.135	2.496*	0.013
TR	0.141	0.065	0.131	2.158*	0.032
PROM	0.137	0.065	0.123	2.091*	0.037

*Note: JOB = Job Satisfaction; SAL= Salary; TR = Training; PROM = Promotion; REW= Reward; * Significant at 0.05 level*

Table 12 displays the results of multiple regression analyses for research performance. According to regression results, job satisfaction had a significant and positive effect on research performance (β = 0.15, p < 0.05), also, Salary (β = 0.13, p < 0.05), reward (β =0.14, p < 0.05), training (β =0.13, p < 0.05), and promotion (β = 0.12, p < 0.05) significantly and positively contributed to research performance.

Table 12: Results of multiple regression analysis for research performance

Variable	B	Std. Error	β	t value	p value
JOB	0.195	0.077	0.15	2.54*	0.012
SAL	0.157	0.071	0.13	2.22*	0.027
REW	0.173	0.07	0.14	2.48*	0.014
TR	0.168	0.082	0.13	2.05*	0.041
PROM	0.161	0.082	0.12	1.97*	0.050

*Note: JOB = Job Satisfaction; SAL= Salary; TR = Training; PROM = Promotion; REW= Reward; * Significant at 0.05 level*

Table 13 presents the results of multiple regression analyses for publication performance. The regression results show that all factors, job satisfaction (β = 0.12, p > 0.05), salary (β = 0.09, p > 0.05), promotion (β = 0.04, p > 0.05), reward (β = 0.13, p > 0.05), training (β = 0.09, p > 0.05) have no significant effect on publication performance.

Table 13: Results of multiple regression analysis for publication performance

Variable	B	Std. Error	β	t value	p value
JOB	0.183	0.11	0.12	1.62	0.106
SAL	0.132	0.10	0.09	1.27	0.205
REW	0.192	0.10	0.13	1.88	0.062
TR	0.146	0.12	0.09	1.21	0.227
PROM	0.067	0.12	0.04	0.559	0.577

*Note: JOB = Job Satisfaction; SAL= Salary; TR = Training; PROM = Promotion; REW= Reward; * Significant at 0.05 level*

This study proposed a number of factors that could contribute to motivation. The factors include job satisfaction, salary, reward, training, and promotion. Table 14 displays the results of multiple regression analyses for motivation. According to regression results, it was found that job satisfaction (β = 0.21, p < 0.001) had a significant and positive effect on motivation, which supports hypothesis 1 of this study. Furthermore, the results also showed that salary (β = 0.20, p < 0.001), reward (β = 0.16, p < 0.01), and promotion (β = 0.126, p < 0.05) contributed significantly and positively to motivation. The results support hypothesis 2, 3, and 4. Only training (β = 0.088, p > 0.05) was not significant and therefore, hypothesis 5 was not supported.

Table 14: Results of multiple regression analysis for motivation

Variable	B	Std. Error	β	t value	p value
JOB	0.20	0.06	0.205	3.60*	0.000
SAL	0.19	0.05	0.200	3.72*	0.000
REW	0.15	0.05	0.157	2.99*	0.003
TR	0.09	0.06	0.088	1.489	0.138
PROM	0.13	0.06	0.126	2.188*	0.030

*Note: JOB = Job Satisfaction; SAL= Salary; TR = Training; PROM = Promotion; REW= Reward; * Significant at 0.05 level*

5.2   MOTIVATION AS A MEDIATOR BETWEEN (JOB SATISFACTION, SALARY, REWARD, AND PROMOTION) AND TEACHING PERFORMANCE

In this section, the mediation effect of motivation on the relationship between job satisfaction, salary, reward, and promotion, and teaching performance is presented. This study has followed the four steps by MacKinnon (2008) to test the mediating effect. The discussion of mediation will be focused on mediating effect of motivation on the relationship between job satisfaction, salary, reward, and promotion, and teaching performance. Training has been excluded from the discussion as it does not meet the requirements of mediation test (see Table 11 and Table 14) proposed by MacKinnon (2008).

In the previous discussion job satisfaction was found to have a positive and significant effect on motivation (β= 0.210, p<0.001) (see Table 14). *(Step 1)*. The result from the analysis also reveals that motivation was positively and significantly related to teaching performance (β = 0.481, p < 0.001), which supports hypothesis 6 of this study *(Step 2)*. In addition, job satisfaction also had a positive and significant effect on teaching performance (β= 0.124, p<0.05) (see Table 11) *(Step 3)*. Moreover, the effect of job satisfaction on teaching performance was still significant after controlling the mediator (motivation) (β = 0.327, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between job satisfaction and teaching performance. Therefore, hypothesis 9a was supported.

Also, reward was found to have a positive and significant effect on motivation (β= 0.160, p<0.05) (see Table 14) *(Step 1)*. The result from the analysis also reveals that motivation was positively and significantly related to teaching performance (β = 0.481, p < 0.001) *(Step 2)*. In addition, reward also had a positive and significant effect on teaching performance (β= 0.135, p<0.05) (see Table 11) *(Step 3)*. Moreover, the effect of reward on teaching performance was still significant after controlling the mediator (motivation) (β = 0.263, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between reward and teaching performance. Therefore, hypothesis 10a was supported.

In previous discussion, salary was found to have a positive and significant effect on motivation (β= 0.200, p<0.05) (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to teaching performance (β = 0.481, p < 0.001)   *(Step 2)*. In addition, salary also had a positive and significant effect on teaching performance (β= 0.136, p<0.05) (see Table 11) *(Step 3)*. Moreover, the effect of salary on teaching performance was still significant after controlling the mediator (motivation) (β = 0.290, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between salary and teaching performance. Therefore, hypothesis 11a was supported.

In addition, promotion was found to have a positive and significant effect on motivation (β= 0.126, p<0.001) (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to teaching performance (β = 0.481, p < 0.001) *(Step 2)*. Also, promotion had a positive and significant effect on teaching performance (β= 0.123, p<0.05) (see Table 11) *(Step 3)*. Moreover, the effect of promotion on teaching performance was still significant after controlling the mediator (motivation) (β = 0.333, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between promotion and teaching performance. Therefore, hypothesis 13a was supported.

5.2   MOTIVATION AS A MEDIATOR BETWEEN JOB SATISFACTION, SALARY, REWARD, AND PROMOTION, AND RESEARCH PERFORMANCE

The discussion in this section focuses on the mediating effect of motivation on the relationship between job satisfaction, salary, reward, and promotion, and research performance. Job satisfaction was found to have a positive and significant effect on motivation (β= 0.210, p<0.001) (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to research performance (β = 0.521, p < 0.001), which supports hypothesis 7 of this study *(Step 2)*. In addition, job satisfaction also had a positive and significant effect on research performance (β= 0.150, p<0.01) (see Table 12) *(Step 3)*. Moreover, the effect of job satisfaction on research performance was still significant after controlling the mediator (motivation) (β = 0.288, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between job satisfaction and research performance. Therefore, hypothesis 9b was supported.

In an earlier discussion, reward was found to have a positive and significant effect on motivation (β= 0.160, p<0.001) (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to research performance (β = 0.521, p < 0.001) *(Step 2)*. In addition, reward also had a positive and significant effect on research performance (β= 0.140, p<0.05) (see Table 12) *(Step 3)*. Moreover, the effect of reward on research performance was still significant after controlling the mediator (motivation) (β = 0.242, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between reward and research performance. Therefore,   hypothesis 10b was supported.

Also, salary was found to have a positive and significant effect on motivation (β= 0.200, p<0.001) (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to research performance (β

= 0.521, p < 0.001) *(Step 2)*. In addition, salary also had a positive and significant effect on research performance (β= 0.130, p<0.05) (see Table 12) *(Step 3)*. Moreover, the effect of salary on research performance was still significant after controlling the mediator (motivation) (β = 0.241, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between salary and research performance. Therefore, hypothesis 11b was supported.

Additionally, promotion was found to have a positive and significant effect on motivation (β= 0.126, p<0.001) (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to research performance (β = 0.521, p < 0.001) *(Step 2)*. In addition, promotion also had a positive and significant effect on research performance (β= 0.120, p<0.05) (see Table 12) *(Step 3)*. Moreover, the effect of promotion on research performance was still significant after controlling the mediator (motivation) (β = 0.294, p < 0.001) *(Step 4)*. Based on previous results, it can be concluded that motivation partially mediates the relationship between promotion and research performance. Therefore, hypothesis 13b was supported.

5.3 MOTIVATION AS A MEDIATOR BETWEEN JOB SATISFACTION, SALARY, REWARD, AND PROMOTION, AND PUBLICATION PERFORMANCE

As mentioned previously, this study followed the four steps by MacKinnon (2008) to test the mediating effect. In an earlier discussion, only job satisfaction showed a significant effect on motivation (see Table 14) *(Step 1)*. The result from the analysis also revealed that motivation was positively and significantly related to publication performance (β = 0.484, p < 0.001), which supports hypothesis 8 of this study *(Step 2)*. However, the other factors have no significant effect on publication performance (see Table 13), as they do not meet the requirement in *Step 3, which* requires significant effect between the independent variables (job satisfaction, salary, reward, training, promotion) and publication performance. Therefore, hypotheses 9c, 10c, 11c, 12c and 13c were not supported by the data of this study.

6.0 DISCUSSION

The current study proposed that job satisfaction is positively related to motivation of the academic staff at Sebha University. The current study expected a positive and significant relationship between job satisfaction and motivation of academic staff at Sebha University. The results from data analysis showed that job satisfaction is positively and significantly related to motivation of academic staff at Sebha University. This finding is in line with previous studies that found job satisfaction leads to the motivation of employees (Shah, 2007; Gazioglu and Tansel, 2006; Usop, Kadtong, and Usop, 2013). Ramseook-Munhurrun, Naidoo and Lukea-Bhiwajee (2009) documented that job satisfaction should not be ignored, but very few organizations seriously consider job satisfaction. Therefore, the findings of this study suggest that the management of Sebha University should focus on the academic staff's level of satisfaction and should firmly believe that highly satisfied academic staff will be highly motivated to work harder and perform beyond expectations. In addition, Sebha University should increase the level of satisfaction and boost the motivation level of the academic staff which can be a source of competitive advantage and higher performance. Bentley, Coates, Dobson, Goedegebuure and Meek (2013) suggested that highly-satisfied and quality academic staff are the most significant source of a successful education system. Therefore, universities should pay attention on job satisfaction of the academic staff. In the current study, the job satisfaction of the academic staff is directly related to their motivation. Thus, it can be suggested that Sebha University must satisfy their academic staff because satisfaction acts as a strong source of motivation for the academic staff in this context. Therefore, it could be suggested that Sebha University can increase the level of academic staff satisfaction by providing them with a good work conditions, good access to the library from outside the university, good equipped offices and laboratories, equipped classrooms, participation in decision making and clear work policy.

Also, the study proposes that salary is positively related to motivation of the academic staff at Sebha University. The results indicate that there is a significant and positive relationship between salary and motivation of academic staff at Sebha University. The results of the current study are in line with the previous studies that regarded salary as an important factor that can motivate employees (Sule, Amuni, Obasan, and Banjo, 2015).

Akintoye (2000) and Negussie (2012) mentioned that among the factors that motivate the employees, salary appears as the most significant factor among others. Salary can be considered as a motivator when it sufficiently meets the economic and psychological needs of the employees (Locke, 1976). One possible reason is that good salary packages can reduce the financial issues for staff and their households, which will put less pressure on the employees. Therefore, based on the results of this study Sebha University is encouraged to offer a good salary package to their employees especially the academic staff. Such effort will enable the university to keep motivating the academic staff to provide quality performance. The current study also proposes that reward will be positively related to motivation of the academic staff at Sebha University. The results of the analysis show that reward has a positive and significant relationship with motivation of academic staff at Sebha University. In the literature, evidence supports the results of the current study. For instance, Asim (2013) documented that reward plays a significant role in improving the motivation among employees. Through the rewards, especially financial rewards, an organisation can enhance the level of motivation among the employees. Moreover, Ojkuku (2013) also found a significant relationship between rewards and motivation and recommended that financial rewards significantly affect the lecturers' motivation. Rewarding the academic staff in the university is very essential because they play a significant role in helping the university to achieve goals. As an academic staff, they are responsible for delivering knowledge to students in innovative ways based on the latest pedagogical approach. In case of research also, they try to publish quality research in highly ranked journals. These exceptional efforts in teaching and research activities if rewarded properly can be a source of high motivation and inspire others to work hard in order to get the rewards from management. Both financial and non-financial rewards for the achievements of the academic staff can be helpful for them to put greater effort in order to increase the level of performance. Thus, Sebha University is encouraged to make sure that their reward system is so designed to motivate the academic staff to achieve high standards in teaching, research and publication activities.

In addition, this study proposed that promotion is positively related to motivation of the academic staff at Sebha University. The results of the analysis showed that promotion is positively and significantly related to motivation of academic staff at Sebha University. The finding is in line with the literature as there is evidence that supports the significant effect of promotion on employee motivation (Edirisooriyaa, 2014; Raj, Arokiasamy, Ghani and Abdullah, 2013). One possible reason to support the link between promotion and motivation is that promotional opportunities motivate employees to work hard in order to achieve a higher position in the academic world. Some of the academic staff may regard promotion opportunity as a source of inspiration for them. Therefore, they try to meet the performance criteria and perform beyond expectations to increase the chances of being promoted. Therefore, the management of Sebha University is highly recommended to have an appropriate promotion policy in order to increase the motivation of academic staff.

This study proposed that motivation will mediate the relationship between (job satisfaction, salary, reward, promotion, training) and teaching, research and publication performance. This study believes when the academic staff feel satisfied with their job and have a positive work environment (attractive salary package, getting rewarded, promotion and training opportunities), they will feel motivated at the workplace, which in turn leads to high performance in teaching, research and publication.

The analysis results show that not all hypotheses related to this issue (motivation as a mediator) have been supported by the data of this study. It is because the mediation hypothesis for job satisfaction, salary, reward, promotion, training and publication performance has not met the requirements of mediation proposed by MacKinnon (2008). On the other hand, this study has confirmed that motivation mediates the relationship between job satisfaction, salary, reward, promotion, teaching performance and research performance. In other words, this study reveals that when employees feel satisfied with their job, salary, reward and promotion opportunities, their level of motivation is increased, which in turn is reflected in positive performance in respect of teaching and research.

The findings contribute significantly to the theoretical development because currently no studies have empirically examined the role of motivation as a mediator in the relationship between job satisfaction, salary, reward, promotion, teaching performance and research performance. Such relationships are in line with the idea proposed by The Social Exchange Theory. The social exchange approach entails unspecified obligations; when one person does another a favour, there is an expectation of some future return (Blau, 1964). In other words, the social exchange approach dictates that people will follow the norm of reciprocity in which people respond to each other in kind—returning benefits for benefits. In the context of this study, when employees perceive that their organizations have values their contribution and care for their well-being (for example, in this study, providing an attractive salary package, paying rewards, promotion opportunities), they are more likely to feel obligated to engage in behaviours that are beneficial to their organizations (for example in this study showing high motivation and performance in teaching and research).

7.0   LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDY

This study has some limitations that can be overcome by future researchers in order to extend the knowledge and applicability of the results. First, this study was only conducted among the academic staff at the Sebha University in Libya. The findings can be applied only to the context of this study. Therefore, this study encourages future studies to collect data from other universities to validate the findings of this study.   Future researchers can collect data from public and private universities to assess the factors that can significantly enhance motivation and job performance of the academic staff.

Second, this study is a cross sectional study (the data of this study were collected on the basis of one time). Therefore, future researchers are encouraged to collect the data using longitudinal data to assess the teaching, research and publication performance over a period of time. Third, in the current study, only job satisfaction, salary, rewards, training, promotion factors were considered as determinants of motivation. Future researchers can include other factors such as, job involvement, commitment, mentoring, coaching, counselling, that can influence the motivation of academic staff in higher education institutions.

Fourth, the current study failed to provide sufficient empirical evidence to support the effect of training on motivation. Such relationships that remain unconfirmed can be reassessed among the academic staff in public and private universities in different cultural settings with a larger data set in order to validate the findings of this study. Finally, the data related to teaching, research and publication performance were   collected through the academic staff's point of view. Future studies are encouraged to collect the data related to teaching, research and publication performance from multi sources (i.e. the academic staff and their immediate supervisors).

8.0   CONCLUSION

This study focused on assessing the factors that impact the motivation of academic staff at Sebha University in Libya. These include: job satisfaction, salary, reward, and promotion. The study concluded that there is a significant effect on motivation. In addition, this study further confirmed that these factors also significantly enhance the teaching and research performance of the academic staff. On the other hand, training appears as non-significant factor to enhance the motivation of the academic staff at Sebah University. It can be concluded that in order to enhance the motivation and performance of academic staff in Sebha University, the factors such as salary, reward, promotion should be focused rigorously. This study also provides empirical evidence about the role of motivation as a mediator in the relationship between job satisfaction, salary, reward, promotion, teaching and research performance. In other word, this study reveals that when employees feel satisfy with their job, salary, reward, promotion opportunity, their level of motivation increase, which in turn showing positive performance in the aspect of teaching and research.

Finally, the conclusion can be drawn that the performance of the academic staff is an important aspect for higher education institutions and motivation acts as a significant contributor to determining the performance of the academic staff. This study proves that motivation is significantly related to teaching, research and publication performance of the academic staff in

Sebha University in Libya.

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