

Factors influencing motivation among academic staffs in private universities in Oman

Amira Ahmed Albadi, Ibiwani Alisa Hussain, Noraini Ahmad

amiraalbadi7@hotmail.com, ibiwani@apu.edu.my, noraini@apu.edu.my
Faculty of Business Management, Asia Pacific University of Technology and Innovation

Abstract

This study used workload and reward as the predictor to investigate motivation among academics of private universities in Oman. Primary data were gathered using self-administered survey questionnaire whereby 150 survey questionnaires were distributed. A total of 100 respondents responded to the survey questionnaire that witnesses 75% success rate. Descriptive, frequency, correlation analysis and one-way ANOVA using SPSS, were conducted on the data gathered to answer the objective of the study. Findings from the analysis revealed that reward has the most significant relationship towards academic motivation in the universities at Oman.

Keywords: Employee Motivation, Reward, Workload, Academic staff

1. Introduction

Motivation is an area of study which has enticed many to investigate. Sharma (2012) stated that, motivation originated from the word motive which suggested requirements, wishes, desires or drives within the persons. The mental aspects that encouraged and contributed towards individuals' behaviour could either be rewards or workload (Sharma, 2012).

Motivation is, without question, the most difficult and intricate problem teachers encounter today (Tumposky, 2003) since workers' ambition and objectives will not always be the same or matches what the administration of the organization offers. The capability of private universities to supply a vast array of services with a high degree of quality will certainly allow them to win a place in the higher educational sector in Oman (Abdullah & Islam, 2012). This capability will be able to increase the motivation level among academics of private universities in Oman.

While motivation is a prominent and frequently looked into subject, lecturer inspiration, contrasted to various other fields of inspiration is still an uncharted area (Kim, 2006). Also though inspiration has a major influence on the performance of the employee, it is crucial to blend the suitable motivational tools with reliable management in order to achieve the goal collections (Kim, 2006). In fact it is its complexity and variety that make it such an interesting and challenging issue (Cole 2002).

2. Literature Review

2.1 Lecturers Performance

Sarital and Tomer (2004) perceived that teaching is one of the most persuasive and dignified profession in society and lecturers are always expected to be the lifeblood of any education system (Khan, 2011). Lectures performance in any university is as crucial as the pillars of a buildings which stands the whole of it so, basically lecturers are thought to be the nation builders and they are always given the great position in educated and dignified societies but in recent years stakeholders are complaining about the academic performance of academic staff in the universities and people think that academic staff are less motivated and dedicated (Shaheen, et al., 2013). Wiley (1997) recommended in order to guarantee success of the organisation, managers must recognize factors that motivate their staffs despite genders and age, because such understanding is crucial to improve productivity for the organisation (Wiley, 1997).

2.2 Rewards

Reward is defined as factors including all types of benefits, from cash to working conditions (Eric 1994; Hatice, 2012). Rewards can be conceptualised as either extrinsic or intrinsic (Khalid et al., 2011). Reio and Callahon (2004) concluded that both intrinsic and extrinsic rewards are able to motivate employees which will result in better productivity (Khalid et al., 2011). External rewards can be classified as incentives, bonuses, promotions and job security. Intrinsic rewards are intangible rewards or psychological rewards like appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal (Khalid et al. 2011).

Effective reward program may have three components: immediate, short and long term (Kim, 2006). It stipulated that immediate recognition over good performance of employee, such as short term rewards for performance given monthly or quarterly and long term rewards to express appreciation for employees' loyalty over the years (Kim, 2006). Reward system in every organization should focus on these major areas; compensation, benefits, recognition and appreciation (Sarvadi, 2010 Niania et al., 2013).

2.3 Workload

Workload by narrow definition is described as the number of assigned hours whereas a broader definition described all tasks performed by employee which are related to professional duties (Yuker, 1984; Rasheed, Aslam & Sarwar, 2010) The term workload refers to a number of different yet related entities (Benjamin & Omole. 2013). It is the hypothetical relationship between a group or individual human operator and tasks demands (Riley, Lyall & wiener, 1994; Benjamin & Omole, 2013).

Workload is source of mental stress for employees (Syed et al, 2011). Stress is an active state of mind in which human being faces both an opportunity and constraint (Syed et al. 2011). Workload within universities includes performing activities like lecturing, research and administrative services (Soliman & Soliman, 1997). Winkler (1992) found that lecturing involves preparation, consultation with students and evaluation of their work which can contribute towards establishing stress state among academics.

3. Methodology

The objective of the study is to investigate the factors influencing motivation among academics in private universities of Oman. Primary data was gathered through self-administered survey questionnaire. A total of 150 questionnaires were distributed to academic staff at 3 different private universities in Oman. The data collection witnessed 100 respondents, i.e, 75% of success rate. Items in the questionnaires were a mixture of both closed-ended questions. The samples were selected using random sampling method whereby the survey questionnaires were distributed among both male and female lecturers with the age of 25.65 years and distributed equally among the 3 universities.

The predictors used in this study are reward and workload. The two predictors were used to investigate academic motivation in the 3 universities. For dependent variable, 5 items were used to measure the dimension, while another 5 items were used to measure both rewards and workload. Measurements for all the items were inspected using 5 points likert-scale varies from 1-5, depicted (1) as strongly disagree, (2) as disagree, (3) as neutral, (4) as agree and (5) as strongly agree. SPSS was used to conduct the analysis on the data gathered.

Below were the items used in the questionnaire to measure the academic motivation:

- Does motivation directly influence lecturer performance?
- Is there a link between motivated lecturers and lecturers performance?
- Effective management of teaching and learning activities is an integral part of lecturing effectiveness
- Do you agree that (high salary and personal development as the two important motivational factors) toward lecturers performance?
- If you pay people more, will it increase lecturers morale an decrease labour turnover?

Below were the items used in the questionnaire to measure the reward:

- Does compensation affect performance of lecturers?
- Do rewards influence your willingness to exert more efforts in your job?
- Rewards have helped to uphold a positive motivational environment for lecturers.
- Rewards encourages compliance rather than risk-taking.
- If you pay people more, will they work harder?

Below were the items used in the questionnaire to measure workload:

- Working conditions and workplace motivation are seen to have a significant relationship.
- There is a significant relationship between work content an motivation.
- Do you believe that your workload is hurting your health?
- Does your workload negatively affect your family, religious or cultural responsibilities?
- I feel demotivated to exert efforts in the job due to long working hours.

4. Findings

Based on the demographic layout of all 100 respondents, 52% were males and 48% were females. On age distribution among respondents, it was found that, from the ages of the respondents which were recorded by the following age groups of 22-29, 30-39, 40 - 49 and more than 50, analysis revealed that 41% is between 22-29 years old, 31% is between 30-39 years old, 18% is between 40-49 years old and lastly 10% of the respondents are more than 50 years old.

On the level of education, 38% of the respondents acquired Master's Degree and 19% of the respondents possessed Doctoral Degree and 33% only possessed Bachelor's Degree. On marital status, 53% of the respondents were married and the 47% of the respondents are still single.

In measuring the length of service in the universities, tenure were used and the findings showed that, most of the respondents had acquired working experience between 3-5 years and denoted by 37%. While 35% revealed that they had a working experience between 13 years. On remuneration, only 15% of the respondents earned below 600 Ro while most of the respondents, i. e. 36% were paid between 601-800 Ro per month and 33% of the respondents earned between 801 to 1000 Ro per month.

Correlations analysis is a method used to describe the strength and direction of the linear relationship between two variables. Since two variables used were continuous variables, Pearson correlations was the most appropriate to be conducted (Pallant, 2011). The correlation between the rewards and lecturers performance was found at 0.779, which explains that reward has positive significant relationship with academic performance and predicted 77.9% of the dependent variable. The correlation between the workload and academic performance was found at 0.606. This shows that workload explains 60.6% towards academics motivation. Between both predictors, it is obviously clear that reward is able to predict academic motivation more than workload. Table 1 below illustrate the overall findings of the correlation analysis.

Table 1: Pearson's Correlation Analysis

		DV	IV1	IV2
DV	Pearson Correlation	1	.779**	.606**
	Sig. (2-tailed)		.000	.000
	N	100	100	100
IV1	Pearson Correlation	.779**	1	
	Sig. (2-tailed)	.000		
	N	100	100	
IV2	Pearson Correlation	.606**		1
	Sig. (2-tailed)	.000		
	N	100		100

One way ANOVA analysis was conducted due to the pool of data collected from 3 different universities. The objective for conducting one-way ANOVA was to determine whether the data can be generalised as one (Pallant, 2011). Findings from one way ANOVA in both tables below show that sig. value as zero, and proves that there is a significant difference somewhere among the mean scores on the dependent variable. Therefore all data gathered from all 3 Universities can be generalized as one.

Table 2: One-way ANOVA analysis (reward & academic motivation)

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	51.294	17	3.017	9.349	.000
Within Groups	26.466	82	.323		
Total	77.760	99			

Table 3: One-way ANOVA analysis (workload & academic motivation)

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	36.992	17	2.176	4.377	.000
Within Groups	40.768	82	.497		
Total	77.760	99			

5. Discussion

Several studies has found different dimensions influence different attraction towards work motivation (Lee & Chatfield, 2015). The concept of the push and pull simply puts into consideration dimensions that attract academic staff toward high motivation and dimensions that deters academic staffs from work motivation. Different demographics identify different dimensions that attract motivation among academic staff. Some area discovers rewards as attracting dimensions while other demography discovers workload as attracting domensions. Hence, different demographic covered in this study is helpful as both age and gender may prove to indicate significant role on what one would consider as a pull factor.

The first objective in the study was to determine the influence of rewards toward the performance of academics in the university. The objective analysed how academic staff's performance is influenced by the rewards since academic staff is not a homogenous group. Rewards were defined as all kinds of benefits, such as cash payments to working conditions (Eric 1994; Hatice, 2012). Rewards can be extrinsic or intrinsic (Khalid et al., 2011). Monetary rewards are basically the extrinsic or tangible ones. Monetary rewards include worker's base pay which might be annually, compensation or payment done on the basis of performance. Intrinsic rewards are intangible rewards or psychological rewards like appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal (Khalid et al., 2011). From the correlation analysis conducted, it was found that rewards have a strong influence on academic staff's performance in the Universities. It showed a positive relationship between rewards and academic staff's performance, which indicate that the performance may increase if there is an increase in rewards.

Salary, promotion and bonuses are among the components in reward, which may motivate employees in an organization. If organization provide good salary, able to promote employees for the hard work and effort contributed, it will motivate that employee to contribute outmost performance (Agwu, 2013). This is further supported by a study published in "International Journal of Management Science and Business Administration" in 2015, organizational learning and compensation have been proven to be positively and significantly related to work motivation of the academic staff (Rahardjo, 2015). In addition to that, Chuck (2013) found that previous research has shown that paying people more than they expect may elicit reciprocity in the form of greater effort or productivity and paying more only led to greater productivity when the additional pay was presented as a gift, unconditionally.

Objective 2

The next objective was to determine the influence of work load toward the performance of academic staff in the University. The term workload refers to a number of different yet related entities (Benjamin & Omole, 2013).

The correlation analysis showed that , there is a strong influence on lecturer's performance in private universities of Oman. The relationship between workload and lecturers performance is positive, which means if the rate of workload has increased, the lecturer's performance and productivity will increase as well. Previous research by Syed (2011) found that workload has significant impact on the performance of employees. As such, it is the responsibility of managers to create positive culture in the organization, where it can entail towards optimum workload productivity and resulted in high performance among academic staff in universities. Positive culture in organisation can eradicate underutilization of resources, which creates low workload. If this happens, employee may experience low job satisfaction level (Syed et al, 2011).

There are few factors explaining why rewards correlates better than workload in this study:

- **Age:** Based on the data collection, the highest age rate of respondent was 22-29 years old with 41%. This cohort are in the move to start up their lives. Hence, they are in their most need for rewards especially monetary rewards. The second highest rate was for respondent from 30-39 years old. We can indicates that as the respondent gets older, the need for reward leseen because some of them has already stabilize their lives.
- **Gender :** Data collection in this study observed 52% of respondents were male. According to culture in Oman , men are the one responsible for meeting the requirements of life , therefore; they need all the rewards they can get to help them provide those requirement to their families and they selves.
- **Marital status:** According to the data collection, the highest marital status rate of respondent was married with 53%. Marriage life require a lot of things from the spouse, which increase the importance of each rewards they may get . The second highest rate is for single respondent with 36 % , followed by divorced respondent with 11% .We can indicate from the values provided that the value of rewards depends on the marital status.
- **Salary per month:** The highest salary per month rate obtained from respondent during the data collection was 601-800 RO, denoted by 36% of the overall respondents group. As the cost of living is quite expensive in Oman and there is 53% of the respondent who are married, the significant value of rewards did increase because the respondent's cost of living is high and the salary will not be adequate.

6. Conclusion

The importance of any nation's higher education institutions is to be able to retain the best employees from across the globe. This research has gone on to determine the motivational factors for academic staff which influence their performance in private universities in Oman. It used the aid of questionnaire, data analysis, comparative studies and an in-depth literature review to expound on these factors and why they are meaningful for lecturers' performance. In view of this, recommendations have been made to increase the appeal of Omani's higher education institutions for

lecturers performance. This research will no doubt be beneficial to the higher education institutions in Oman.

References

Abdullah, M. and Islam, R. (2012). Employee motivational factors: a comparison between Malaysia and Sultanate of Oman. *J. for Global Business Advancement*, 5(4), p.285.

Agwu, M. (2013). Impact of Fair Reward System on Employees Job Performance in Nigerian Agip Oil Company Limited Port-Harcourt. *BJESBS*, 3(1), pp.47-64.

Benjamin, O. and . Omole, O. (2013). Influence of Mental Workload on Job Performance. *International Journal of Humanities and Social Science*, [online] 3(15). Available at: http://www.ijhssnet.com/journals/Vol_3_No_15_August_2013/27.pdf [Accessed 3 Jun. 2

Bowen, B. E. & Radhakrishna, R. B., (1991). Job satisfaction of agricultural education faculty: A constant phenomena.. *Agricultural Education*, 32 (2), pp. 16-22.

Bruggen, A. (2015). An empirical investigation of the relationship between workload and performance. *Management Decision*, 53(10), pp.2377-2389.

Cole, G. A., (2002). *Personnel and Human Resource Management*. 5 ed. London: Thomson Learning, High Holborn House.016.

Esiokhunjila Nganyi, J., Mulama Shigogodi, J. and Owano, A. (2014). The Effectiveness of Performance Contracting in Service Delivery in Public Universities in Kenya. *IJARBS*, 4(10).

Farah, C. and Uzma, P. (2013). A Study of teachers workloads and job satisfaction in public and private schools at secondary level in Lahore City Pakistan. *Asian Journal of Social Sciences & Humanities*, [online] 2(1). Available at: [http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2\(1\)/AJSSH2013\(2.1-22\).pdf](http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2(1)/AJSSH2013(2.1-22).pdf) [Accessed 3 Jun. 2016].

Gurpreet, K. (2011). Study and Analysis of Lecture Model of Teaching. *International Journal of Educational Planning & Administration*, 1(1).

Gelard, P. and Rezaei, S. (2016). The Relationship between Job Motivation, Compensation Satisfaction and Job Satisfaction in Employees of Tax Administration – A Case Study in Tehran. *Asian Social Science*, 12(2), p.165.

Hatice, Ö. (2012). *Business and Economics Research Journal*. The Influence of Intrinsic and Extrinsic Rewards on Employee Results: An Empirical Analysis in Turkish Manufacturing Industry, [online] 3. Available at: <http://www.berjournal.com/wp-content/plugins/downloads-manager/.pdf> [Accessed 24 May 2016].

Hina, S. and Bakhtiar, A. (2013). Stressors Exploiting Teacher's Satisfaction and Professional Commitment the key to reduce Job Burnout. *African Journal of Business Management*, [online]7(39). Available: <http://www.academicjournals.org/journal/AJBM/article-full-text-pdf/DC41B9041584> [Accessed 3 Jun. 2016].

Houston, D., Meyer, L., & Paewai, S. (2006). Academic Staff Workloads and Job Satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management*, 28(1), 17-30. <http://dx.doi.org/10.1080/13600800500283734>

Huang, J. and Bargh, J. (2014). The Selfish Goal: Autonomously operating motivational structures as the proximate cause of human judgment and behavior. *Behavioral and Brain Sciences*, 38(01), pp.121-135.

Iqbal, M. and Gusman, Y. (2015). Pull and Push Factors of Indonesian Women Migrant Workers from Indramayu (West Java) to Work Abroad. *MJSS*.

- Jones, E., Murphy, A., Perilla, J., Perez-Vargas, I. and Norris, F. (2010). Design for Data Quality in a Multisite Cross-Sectional and Panel Study. *Field Methods*, 22(3), pp.250-269.
- Jaffna District., [online] 11(4). Available at: https://globaljournals.org/GJMBR_Volume11/9-Reward-System-And-Its-Impact-On-Employee.pdf [Accessed 16 May 2016].
- Khan, A. (n.d.). Factors Affecting the Performance of Female Entrepreneurship: Evidence from Punjab, Pakistan. *SSRN Electronic Journal*.
- Khalid, Z., Humera, J., Nadia Sajjad, H. and Syed, S. (2011). Relationship Between Rewards and Employees Motivation in the Non-Profit Organisations of Pakistan. 1st ed. [ebook] Abbottabad:MSScholar.Available:http://saycocorporativo.com/saycoUK/BIJ/journal/Vol4No2/Article_11.pdf [Accessed 28 May 2016].
- Kayuni.H. & Tambulsai, R., (2007). Teacher turnover in Malawi's Ministry of Education. Realities and challenges.*International*, 8(1), pp. 89-99.
- Kim.K, (2006). Employee Motivation: Just ask your employees. *Seoul Journal of Business*, (1), 19-35, 12(1), pp. 19-35.
- Kotur, B. R. & Anbazhagan, S., (2014). The Influence of Age and Gender on the Leadership Styles. *Journal of Business and Management*, 16(1), pp. 30-36.
- Lather, A. S. & Jain, S., (2005). Motivation and job satisfaction: A study of associates of public and. *Delhi Business Review*, 6(1), pp. 77-84.
- Lee, S. and Chatfield, H. (2015). A Multivariate Repeated Measure Analysis of Importance and Performance on College Choice: A Case Study of UNLV Hotel College Students. *Journal of Teaching in Travel & Tourism*, 15(2), pp.125-149.
- Maoch, L. A., (1988). What motivates? Workers and supervisors give different answer. *Business Horizons*, Volume 30, pp. 58-65.
- Njanja, L., Maina, R., Kibet, L. and Njagi, K. (2013). Effect of Reward on Employee Performance: A Case of Kenya Power and Lighting Company Ltd., Nakuru, Kenya. *IJBM*, 8(21).
- Nowell, B., Izod, A., Ngaruiya, K. and Boyd, N. (2016). Public Service Motivation and Sense of Community Responsibility: Comparing Two Motivational Constructs in Understanding Leadership Within Community Collaboratives. *Journal of Public Administration Research and Theory*, p.muv048.
- Oron-Gilad, T., Szalma, J., Stafford, S., & Hancock, P. (2008). The workload and performance relationship in the real world: A study of police officers in a field shooting exercise. *International Journal of Occupational Safety and Ergonomics*, 14(2), 119-131.
- Pink, D. H.,(2009). *Drive: The Surprising Truth about what Motivates Us*. 1 ed. New York: Riverhead Books.
- Puwanenthiren, P. (2011). *Global Journal of Management and Business Research*. Reward System And Its Impact On Employee Motivation In Commercial Bank Of Sri Lanka Plc, In Rahardjo, M. (2015). The Influence of Learning Organization and Compensation on Work Motivation of Permanent Lecturers of S1 Management Study Program in Private Universities Accredited in DKI Jakarta. *IJMSBA*, 1(8), pp.47-52.
- Rasheed, M., Aslam, H. and Sarwar, S. (2010). Motivational Issues for Teachers in Higher Education: A Critical Case of IUB. *jmr*, 2(2).
- Roelofsen, P. (2002). The impact of office environments on employee performance: The design of the workplace as a strategy for productivity enhancement. *Journal of Facilities Management*, 1(3), pp.247-264.

Shaheen, I., Sajid, M. A. & Batool, Q., (2013). Factors Affecting the Motivation of Academic Staff (A case study of University College Kotli,UAJ&K). *International Journal of Business and Management Invention*, 2(1), pp. 105-112 .

Sharma, D. (2016). A Study on Employee Motivation in Private School: A Case of Bethany Boarding Higher Secondary School (BHSS) Pokhara. *Journal of Nepalese Business Studies*, 9(1), p.91.

Soliman, I., & Soliman, H. (1997). Academic workload and quality. Assessment & Evaluation in Higher Education, 22(2), 135-157.

Syed, S., Ahsan Raza, J., Jabran, A., Ejaz, W., Ul-Haq, I. and Syed Neiman, R. (2011). *Interdisciplinary Journal of Contemporary Research Business*. Workload and Performance of Employees, [online] 3(5), pp.256-258. Available at: <http://journal-archives8.webs.com/256-267.pdf> [Accessed 1 Jun. 2016].

Tumposky, N. (2003). Motivation: What Do Teachers Need to Know?. *Kappa Delta Pi Record*, 39(3), pp.114-117.

Wajda, W., Angela, T. and J, D. (2012). Social Exchange in a Swedish Work Environment. *International Journal of Business and Social Science*, [online] 3(23), pp.56,57. Available at: http://www.ijbssnet.com/journals/Vol_3_No_23_December_2012/6.pdf [Accessed 1 Jun. 2016].

Walton, T. (2004). Managing Design to Leverage Organizational Objectives. *Design Management Review*, 15(3), pp.6-9.

Wasiu, B. & Adebajo, A. A., (2014). Reward System and Employee Performance in Lagos State (A Study of Selected Public Secondary School) *Kuwait Chapter of the Arabian Journal of Business and Management Review*, 3(8), pp. 14-28.

Wiley, C., 1997. What motivates employees according to over 40 years of motivation surveys. *International Journal of Manpower*, 18(3), pp. 263-280.

Yamoah, E. and Ocansey, E. (2013). Motivational Factors of Lecturers of Private Universities in Ghana. *AJBMR*, 3(1), pp.32-36.

Yusoff, R., Khan, A., Rasheed, M. and Aamir, A. (2014). Effects of Social Support on Faculty Workload and Performance. *Review of European Studies*, 6(2)

Websites:

Changingminds.org. (2016). Social Exchange Theory. [online] Available at: http://changingminds.org/explanations/theories/social_exchange.htm [Accessed 3 Jun. 2016].

Chuck, L. (2013). *When 3+1 is more than 4*. [online] Harvard Gazette. Available at: <http://news.harvard.edu/gazette/story/2013/10/when-31-is-more-than-4/> [Accessed 23 Oct. 2016].