

Motivation and Career Satisfaction at Higher Education in Syria: A Sample from Private University

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Abstract. This research paper examines the effect of motivational factors, extrinsic and intrinsic factors which effect on staff satisfaction at work at universities in Syria. The research methodology employs a quantitative design of questionnaire instrument. The model predicts that if employees develop high levels of motivation in their work and organizations, this will stimulate a good quality in their productivity and develop satisfaction at work. Motivation in general, extrinsic factors, intrinsic factors and job satisfaction are based on prior research measures. Sampling strategy employed non-probability sampling. The size of the sample is 35. The results of the research designate that intrinsic and extrinsic motivation factors are positively associated with employee job satisfaction. The results of this study are to provide knowledge regarding of motivation for academic staff at private university. The findings of this report should provide higher education with information to know how to deal with academic staff in higher education. At last, the outcome of this study is valuable information that help in building an effective plan to improve academic staff career

Keywords: Motivation, extrinsic motivation factors, extrinsic motivation factors, and career satisfaction.

1. Introduction

Higher education represents very important in all different sections of life, and play the main role in developing countries. In addition, it reflects the modernizations in the community and it is used sometimes as a tool to measure the advance of societies. Therefore, most countries in all over the world struggle to make their education sectors very successful and keep up with development in a sustainable way. In addition, it works to produce the most dynamic systems effective in our life to achieving educational with good quality.

Establish an education section with excellent quality and sustainable systems is one of the greatest difficulties facing the government in this time and in the future. To work by ensuring that every child receives appropriate teaching and every student in university, and this include to give female in the society the full chance for teaching and learning in an equal way with male.

Achieving higher institution's education with an excellent quality faces many challenges like: poverty, poor performance, and instable political situation. But one of the most serious problems now a day is unequal between female and male in higher education institutions and lack of participation women (unequal gender) in the educational process and teaching like men.

The roles of higher education in sustainable economic and social development increase year by year, and this will continue over the next decades. Higher education can be seen as a focal point of knowledge and its application, an institution which makes a great contribution to the economic growth and development through fostering innovation and increasing higher skills.

It is looked at a way to improve the quality of life and address major social and global challenges. Higher education is broadly defined as one of key drivers of growth performance, prosperity and competitiveness. UNESCO says its social role provides the link between the intellectual and educational role of universities on one hand and the development of society on the other. Raising skills holds the key to higher living standards and well-being. Investing in knowledge creation and enabling its diffusion is the key to creating high-wage employment and enhancing productivity growth, points out OECD.

Higher education creates an individual a chance to achieve in present global economy. Modern universities create their individuals with different programmers aimed at preparing them for different economic fields, aid them to stay and progress in the work market for long, programs that make a varies for labor market outputs and keep pace with changes in the world economy and changes in the development process. Universities boost lifelong learning; they offer chances to engage and attract skills man into training and professional development.

Business has altered over the last years, the dynamic operation takes part in a range of framework and landscapes. There are many works today that failed to exist several decades ago. Technology is altering the nature of the job. Higher education is a technology and innovation factors. One of the goals of the modern universities are creating solutions to big difficulties and conducting studies within world priority areas, contributing to social outputs like health and social engagement. Often it is aimed to create technologies that result in new services and supplying modern technology for use.

Knowledge is the main basis of higher education: its production via research, its transmission via teaching, its use and use by students. Hence, high quality must remain the prime objective of any organization of higher education, including

universities in any state.

Countries are putting knowledge of the products of their societies to establish a good condition. This can be reached through the development of first-class minds, through main developing in scholar and technology and by motivating an interest in studying. Now, to achieve its full potential, higher education is to sustain a proactive stance, strengthen its position as a bedrock upon which countries are and find a modern way to grow. It cannot be passive.

In that background creating a motivated workforce is critical to achieving a robust and sustainable higher education community.

The problems addressed in this study is too few know the factors on motivations academic staff in higher education. In addition, the objective of this study is to focus in motivation factors, which face the academic in a career in higher education an academic at private university.

With growing in population in Syria and increase the need for universities to accommodate the candidates of students and meet the need of learning processes, the Syrian Government has decided to give permission to establish private universities which play a dominant role in attracting students. Also, compete with the public sector in quality education, but unfortunately after 10 years of war in Syria, education and all vital sections in Syria become lower performance. Also, force qualified people like academics, teachers and scientist leave their country and looking for better chance which in turn reflect on the negative impact on education and made it lower with quality and make the condition very bad for students and teachers.

2. Literature review

Motivation is a high-complicated terminology that is affected by a large number of components, but can be determined in general as either extrinsic or intrinsic. Extrinsic restricted to external variables and intrinsic restricted to internal variables as it relates to a person. Internal motivators are intrinsic needs that fulfill individuals, whereas external motivators are defined environmental variables that motivate employees (Bassy, 2002).

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Based on Analoui (2000), motivation is a person direct necessary to guide decision and behavior to the achievement of an objective. Based on Luthans (1995), motivation is the drive to achieve specific needs and expectations. The most effected motivator, based on Wiley (1997), is something that individual's value, but

it's less. Therefore, if you are known of what is valuable to persons, a stimulus can be established to motivate that person to finish a desired mission in a case which will reach that perceived value.

In addition, we have many definitions about motivation, for example, Westerman and Donoghue (1989) explain the motivation as a method which reactivates individual's actions and guide him or her to achieve objects. Based on Bassy (2002), motivation interacts with factors that lead and sustain behavior towards the attainment of organizational objects and a person's willingness to put efforts into his or her job to receive incentives or rewards for reaching specific objects.

Moreover, motivation is divided into two sections: extrinsic motivation and intrinsic motivations. Based on Mullins (1999) extrinsic motivation refers to visible rewards for example: compensation, incentives, job environment, job conditions, and work safety. Extrinsic motives cannot be fulfilled by the job itself, which means external rewards such as food, money, praise, etc. are the main reason for a person to participate with activities based on Deci (1975).

Furthermore, people may differ in their preferences. Some persons may prefer financial rewards, while other persons will favor intrinsic satisfaction and social relationships. Because preferences alter over time, motivation needs to be sustained and evolved as employees and organizational elements alter (Mullins, 1999).

Based on Maslow (1943), individuals need to classify themselves in hierarchies of pre-potency. In other words, one need usually rests on the prior satisfaction of another more pre-potent need. Maslow's research puts five basic needs: physiological, safety, love, esteem and self-actualization. And although each of these needs is separate, or differently, by definition, no one need should be considered isolated from the rest because every need is connected to the state of satisfaction or dissatisfaction of the other needs.

Maslow's theory of motivation. The starting idea for Maslow's theory is the question: 'What motivates behavior?' Based on Maslow, our performance as individuals are motivated to reach specific needs. Maslow first identified his concept of a hierarchy of needs and motivation in his 1943 paper "A Theory of Human Motivation" and his subsequent book in 1954, "Motivation and Personality."

Maslow finds a new concept of attention in the field of psychology. While psychological theories and schools of thought were common with psychoanalysis and behaviorism, psychology focuses extremely on problematic behaviors. Maslow on the other hand was more concerned with recognizing and know what motivates people. He was also much concerned with understanding what individuals do, in order to reach what makes them satisfied. As a humanist psychologist, Maslow thinks that people have an innate willing to be self-actualized: that is, the willing to be all they can fully be. Yet for Maslow, to reach these final objects of what individuals really wish to be, a number of more fundamental needs must be

achieved, such as the need for food, security, love, and self-esteem, among others. While this theory is in general known as the hierarchy of needs, he never showed his theory as a pyramid (Eaton 2012).

Described in the concept of a pyramid, however, the lowest levels are established of the most 'fundamental needs', while the more 'complicated needs' are located at the top of the pyramid. The needs at the bottom of the pyramid are main human needs, including the need for food, water, shelter, and warmth. But for humanity to move to the next level of needs, which are basically for safety and security, the lower-level needs have to be achieved first. This is one reason why, Maslow illustrates, as individuals 'progress', their needs become increasingly psychological and social to the level that the need for love, friendship, and intimacy become more fundamental than any other needs. Yet as we go even further from this level of the pyramid, the need for individual's esteem and feelings of accomplishment become more fundamental than those at the lower-levels.

Maslow (1943) defined five special levels of needs, to which he put different levels of relevance. If we were to design a chart (a pyramid for that issue) to show the hierarchy of needs as illustrated by Maslow, the physiological needs would need to represent a much bigger size of the pyramid.

The five different levels in Maslow's (1943) hierarchy are as follow.

Physiological needs contain the most essential needs that are important to stay alive, for example the need for water, air, food, and house. As Maslow thinks, these needs are the most essential and instinctive needs in the hierarchy because all needs become in the second level until these physiological needs are achieved. Maslow added that most of these lower level needs are almost obviously apparent. This is because each person, as long as s/he is human, needs food and water to stay alive. We also need to breathe and sustain a stable body temperature. In addition, eating, drinking, and having an appropriate house and clothing, Maslow also proposed that the other significant physiological main need was sexual: reproduction.

Safety needs include the willing for safety and security. Security needs are vital or survival, but they are not as requiring as the physiological needs. For instance, of security needs include a willing for sustaining employment, health care, safe neighborhoods, and shelter from the environment. These needs become more complicated at this case in the hierarchy as they are considered 'higher' than physiological needs. And when the more essential survival needs have been achieved, individuals begin to feel that they need more command of their lives. Persons start to look for themselves with security in terms of where they live, financial stability, physical protection, and staying in a good health.

Social needs refer to needs for belonging, love, and intimate relationship. Maslow explained these needs as less essential than physiological and safety needs. Relationships for example friendships, romantic attachments, and family's aids achievement this need for companionship and acceptance, also include in society,

community, or religious groups.

When the first three needs have been fulfilled, esteem needs become more significant. Esteem needs include the need for factors that refer to self-esteem, personal valuable, social acceptance, and achievement. In this case, it becomes significant to get the respect and appreciation of others. Individuals have a need to achieve factors and then have their efforts recognized. People usually participate in activities like going to university, doing a sport, entertain with a hobby, or participating in professional activities in order to achieve this need. fulfilled this require and getting acceptance and respect helps people become full-confident. Failing to get recognition for achievement, however, can cause to feelings of disappointment or inferiority.

Self-actualizing needs assume the highest level of Maslow's hierarchy of needs. Self-actualizing individuals are self-aware, interested in personal growth, less interested with the attitude of others, and interested in achieving their full ability.

From the fame that Maslow's theory has achieved over the years, it is obviously that Maslow's help of psychology was very important. Even though, while some scholars appear some support for Maslow's theories, most studies had not had the ability to prove the idea of a need's hierarchy. Wahba and Bridwell (1976), for instance, said that there was small prove to Maslow's classifying of these needs and even less prove that these needs are in a hierarchical arrangement.

As Nadler and Lawler (1979), Denning (2010), and Rutledge (2011) refer to, other criticisms of Maslow's hypothesis that his identification of self-actualization is hard to test scientifically. Maslow's study of self-actualization was also relayed on a very small sample of persons, including individuals he knew, in addition, biographies of famous individuals that Maslow believed to be self-actualized, such as Albert Einstein and Eleanor Roosevelt.

Herzberg's motivation-hygiene theory of motivation. Herzberg's motivation-hygiene theory, is recognized as the two-factor theory, has become famous as having a practical method for motivating employees. In 1959, Herzberg published his results of the feelings of 200 engineers and accountants from over nine organizations in the United States. These researchers were asked to explain experiences in which they felt either not good or good about their works and to order their feelings on this knowledge. Responses about good feelings are in general refers to work content (motivators), whereas responses about bad feelings connect with work context (hygiene factor). Motivators include components built into the work itself, such as achievement, recognition, responsibility and advancement. Hygiene factors are extrinsic to the job, such as interpersonal relationships, wages, supervision and company policy (Herzberg, 1966).

Herzberg's Motivation Theory approach, or Two Factor Theory, claims that there are two variables that an organization can adjust to affect motivation in the workplace (2009-2018 Expert Program Management). These factors are: motivators

and hygiene.

Motivators: Which can encourage workers to work very hard. The existed of motivators which make worker work very hard. They are found within the really work it. Motivating factors include: achievement a work must give a worker a feeling of achievement. This will create a proud sense of having done something difficult but with value. Recognition a work must achieve a worker with praise and recognition of their achievement. This recognition should come from both their leader and their followers. Also, the work itself must be interesting, with different, and provides enough of a challenge to keep employees motivated. Additionally, responsibility: workers should “own” their work. They should hold themselves responsible for this finish and not feel as though they are being closely supervised. And Advancement: Promotion chance should exist for the worker. Besides, growth: the work should give workers the chance to learn new skills. This can occur either on the work or through more formal education.

Hygiene factors: These won’t motivate workers to work very hard, but they will cause them to become unmotivated if they are not existed. The absence of hygiene components will cause workers to work less hard. Hygiene factors are not present in the actual work itself, but around the work.

Herzberg’s Motivation Theory approach is known by a lot of different names, including Two Factor Theory, Herzberg’s Motivation-Hygiene Theory, and Duel Structure Theory. We will use these concepts interchangeably in this project.

Frederick Herzberg found the model in 1959. He did this by testing over 200 employees. The researcher delved into when the employees were at their most and least satisfaction with their jobs.

Herzberg’s Theory of Motivation tries to get to the root of motivation in the workplace. You can leverage this theory to help you get the best performance from your team. The two factors identified by Herzberg are motivators and hygiene factors. The effects of motivating and hygiene factors is classified in the following diagram. Note that you will often see motivators referred to as factors for satisfaction, and hygiene factors referred to as factors for dissatisfaction.

Hygiene factors include company policies, supervision, relationships, work conditions, salary, status, and security. Company policies: these should be fair and obvious to every person. They must also be allowed to those of competitors. Supervision must be fair and suitable. The individual should be given as much authority as is reasonable. Relationships: there should be no allowed for harassment or cliques. A healthy, amiable, and suitable relationship should exist between followers, a leader, and subordinates. Also, work conditions: tools and the working environment should be safe, appropriate for goals, and hygienic. Salary: the payment schedule should be fair and accepted. It should also be competitive with other organizations in the same field. Status: the organization should maintain the status of all employees within the organization. Performing meaningful work can

provide a sense of status. Security: it is significant that employees feel that their job is safe and they are not under the continue warning of being laid-off.

The four stats. Generally, sense, there are four states an organization or team can find themselves in when it comes to Two Factor Theory. First, we have High Hygiene and High Motivation this is the perfect situation and the one which every manager should struggle for. Here, all workers are motivated and have a little grievance. Second, we have High Hygiene and Low Motivation in this case, workers have a few grievances, but they are motivated low. For instance, of this case is where pay and job circumstance are competitive, but the job isn't very interesting. Employees are simply there to collect their salary. Also, we have Low Hygiene and High Motivation in this case, employees are highly motivated, but they have a lot of grievances. A good example of this case is where the job is exciting and really enjoyed, but the salaries and circumstances are behind competitors in the same industry. And we have Low Hygiene and Low Motivation this is clearly a bad case for an organization or group of workers to find itself in. Here, individuals are unmotivated and the hygiene factors are bad.

Some common limitation of Herzberg's Motivation Theory includes: It doesn't take a person's condition or recognition into consideration. We have many tries to address this above by applying the hypothesis at a person's level. The hypothesis concentrates on achieving individual fulfillments. That doesn't necessarily the results are maximize productivity and increase efficiency. There is no appropriate method to measure individual fulfillments within the hypothesis. The hypothesis of two components is subjective and might be biased. For example, when a person is satisfied, they will give themselves credit for that satisfaction. Conversely, when they are not feeling of satisfied, they will blame external reasons. Herzberg's Motivation Theory approach, or Two Factor Theory, provides two factors that affect motivation in the job place. These elements are hygiene factors and motivating factors. Hygiene factors will cause an employee to work less if not existed. Motivating factors will encourage an employee to work harder if exist. To adopt the theory within your group of employers, start by getting any hygiene cases resolved. Once you have done this, you can promote motivation by putting in place as many motivating factors as effective.

Peter Warr. According to Peter Warr, he builds eight scales of quality of working life, it is designed to remedy some conceptual and operational deficiencies. It includes work involvement, intrinsic job motivation, higher order need strength, perceived intrinsic job characteristics, job satisfaction, life satisfaction, happiness, and self-rated anxiety. In addition, components of job satisfaction and life satisfaction, come through cluster analyses, are also defined. The scales are shown to have good internal reliability and to be factually separate. Comprehensive psychometric data are provided as a base-line for future applications.

Based on Peter Warr, he thought that measurement of psychological cases usually

needs to repeat it many times and the scientist should move conceptualization and operationalization, and their ideas should be always changing and some it is necessary to establish new scale with only a limited chance for systematic evolvement. Most of researchers give priority to main research questions rather than about detail information like: samples, means, variances, inter correlations and other characteristics which would assist in subsequent assessment of their measures.

This problem may arise when to measure the quality of working life. It should to examine a lot of subjective variables and this in turn may create a difficulty to identify this subjective variable in factors in a questionnaire which sometimes difficult to understand it.

For this reason, we need to improve work to provide tools with good quality in their workplace and his focus on short scale which easily completed by uncomplicated responding, and this scale should include: Work involves, intrinsic job motivation, higher order need strength, perceived intrinsic job characteristics, job satisfaction, life satisfaction, happiness and self-rated anxiety.

Career satisfaction. Career satisfaction is very important for employees as core engine for productivity and play a dominant role in achieving efficiency and effectiveness.

There are many definitions about it, and some scientists connect it with career success which is defined as a good psychological or job-related outputs or what individuals done in his jobs as a result of work experience. The model includes many components like: demographic, human capital and motivation factors (Judge and Bretz, 1994; Judge et al., 1995).

While others scientists link it to work-related satisfaction which identified by a employees' decision of career and how the acknowledge of job had explained that the choice of his work and they though it will affect on career job (Shaver and Lacey's 2003).

In addition, some researchers identified career success “an achievement of willing related job- output at any place in a individuals' work knowledge over time” (Arthur et al., 2005, p. 179), is in general divided into two components: objective and subjective career success (Hall and Chandler, 2005). Objective success implicates visible, quantifiable and observable career achievement like: wages, promotion and structure level of organization (Che^nevert and Tremblay, 2002; Hall and Chandler, 2005; Nicholson and DeWaal-Andrews, 2005; Dries et al., 2008). Whereas, subjective career represents the individual's explanation of his achievements or success (Greenhaus et al., 1990; Dries et al., 2008).

Work life balance. Work life balance is a term used to explain description personal life and professional life (work), and in this research, we will search about work life balance for women and what if the effects on her career work. Jim Bird define it, (CEO of worklifebalance.com), Work life balance does not mean the equal between career life and personal life. It is careful synchronization of persons varied

pursuits that may include job, family, activities life, leisure, social communication, health, career and spirituality. While some of the things need more focus, others may require lesser attention. Striking a good balance by prioritizing these human quests will result in work-life balance. It is person specific and keeps changing over time.

Research conceptual framework. Based on previous literature about intrinsic and extrinsic and the need theory for Maslow and previous study, we anticipate that academic staff at private university driven by intrinsic and extrinsic motivations are with higher levels of motivation and satisfied with career satisfaction.

Research questions:

Q1: Are academic staff at private university, extrinsically motivated?

Q2: Are academic staff at private university, intrinsically motivated?

Q3: Do academics at private university have career satisfaction?

Research proposition and hypotheses:

Proposition 1: Motivation among academic staff

H0: Academic staff at private university do not have above average intrinsic motivation.

H1: Academic staff at private university have above average intrinsic motivation.

H0: Academic staff at private university do not have above average extrinsic motivation.

H1: Academic staff at private university have above average extrinsic motivation.

Proposition 2: Career Satisfaction across Gender

H0: Academic staff at private university have do not have above average levels of career satisfaction.

H1: Academic staff at private university have above average levels of career satisfaction.

3. Research methodology

Methodology is the approach that you use to explain the research problem in a general and logical manner because it contains the goal of research, philosophy, method and strategy of research, in addition to the tool through which data were collected. Our research with a descriptive purpose its goal of the research is to prove or amend a theory, so we used the positivism philosophy where the researcher designs the research based on pre-existing ideas. The method we used that represents the relationship between the researcher and the research is the deductive method, survey strategy was used because it is more preferred as a strategy to answer the "what, where and who" questions, and questionnaire was used to collect data. The results of this questionnaire are not generalized because the sample is a non-probability sample, so it is not as accurate as a probability sample.

Theory: the theory is the description of the phenomenon in an effective way and

start on the next step that is Hypothesis.

Hypothesis: establishing a set of hypotheses based on the theory that the researcher wants to work on.

Data Collection: collecting information about the established hypotheses to ensure the correctness of the hypothesis, and it is usually collected through a questionnaire or an interview.

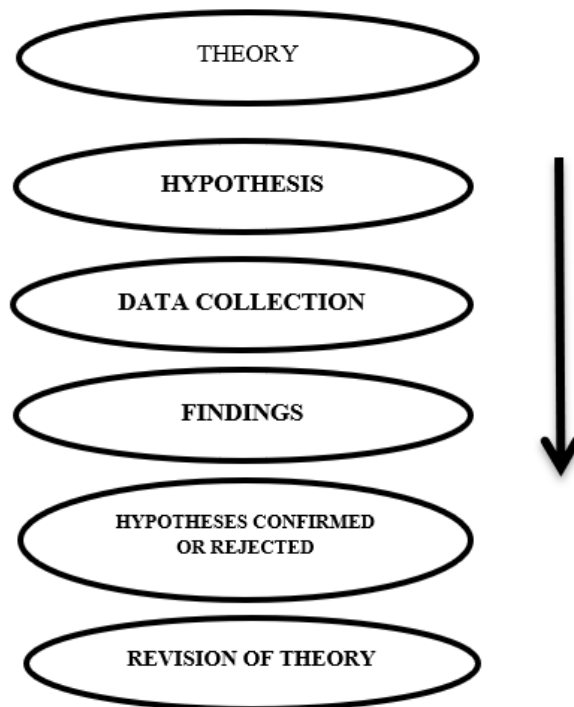


Fig 1: Deduction method steps (source: adapted by Bryman & Lilley, 2009)

Findings: it is the process of transforming the collected data into information to develop conclusions through which the assumptions are rejected or accepted.

Hypotheses Confirmed or Rejected: the results obtained when analyzing the data enable us to work on accepting or rejecting the hypotheses correctly.

Revision of Theory: modify the theory, if the hypotheses are correct.

Sampling design. Sampling is Targeting a specific group of society to discover whether the hypotheses that have been made are correct or not based on the answers of the selected sample. Probability and non-probability design: probability sample is given all units in the community an equal opportunity for selection. The results in the probability sample are more accurate and thus help the researcher generalize the results. The non-probability sample means that some units in the community are not likely to be selected and thus the researcher is unable to generalize the research

results accurately. A non-probability sampling strategy is employed in Syrian private university that is private university to collect data for this research. A self-administered questionnaire was designed to collect data from private universities operating in Damascus. Data collected through the online questionnaires employing Google online questionnaire. Data were collected in October/2020; the sample unit of analysis comprises academic staff working at Syrian private university.

Questionnaire design. The questionnaire consists of two sections that are Motivation section and Career Satisfaction section the first section includes 16 questions, for example, the freedom to choose your own methods of academic work? And the second section includes 3 questions, for example How satisfied are you with your personal and professional life? To answer questions in each section of questionnaire, we used one rating scale to measure attitudes directly this one is Likert scale which includes five points scale which is used to allow the individual to express how much they agree or disagree with a particular statement such as (Strongly Disagree, Disagree, not Sure, Agree or Strongly Agree). Each section contains a certain number of questions that revolve around the opinion of the teaching staff in the ability of their organization to apply the concept of Women's incentives within the institution and among its employees. Therefore, the sample taken from the teaching staff should accurately click through these questions and express an opinion on the question by placing a sign in front of one of the following options: Strongly oppose, strongly disagree, strongly disagree or agree. Hence, results can be used effectively as tools to Accept or disprove the hypothesis of research theory. The questionnaire has translated to another language that is an Arabic language to be more effective questionnaire and to make the process of understanding the questions easier to who do does not have good English language.

4. Results and Discussion

Descriptive data identified the sample features and identified demographic profile. The demographic profile contains faculty, age, gender, distributive education, academic level and administrative position. Descriptive data refers that the sample are from different faculties as follow 51.4% from Business administrative, 2.9% from Pharmacy, 5.7% from Information Technology and Civil Engineering, 2.9% from Laws, 14.3 from Architecture, 2.9% of University Requirement, 5.7% from Dentistry and 8.6% from Art.

Table 1: Faculty information

Name of faculty	Frequency	Percent%
Business Administration	18	51.4%
Pharmacy	1	2.9%
Information Technology	2	5.7%
Civil Engineering	2	5.7%
Law	1	2.9%
Architecture	5	14.3%
University Requirement	1	2.9%
Fine Arts	3	8.6%
Dentistry	2	5.7%
Total	35	100.0%

In addition, work experience in higher section education (Mean) is 8.3, descriptive data demonstrate that 37.1% of sample data are female and 62.9% are male, whereas the education level is: 20% have Master degree and 81% PhD, also academic level is: 22.9% are lecturer, 51.4 are instructor and 25.7% are assistant professor. Furthermore, the administrative position is: 14.3% are head of department, 11.4% are vice dean, 8.6% are dean and 65.7% they have no managerial position.

Table 2: Age and work experience

Indicators	N	M	SD
Age	35	49.11	11.35
Work experience	35	8.31	7.54

Table 3: Gender analysis

Gender	Frequency	Percent %
Male	22	62.9%
Female	13	37.1%
Total	35	100.0%

Table 4: Distribution education

Education Level	Frequency	Percent%
Master	7	20.0%
PhD	28	80.0%
Total	35	100.0%

Table 5: Academic level

Academic Level	Frequency	Percent%
Lecturer	8	22.9%
Instructor	18	51.4%
Assistant Professor	9	25.7%
Total	35	100.0%

Table 6: Administrative position

Administrative Position	Frequency	Percent%
Head of Department	5	14.3%
Vice Dean	4	11.4%
Dean	3	8.6%
N/A	23	65.7%
Total	35	100.0%

Cronbach Alpha analysis is used to measure the internal reliability of numbers in 3 sections to decide if we have consistency between them or not. If the result or Alpha values of all sections are more than 70% this mean there is good consistency between items.

Table 7: Variable components analysis

Variable component	Number of items	Alpha (α)without deleting any item
Extrinsic motivation	6	0.76
Intrinsic motivation	10	0.88
Satisfaction motivation	3	0.72

The table above shows that there is consistency between items because all values are more than 70%.

Descriptive analysis of motivation factors we notice that question about social prestige 48.6% respondents choose agree and 45% also choose agree for question of financial income, 57.1% of respondents choose agree for interest in research and 51.4% of respondents' give agree for question autonomy at the work place. Whereas about half of sample 51.4% choose agree for question the self-esteem of being an academic and 54.3% choose agree for questionable relationship with immediate manager. Furthermore, 60% of respondents choose to agree for the amount of variety of your academic the work question and 45.7% of respondents choose to agree for the opportunity to conduct scientific research question. We notice that most respondents choose agree for all question and around agree is the higher rate answers to most questions.

Table 8: Motivation factors

Motivation Factors	1	2	3	4	5	Total
The social prestige of work as academic	5.7	8.6	5.7	48.6	31.4	100%
Financial income and rate of pay	8.6	17.1	22.9	45.7	5.7	100%
Interest in research	2.9	5.7	5.7	57.1	28.6	100%
Autonomy at the work place	2.9	0	20	48.6	28.6	100%
The scientific achievement of work in academia	2.9	0	2.9	60	34.3	100%
The self-esteem of being an academic	2.9	2.9	8.6	34.3	51.4	100%
The financial reward and incentives	17.1	8.6	40	31.4	2.9	100%
The opportunity for mobility	2.9	17.1	31.4	37.1	11.4	100%
The opportunity for networking	2.9	0	37.1	51.4	8.6	100%
The freedom to choose your own methods of academic work	5.7	2.9	11.4	68.6	11.4	100%
The physical environment and work condition	5.7	8.6	31.4	45.7	8.6	100%
Relationship with immediate manager	2.9	8.6	28.6	54.3	5.7	100%
The chance for promotion to management position	11.4	14.3	31.4	37.1	5.7	100%
Hours of work	0	20	40	31.4	8.6	100%
The amount of variety of your academic work	0	5.7	20	60	14.3	100%
The opportunity to conduct scientific research	2.9	8.6	5.7	45.7	37.1	100%

For Table 8 descriptive statistic motivation factors mean values are between 3 and 4.3 whereas the higher value is 4.28 and the lower value is 2.94 and this indicate that most responders choose (self-esteem of being an academic) and give it the highest rate because the mean value of this question is the higher (M=4.28).

For Table 10 career satisfaction the table show that 74.3% of respondents give agree for question how satisfied are you with your career achievement, whereas 57.1% choose agree for question how satisfied are you with your career ambition and 45.7 of respondents choose the same answer for question How satisfied are you with your personal and professional life. We noticed that most of individuals approximately choose agree for all questions for career satisfaction section.

Table 9: Descriptive statistic motivation factors

Motivation factors	M	SD
The social prestige of work as academic	3.91	1.12
Financial income and rate of pay	3.22	1.08
Interest in research	4.02	.923
Autonomy at the work place	4.00	.874
The scientific achievement of work in academia	4.22	.770
The self-esteem of being an academic	4.28	.957
The financial reward and incentives	2.94	1.10
The opportunity for mobility	3.37	1.002
The opportunity for networking	3.62	.770
The freedom to choose your own methods of academic work	3.77	.910
The physical environment and work condition	3.42	.978
Relationship with immediate manager	3.51	.853
The chance for promotion to management position	3.11	1.10
Hours of work	3.28	.893
The amount of variety of your academic work	3.82	.746
The opportunity to conduct scientific research	4.05	1.02

Table 10: Career satisfaction

Career Satisfaction Factors	1	2	3	4	5	Total
How satisfied are you with your career achievement?	0	5.7	11.4	74.3	8.6	100%
How satisfied are you with your career ambition?	0	8.6	20	57.1	14.3	100%
How satisfied are you with your personal and professional life?	5.7	17.1	22.9	45.7	8.6	100%

Table 11: Descriptive career satisfaction factors

Career Satisfaction Factors	M	SD
How satisfied are you with your career achievement?	3.85	.648
How satisfied are you with your career ambition?	3.77	.807
How satisfied are you with your personal and professional life?	3.34	1.05

In Table 11 we find mean values between around 3.85 and 3.34 and maximum value is 3.85 and the minimum value 3.34.

Table 12: Descriptive analysis for research variables

Research variables	M	SD
Extrinsic motivation	3.38	.683
Intrinsic motivation	3.83	.642
Career satisfaction	3.65	.683

Here we make compare to know what are the most motivated factors for respondents (extrinsic, extrinsic or career satisfaction). The statistical information about career satisfaction is shown that most of respondents of the sample are

motivated by Intrinsic factors more than extrinsic factors and career satisfaction because the Mean value of Intrinsic motivation is the highest one (M=3.83).

Normality test. The main purpose of normality test is determining whether the data of sample test have a normal distribution before testing research hypothesis.

Table 13: Test normality

Test Normality	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extrinsic Motivation	.174	35	.009	.893	35	.003
Intrinsic Motivation	.190	35	.002	.837	35	.000
Career Satisfaction	.178	35	.007	.944	35	.072

According to results from table above, we find that Career Satisfaction has only normal distribution based on Shapiro-Wilk (because P-value is more than 0.05) whereas Extrinsic Motivation and Intrinsic Motivation have no normal distribution (because P-value is less than 0.05).

One sample test. We use One-sample Test to discover if we have significant differences between THE sample mean and population mean and, in our case, we can apply only TO Career Satisfaction because it has only normal distribution.

Table 14: One sample statistic

Variables	N	Mean	Std. Deviation	Std. Error Mean
Career satisfaction	35	3.6571	.68354	.11554
Extrinsic motivation	35	3.3857	.68334	.11550
Intrinsic motivation	35	3.8314	.64296	.10868

Table 15: One sample T test

Variables	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Career satisfaction					.4223	.8919
Extrinsic motivation					.1510	.6204
Intrinsic motivation	7.650	34	.000	.83143	.6106	1.0523

We performed on sample T test on the career satisfaction variable. The results of one sample t test confirms that the sample mean is significantly different from the population mean, where $t(34) = 5.688$, $p=.000$. This is confirming there is significant difference between the sample mean and population mean. According to one sample T test we reject the null hypothesis and accept the alternative hypothesis.

We performed on sample T test on intrinsic motivation variable. The results for on sample t test confirm that the sample mean is significantly different from the population mean, where $t(34) = 7.650$, $p=.000$, this confirms there is no significant

difference from the population mean. According to one sample T test we reject the null hypothesis and accept the alternative hypothesis.

We performed on sample T test on extrinsic motivation variable. The results for on sample t test confirm that the sample mean is significantly different from the population mean, where $t(34) = 3.339$, $p=0.002$, this confirm there is no significant difference from the population mean. According to one sample T test, we reject the null hypothesis and accept the alternative hypothesis.

According to our study and previous research, we find that the academic staffs at private university are preferred intrinsic motivation more than extrinsic motivation, for this reason the higher management at university should put incentives and focus on intrinsic beside extrinsic. Also put compensation and incentives to develop the academy staff to maintain the survive and sustainability.

Limitation: During the process of our research, we face many difficulties like weak response, but one of the most challenges is lack of time because the quarantine and the low number of data because of it.

Concluding remarks: The human capitals are critical factors for any organization to success and for this reason the organizations should struggle to develop them and motivate them to increase the efficiency of their out which in turn to make easy for companies to achieve its strategic goals. In, addition evolves the employees because it is the only way to survive and it is considered the method of sustainability.

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