

BUILDING ORGANIZATIONAL EFFECTIVENESS THROUGH INTRINSIC MOTIVATION OF UNIVERSITY INSTRUCTORS

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ABSTRACT

Motivation of university instructors is a key component of incredible performance system in higher educational context. The main problem that university instructors in developing countries are facing nowadays is the lack of motivation. Since teaching requires excellent performance and commitment to achieve university effectiveness, the problem was considered major since it has lead to high turnover of university instructors that may hinder the success of a university. In this study the researcher investigated the importance of intrinsic motivation among the university instructors in Lebanon and Yemen. The main purpose of this descriptive-correlational study was to examine if career development, work itself and autonomy factors affect motivation and the sequence of importance of these factors for the university instructors of Lebanon and Yemen. A descriptive-correlative survey method was employed and data were collected through a questionnaire. The results that appeared showed that there is no significant difference in the preference of intrinsic motivation for university instructors in Yemen and Lebanon. It was found that university instructors think that these three factors are significant to make them more motivated to perform better but the sequence of importance was different between Lebanon and Yemen due to some factors such culture, environment and cost of living. It was recommended that universities should pay close attention especially to the intrinsic motivation (career development, autonomy, work itself, etc.) due to its great impact on the performance of university instructors more than the extrinsic motivation.

Keywords: motivation, performance, organizational effectiveness, intrinsic motivation and academic leadership

1.1 INTRODUCTION

Every organization seeks to reach the highest pinnacles of success and get constant progress. In this era of high competitive environment, many businesses are facing employee retention challenge. To overcome this problem, the organization should provide its employees with all the

factors that make them satisfied and committed to it, in which it should create a strong bond with its employees. Motivated employees contribute to the success of any organization. This paper aims to study motivation of university instructors; more specifically the intrinsic motivation.

Excellence is the aim of any university. The quality of the educational system depends on its instructors because they are necessary for human development (Osakwe, 2014) and on the effectiveness of the university. Effective academic leadership should be aware of the key factors of motivation that university instructors need to be satisfied and try to leverage with to increase motivation and thus performance.

1.2 Research Problem

Little research has been made on academic institute in the area of university instructors 's motivation especially in developing countries (Siddique, Aslam, Khan, Fatima, 2011). Knowing what and how to motivate university instructors is essential because motivation is a major concern for academic performance (Hidi & Harackiewicz, 2000). University professors are influential in effective learning and good education. (Osakwe, 2014) so that instructor's motivation is a key to quality teaching and high academic performance (Ngada, 2003).

It has been found that the university instructors give more priority to the intrinsic motivation than extrinsic motivation to increase their satisfaction and job performance (Siddique, Aslam, Khan, Fatima2011). Therefore, it is very necessary that the university knows which motivation factors are more important for instructors to be satisfied, engaged with their jobs and committed to the university as well. Academic staff helps in building the good reputation of the university. Hence, this good image of a university helps in attracting many students, funds from donors, providing the good standard of education and assist students personally and professionally (Siddique, Aslam, Khan, Fatima2011).

Objectives of the research

To understand about this study the following research objectives were formulated.

- To identify the motivator factors that can help in boosting the performance of university instructors and in turn to increase the organizational effectiveness as a whole.
- To enlighten the importance of effective motivational factors that can be used by an academic institute to motivate and retain valuable instructors.
- To cover three universities; LIU Lebanon (Beirut, Bekaa, Tripoli), LIU Yemen and Sana'a university in Yemen.

- To describe the correlation between Yemen and Lebanon in terms of preferred intrinsic motivational factors for university instructors in three different universities.
- To select a random sample of university instructors from different majors in the three universities as a statistical sample and use a descriptive-correlational survey method to collect data by using a questionnaire.

The Research Question:

The following research questions were asked to guide the study:

1. What are the motivational factors that make university instructors more motivated and become effective in their work?
2. How can university management motivate university instructors to become more effective in and out of the classroom?

The main objectives of the study are as shown below:

1. If the motivational factors (career development, work itself, and autonomy) make university instructors more motivated with their jobs and enhance performance.
2. The sequence of importance of these factors (career development, work itself, and autonomy) to the university instructors.

1.3 Research Hypothesis

H1: There is an impact of employees' personal development on their motivation to work.

Ho: There isn't an impact of employees' personal development on their motivation to work.

H2: There is an impact of employees' autonomy on their motivation to work.

Ho: There isn't an impact of employees' autonomy on their motivation to work.

H3: There is an impact of employees' work itself on their motivation to work.

Ho: There isn't an impact of employees' work itself on their motivation to work.

1.4 Motivating University Instructor To Achieve Excellence

Motivation is "the inner force or urge that drives, directs, or influences an individual to attain organizational goals" (Osakwe, 2014). According to many scholars, motivation can be defined as the psychological procedures that lead the direction, intensity, and persistence of human behavior. Motivation is an essential component of an ideal model of human performance. It is the most important problem that is facing many companies these days (Watson, 1994).

In an academic setting where university instructors are necessary for human advancement (Osakwe, 2014), motivation is a fundamental factor that determines the achievement and standard of the teaching in learning process (Osakwe, 2014). Therefore, instructors of a university should be motivated with the necessary motivational factors that enhance their performance. Hence, motivators are those factors that university instructors need to perform their duties and responsibilities efficiently (Osakwe, 2014). According to Rawsthorne and Elliot (1999), and Sansone and Harackiewicz (2000) motivators (intrinsic factors) urge employees to work hard and produce much better outcomes. Motivators help in leading and maintaining the behavior of an instructor toward achieving excellence (Osakwe, 2014). It eventually takes part definitely to the effectiveness of university through attaining its educational goals and objectives (Osakwe, 2014).

Creating a motivated environment for university instructors can't be achieved without an effective academic leadership. Therefore, academic leadership has a vital role in motivating and inspiring academic staff toward the achievement of university objectives (Siddique, Aslam, Khan&Fatima, 2011).

1.5 The Impact Of Motivation On Performance

Job performance can be defined as "the behavior that can be evaluated in terms of its contribution to improve organizational effectiveness" or "the behavior that is consistent with the goals and objectives of the organization" (as cited in Singh, 2011).

Osakwe (2014) found in his study that motivation of academic staff affects their productivity and performance. It was found in his study that there is a significant difference between the productivity of motivated and poorly motivated academic staff. The study showed that highly motivated academic staff performs better than poorly motivated academic staff.

1.5.1 Impact Of Intrinsic Motivation On Performance

Intrinsic motivation is associated with higher productivity levels and positive impacts on job performance in the long run, while extrinsic factors produced short run changes in job performance (Joseph, 1997). Therefore, there is a strong and positive correlation between intrinsic motivation and "persistence, productivity and performance" (as cited in Singh, 2011).

1.6 Organizational Effectiveness

Tiny research has been conducted on the organizational effectiveness in academic organizations (Cameron, 1978).

Some of the models that have been developed to measure organizational effectiveness are as follow:

- Goal model defines the organizational effectiveness as the extent to which an organization can achieve its objectives (Manzoor, 2012).
- The system resource model can be used as an alternative of goal model. It describes organizational effectiveness as “how an organization can exploit its environment and effectively grabs and utilize its scarce resources” so that organizational effectiveness can be measured by obtaining resources more than achieving goals (Yuchtman, Ephraim, and Stanley E. Seashore, 1967).
- Internal Organizational Process is another approach that has been developed to describe organizational effectiveness in terms of the procedures rather than the results (Steers& Richard 1977).

The modern approach is used to measure organizational effectiveness of not only for higher education organizations but also other organizations (Siddique, Aslam, Khan&Fatima, 2011).

Many researchers have developed different standards to measure organizational effectiveness in academic setting. According to Clark, Lotto and Astuto (1984) the factors of an effective academic institute can be to teach students’ skills ,increase their success and help in their progress and knowledge outcomes, strong educational culture and influential academic leadership. Effectiveness dimensions also can be described as the success of students in education, leadership of professors, school’s satisfaction and how the academic leader may deal with the environment (Hoy and Ferguson, 1985). Cameron (1978) has described effectiveness of academic institute using nine dimensions and it was “a great contribution in higher education” (Siddique, Aslam, Khan&Fatima, 2011). The nine dimensions are the students’ educational satisfaction, academic, personal and professional advancement, teachers’ professional improvement, resource acquisition, system clarity, and the overall condition of the organization (as cited in ”Siddique, Aslam, Khan&Fatima, 2011).

1.7 Leadership in Higher Education

Leadership is “the capacity to release and engage human potential in the pursuit of common cause”(Moore& Diamond, 2000). This simple definition fits any leader in any type of an organization (academic, business, volunteer, and community etc.). The leader is the person who can manage his followers and gathers their efforts in order to achieve a specific goal.

Academic leaders are different from leaders of other organizations, so that the suitable style of leadership that is used in higher education is still vague (Siddique, Aslam, Khan & Fatima,

2011). It has been confirmed by Mooere & Diamond (2000) that there is no only one style of effective leadership in academic setting. "We are not surprised by the observation that a variety of leadership styles can be effective" (Moore& Diamond, 2000). However, there are several characteristics identified by research for academic leaders. Some of them are knowledge, skills, openness, and flexibility, supportive, credibility, adapt to changes, experiences to lead people, providing development opportunities and giving autonomy to instructors (Siddique, Aslam, Khan & Fatima, 2011).

1.8 RESEARCH METHODOLOGY

1.8.1 Data Collection Method

Correlation Descriptive method for the survey was used for the study. The correlation-descriptive survey was used to describe if intrinsic factors and motivation are related to each other and also it was the most appropriate due to the large sample size surveyed and also a lot of information needed from the respondents.

The survey has been distributed randomly to instructors among different universities in Lebanon and Yemen. The questions were developed in a way that it is related to topic from different angles. The main purpose of the questionnaire is to identify if the intrinsic factors (career development, work itself and autonomy) can make university instructors more motivated to work. For this purpose three different questions related to each factor were developed to test the same factor. In addition, one ranking question was used to explore the sequence of importance of these factors (career development, work itself and autonomy) to university instructors.

1.9 Study Limitations

Some of the limitations that have been faced during collecting the data are:

Responsiveness of respondents: some respondents abstained to answer the questionnaire because they are afraid they may lose their jobs in addition they don't like to answer some of the questions because they considered them as invading their privacy.

Time: It took a long time to collect questionnaires from Yemen universities

Email responsiveness: many of instructors haven't replied and others took time in order to reply and answer the questionnaire.

1.10 Data Analysis Method

The three variables used in the study career development, work itself, and autonomy were measured using nominal scale 5- point Likert type scale. Three factors were developed to test each variable. The respondents were asked to rate each factor of the three variables. For data analysis, The Statistical Package for Social Science (SPSS) (Version 16.0) was used to evaluate the responses and compute descriptive statistics (frequency, mean, standard deviation, and percentages) for each variable and also to test the significant of the hypothesis.

1.10.1 Fact Finding Results

The respondents were classified based on gender. The analysis revealed that 63.2% of the respondents are *males* while 36.8% are *females* in Lebanon whereas in Yemen 95% of the respondents are *males* while 5% are *females*.

The data analysis also revealed that the majority of the respondents (49.1%) are within the age group 30-39 years, followed by those whose age group fall between 40-49 years (26.3%) while (14 %) are within the age group of 20-29 years and only (10.5%) fall within the age of 50 and above in Lebanon. However, in Yemen the majority of respondents (47.5%) are with the age group 40-49 years, followed by (25%) within age group 20-29 while 15% of the respondents are within age group 50 and above and the fewer respondents (12.5%) fall between 30-39 years.

With regards to the educational level of the respondents, results revealed that (52.6%) of the respondents have Master degree, (43.9%) have PhD or Doctoral degree, while (3.5%) have Bachelor degree in Lebanon. However, in Yemen the majority of respondents (67.5%) have PhD, (17.5%) have Bachelor degree while (15%) have Master Degree.

The respondents were further classified according to their salary range, and results also found out that majority of respondents (67.5%) earned between \$1000-\$1999, followed by (31.6%) earned \$3000 and above, (26.3%) earned between \$2000- \$2999, while only (1.8%) earned between \$300-\$999 in Lebanon. However in Yemen, (60%) of respondents earned between \$300-\$999, followed by (35%) who earned between \$1000-\$1999, while only (5%) earned between \$2000-\$2999.

1.10.2 Descriptive statistics

The results are structured according to the questions asked in the survey questionnaire. The following descriptive statistical sets of responses are as shown below:

1. Passionate about your job.

The results show that respondents are passionate about their jobs in Lebanon and Yemen. Majority of the respondents (91.2%) strongly agree or agree in Lebanon that they are passionate about their jobs, whereas (8.8%) think otherwise. In Yemen also the majority (90%) of the respondents strongly agree or agree that they are passionate, while only (10%) think otherwise. According to the high percentages of the majority of respondents in both countries, it is very clear that the instructors find their work as in interesting which is important intrinsic element of work itself to perform better.

2. Nonfinancial rewards are more important than financial rewards.

A total of (43.9%) of the respondents in Lebanon agree that non-financial rewards are more important than financial rewards, (36.8%) undecided, while the remaining (19.3%) disagree. In contrast, in Yemen (65%) of respondents strongly agree or agree that non-financial rewards are more important than the financial rewards, (27.5%) are undecided and only (7.5%) disagree.

It can be indicated that academic staff in Lebanon may not be financially satisfied because a high percentage of respondents did not answer the question. Most of universities of developing countries don't provide their academic staff the basic extrinsic factors (job security, satisfied salary scale, working conditions, flexible working hours, etc..) which are very essential to avoid dissatisfaction. However, as illustrated in figure4.12 that most instructors prefer intrinsic factors more than extrinsic ones.

3. Preference of having mentally challenging work.

As illustrated in table 4.4, the results reflect a high percentage of agreement of the preference of instructors to have a challenging work in both countries, as a total of (57.9%) of respondents in Lebanon agree and (24.6%) think otherwise. In Yemen, the percentage is very high in which (82.5%) agree to have a challenging work while only (17.5 %) think otherwise.

According to figures data collection the results showed that a challenging work is considered an important factor for university instructors in Lebanon and Yemen to be more motivated.

4. Preference of having more responsibility (administrative, educational research, etc.) in my work?

The data showed that a total of (61.5%) of respondents in Lebanon prefer to have more responsibility in their work while the remaining (38.7%) are undecided or disagree. In Yemen also the majority (75%) prefer to have more responsibility whereas the remaining (25%) are undecided or disagree.

The majority of respondents in Lebanon and Yemen prefer to have more responsibility in their work. Hence, it can be noticed that academic staff prefer to have a sense of authority and responsibility in their work, which can be used by management as a way to motivate instructors.

5. Money is the most important motivator.

According to the results in Lebanon only (38.6 %) agree that money is the most important motivator while other remaining (61.4 %) are undecided or disagree. In Yemen (47.5%) of the respondents agree with the statement while the majority (52.5%) are undecided or disagree.

Moreover, it can be assumed that money is motivator for instructors but not the most important motivator. As generally perceived that monetary rewards are still important and help to improve the motivational level. Therefore, financial and non-financial are both important for an incredible reward system because motivation is a total function of both financial and non-financial rewards.

6. Learning new skills and knowledge is very important.

The above statement clearly demonstrates that most of the respondents in both countries agree or strongly agree with the statement. In Lebanon (98.3%) of respondents while (97.5%) of respondents in Yemen prefer to develop themselves through learning new skills and broaden their knowledge.

Also it has been observed that learning new skills and knowledge are considered very essential for university instructors and can be used as a strong motivator for them.

7. Preference to be encouraged to do researches.

It is apparent that doing researches is very important for academic staff in both countries. The results indicate that (80.7%) of the respondents' agree with the statement in Lebanon, while only (19.4%) of the respondents think otherwise. In Yemen also the majority (85%) of respondent's agree while only (15%) think otherwise.

A high percentage of agreement in both countries of academic staff preference to be encouraged to do research, it is evident that doing research is a very important element of the intrinsic factor career development that university instructors prefer to be encouraged to do. Hence, management should work on this factor of motivation because one of the major roles of universities is to create knowledge not only transfer it. Knowledge can't be created without the encouragement and support of academic staff's research publications.

8. Preference to be encouraged to do workshops, seminars, and conferences.

The collected results point out the importance of doing workshops, seminars or conferences for instructors in both countries. These activities play a major role in the personal development of university instructors. It can be used as one of motivation ways.

9. Preference to have own evaluation methods in (exams, quizzes, tests, projects).

According to the results of table 4.10, a total of (75.5 %) of respondents in Lebanon agree with the above statement whereas the remaining (24.5%) think otherwise. In Yemen, they also have the same preference of having autonomy in which (82.2%) of respondents agree while a very small percentage of (17.8%) think otherwise.

It can be considered that authority in having their own methods of evaluation also a very important intrinsic factor for university instructors that can be used to motivate them and this has been proven from the answers of the respondents.

10. Preference to choose own method of teaching than university method?

Instructors agree that they can be motivated through providing them more authority in having their own method of teaching. In Lebanon the percentage of agreement is high (84.3 %) while (15.7%) are undecided or disagree. In Yemen, the majorities (72.5%) agree with the question and the remaining (27.5%) are undecided or disagree.

It can be indicated that giving more authority in having teaching method is also another important factor that can be used to motivate the academic staff. Academic staff needs to have more authority in offering their courses to perform better.

11. Doing researches is more important than having autonomy (authority in offering the course) at my job.

The majority (63.1%) of respondents in Lebanon give priority to be encouraged to do research than have autonomy while (36.9%) think otherwise. In Yemen, 50% of the respondents agree that doing research is more important than autonomy whereas the 50% undecided and disagree.

It can be recognized that academic staff in Lebanon prefer personal development to having autonomy than it is in Yemen.

12. Preference to have a varied work (teach, do researches, workshops, training, etc.)

A total of (85%) the respondents agree with the statement above and still (15.8%) are undecided in Lebanon. In Yemen, it is the same; the majority of respondents (93.5%) prefer more the work itself than self development while only (7.5%) are undecided.

It is evident that having a varied work is more important to academic staff than self-development to be motivated in Lebanon or Yemen.

13. Rank these factors of motivation 1-3 according to their importance to you?

Self-development (S)

Work itself (W)

Autonomy (A)

According to the answers of respondents of all previous questions; it has been found that the three intrinsic factors (self-development, work itself and autonomy) are very important for academic staff to increase their motivation in Lebanon and Yemen. However, the sequence of importance of these three factors differs between Lebanon and Yemen.

There is a high percentage 53% of instructors in Lebanon prefer to be motivated by using this sequence (*self development, Work itself, Autonomy*). On the other hand, in Yemen the sequence of importance is different which in a high percentage 34% of instructors prefer this sequence (*work itself, self development, autonomy*).

Lebanon

S-W-A	W-S-A	A-S-W	S-A-W	W-A-S	A-W-S
53%	13%	13%	11%	6%	4%

Yemen

W-S-A	S-A-W	A-S-W	A-W-S	W-A-S	S-W-A
34%	22%	19%	9%	9%	6%

Sequence of preferred intrinsic factors

1.11 CONCLUSIONS & RECOMMENDATION

Conclusions

The study answered the two questions and tested the three hypotheses of the factors that can make university instructors more motivated to perform in the three universities LIU Lebanon, LIU Yemen, and Sana'a Yemen. Academic staff agreed that career/personal development, work itself, and autonomy are key factors to increase their intrinsic motivation. Despite the differences in some factors between Lebanon and Yemen such as (culture, environment, and cost of living) it has been noticed that there is no significant difference between Lebanon and Yemen in terms of the importance of these motivational factors to academic staff. The differences may appear in the sequence of importance of these factors to the university instructors of Lebanon and Yemen. However, in general instructors in both countries agree that if they are provided with these intrinsic motivational factors, their intrinsic motivation will be enhanced and this for sure will be reflected in their performance.

According to the results, the factors of work itself (interesting, challenging, varied work) are considered important to instructors in both countries in Lebanon or Yemen. Based on the results of table 2, they indicate that instructors have high personal interest in work itself. It also pointed out that high percentage of instructors prefer to have a varied work based on results of table 13 while there is a small difference between the academic staff of Lebanon and Yemen in terms of challenging work. In Yemen the percentage of preference to have challenging work is higher than Lebanon as indicated in the results of table 4. Therefore it can be recognized that work itself is an important intrinsic factor for academic staff to be motivated in both countries.

Instructors also agreed that they could be highly motivated by their universities mainly through strategies and leadership that provide them with career/ personal development. Based on the results of this study, career /personal development is considered key factor of motivation for any university instructor. Instructors prefer to be self-developed by first learning new skills and knowledge, second doing research and then doing training, seminars and conferences.

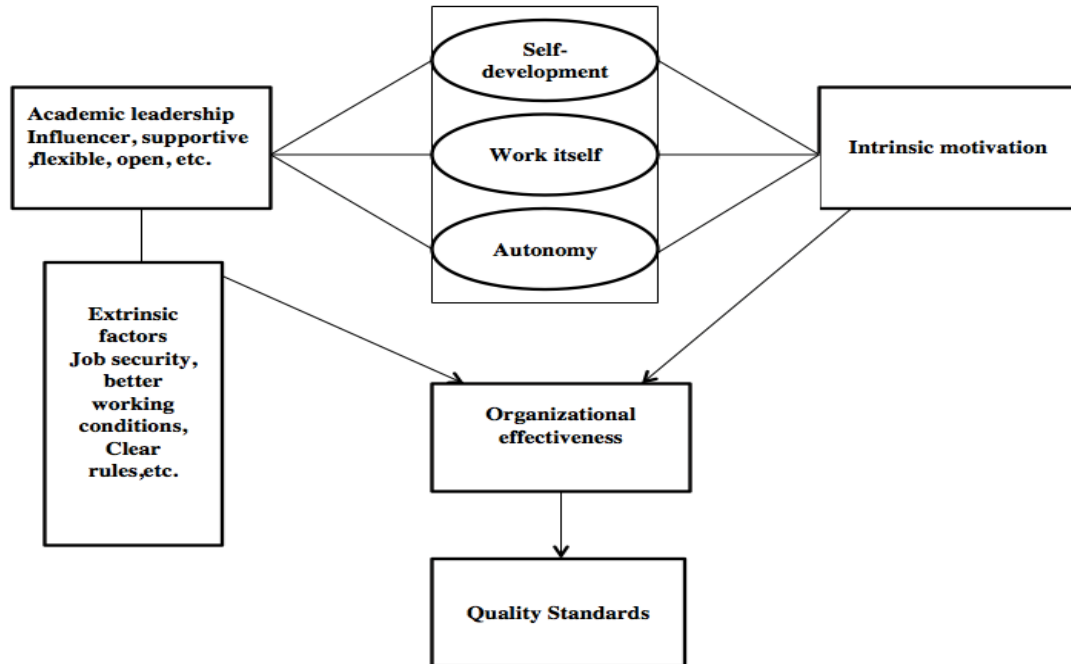
Autonomy is also considered as the least motivator factor of the three factors for academic staff in Lebanon and Yemen. According to the results of table 10&11, results varied between Lebanon and Yemen in which academic staff in Lebanon prefer more to have the authority to use their own way of teaching more than using their evaluation methods. However, in Yemen it is the opposite, they prefer to have their own evaluation methods versus the way of teaching. The study answered the first question which that career development, work itself and autonomy are all three significant for instructors in Lebanon or Yemen universities to increase the intrinsic motivation.

The three factors are essential for instructors in both countries but the sequence of importance is different. In Lebanon instructors prefer to have first personal-development, second work itself and then autonomy to be motivated while in Yemen the academic staff prefer first work itself, second personal-development and then autonomy. This difference may indicate the difference in the culture of the two countries. In Lebanese culture the position of being an instructor at a university isn't considered as important as it is in Yemen. In Lebanon instructor puts self-development as the first motivator factor because a significant percentage of instructors work as part timers and only full time contracts are usually found at the public Lebanese university. Therefore, most of instructors have other jobs besides teaching in order to cover the high costs of living, job security, therefore to cover their needs of self-esteem/achievement. On the other hand, in Yemen being a university instructor is considered by itself prestigious and usually instructors dedicate all their efforts and focus only on working at universities, which makes work itself as the most important factor to increase their intrinsic motivation.

Results on hypotheses of this study show that the motivational factors (career development, work itself, and autonomy) are significant to increase the intrinsic motivation of university instructors in Lebanon and Yemen. This proves the importance of these intrinsic factors for instructors to increase their satisfaction and motivation.

Based on this study a small model was developed to show the importance of three intrinsic factors (career development, work itself, and autonomy) in increasing motivation of the university instructors. The model has been illustrated by the figure below.

Atala I. Al Asbahi S. model: building organizational effectiveness through intrinsic motivation of university instructors.



This model shows that academic leadership is the first main key factor to achieve organizational effectiveness through motivation university instructors. University is a place where knowledge is created and transferred. Therefore, Academic leaders should have certain qualities to establish the right culture of learning. Academic leaders should have different style of leadership that helps to build and support the culture of creating and transferring knowledge. Academic leaders deal with different types of employees that have different needs and priorities so leaders in an academic institutes should have certain qualities such as be flexible, supportive, influencers, knowledgeable, adapt to any changes, etc. Based on the results of this study, academic leaders should pay close attention to career development, work itself, and autonomy as the most essential intrinsic factors to increase the intrinsic motivation of instructors and make them perform better. In this model the only focus on the intrinsic motivation based on the purpose of the study and extrinsic factors can't be ignored because they also important but not as the intrinsic factors.

Career /self-development is a key motivation factor that leaders could emphasize to create knowledge, support and motivate interested instructors. Work itself and Autonomy are also important intrinsic factors for university instructors because they are related to day-to-day performance and important for achieving excellence performance. Therefore these three factors are important to increase the intrinsic motivation of instructors and in turns increase the

organizational effectiveness (culture of learning, instructors satisfaction, student satisfaction, good image, etc.) and achieve quality standards (education, research publications, student development, etc.).

Nevertheless, Organizational effectiveness and quality standards can't be achieved without its instructors and instructors can't be satisfied or motivated without effective academic leadership.

Limitations of the study

Some of the limitations of this study is that extrinsic factors are ignored not because they are not important but to explore to universities in developing countries the importance of the intrinsic factors to increase the motivation of university instructors and it can be so useful for universities to use various motivators other than money to motivate its staff and achieve quality teaching standards. Another limitation is that there are many intrinsic factors that can be used to motivate university instructors. Time constraint was a major factor for not elaborating other components that might affect the university instructors intrinsically.

Recommendations

The following recommendations were made based on findings of this study:

- Universities should create an institutionalized system supporting effective academic leadership. Academic leaders (instructors and management) play a major role in achieving organizational effectiveness.
- Academic leaders should disseminate the measures and standards of organizational effectiveness of the university to instructors.
- University instructors should be informed about the scope of the university in relationship to its culture, quality, student creativity and instructors development
- Student development is the most important benchmark of organizational effectiveness that the University management should work on.
- Increasing time for research for higher-ranking university instructors, which will increase both the branding of the university and the researcher aspiration.
- Increase the involvement of university instructors through programs and events of the university, by creating value return rewards (financial and non financial)
- The university would collaborate with local and international institutions to connect its instructors and students with programs funded by governments and NGO's.
- The university should provide continuity of service for its instructors to decrease anxiety and insecurity and increase belongingness.

- The university would create scholarships for the family members of the instructor partially or totally.
- The university should recognize instructors 's training/learning needs and create training and workshops for university instructors in soft and technical skills and through continuous education and involvement in research.
- Creating an academy within the university for training students and professionals by university instructors as extra curricula (increase income and create opportunities for both university and instructors).
- Universities could open more opportunities for part time instructors in order to create dedication and engagement with their jobs
- Universities should provide professional development activities (conferences, workshops seminars, workshops etc) and encourage instructors to participate.
- Instructors should participate in taking decisions in Universities.
- Electing members of the faculty to be part of their respective faculty councils' (voice of all instructors).
- Universities could support a varied work by providing opportunities for interested instructors to work in administrative positions, or educational research.
- Universities could create an environment where individual differences can be recognized, creativity encouraged and sense of autonomy is given.
- Universities should support research through establishing a research center and allocate specific funds to support instructors' research publications.

Future study:

This study focused only on three factors of the intrinsic motivation and for better generalization of the importance of the intrinsic motivation on performance of university instructors, it is necessary to include all elements of intrinsic motivation and use a broader sample selected more broadly from different public/private universities in different countries. Also it is suggested that to enhance the importance of motivation on the performance of university instructors where the scope of study shall include both types of motivation (extrinsic and intrinsic).

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