

Sustainable Academic Career Success of Researchers at in Higher Education: Motivators and Mentor Support

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Abstract. This research examines the factors affecting academic career success for researchers in the higher education sector at the Syrian Arab Republic within the faculty of business administration at Syrian University. The methodology applied in this research method analyzes the academic researchers by distributing the questionnaires to the private universities in Syria. The regression analysis indicates the positive effect of research motivation and mentor support as factors affecting academic career success. The research limitation is mainly related to the sample size is the main limitation. Future explore larger samples and geographical locations.

Keywords: motivation for research, research skills, mentor support, research infrastructure, academic career success.

1. Introduction

Researchers in educational organizations are an essential organ in the survival of scientific research. This is because it is science and scientific research that sheds light on long-term progress, which is the extent of development that takes place in these organizations in terms of research and new discoveries (Dalati et al. 2020, Dalati 2021). That is, the researchers are the act and the tool that must progress and develop with time and contemporary with the updates that happen in science (Amida et al. 2021, Andrews 2018, Arsenault et al. 2020, Aspesi et al. 2019). Academic and professional success is the basic and most important stage for the survival of this research. Since effective organizations in scientific research keep pace with recent developments, the support directed by the researcher's hosting organization in these educational institutions is seen as the unique component in achieving the goals and destinations that depend on them while determining the productivity and time required. Accordingly, organizations must select researchers within the competencies and capabilities of the researcher to be exemplary examples that present new and important research and support the research infrastructure to reach what we want from important results that support our research, preparation, and its impact on the researcher and how to make him work, research and present better and more, which reflects a positive impact (Bredenkamp et al. 2022, Clark and Sousa 2017). On the academic professional success of the researcher and productivity and effective performance lead to a true picture that reflects academic career success (Hands 2018, Hinkle et al. 2014, McGee et al. 2019).

2. The Prior Studies

2.1 Motivation for Research:

Bredenkamp et al. (2022) argued that there is a need for higher education to produce researchers who are motivated to transfer learning into the workplace. Motivated researchers are job ready and associated with increased performance. Currently, the field of research on motivation to transfer learning by students in higher education is unclear and inconsistent. These studies reported the impact of learner satisfaction, types of motivation, and internal values on motivation to transfer learning. One study focused on the relationship between variables to validate the measurement model and focused on the contribution of understanding. By motivating students to learn a foreign language, the research methodology presents an overview of the basic concepts and recommendations for motivating students in higher education to learn. The purpose of these studies and models is to understand the factors that motivate the transfer of learning.

Taye et al. (2019) studied Considered research has considered human motivation as a determinant of curiosity, learning, and innovation. However, how student motivation influences each of the exploratory research outcomes has not been adequately addressed. The purpose of this paper is to examine Self-Determination Theory (SDT) as a conceptual tool for understanding graduate students' academic motivation and how it influences two types of uncommon outcomes (exploitative and exploratory), thus imposing relational capital as an important tool. A mediator in the process of stimulation and innovation. The authors draw conclusions using 331 foreign postgraduate scholars' data collected via an online survey at three Chinese universities. The authors highlight some of the effects of learning agencies that seek the emergence of psychological and relational conditions to promote modernity in international education after graduation and motivate them.

2.2 Researches skills

Sorokin et al. (2022) identify the officially reported outcomes of entrepreneurship learning in universities with particular attention to the thinking skills and analysis of skills identified in the formal content related to bachelor's and master's courses and programs at internationally recognized universities. The sample drawn is based on the QS rankings, and the sample is from academic studies from 9 universities. The problem with the test is the lack of generally accepted tools in international practice to measure the skills related to education, as the analysis of this issue is still not present in the

literature related to education in entrepreneurship. Its special significance for creating research is based on knowledge, behaviors, and cognitive processes and their metaphysics. We have found that thinking skills have an essential place within the results of learning and entrepreneurship for human capital, and there is a great distinction between skills formulas as declared results of education in the field of research. Clark et al. (2017) studied in this research that people who conduct qualitative research in an academic setting have more options or face a greater challenge. Researchers in previous decades used to do research alone, but now they do research in teams. Excellence in qualitative research requires much more than technical expertise and methodological ingenuity. This research, which was conducted, extracted the five most essential skills for the success of the research, which are neglected: First: know literature; where he clarified in this skill, the researchers' need to know their literature is something important, as their research contributes to knowledge on awareness and seeing the literature of previous research. In order to continuously develop his writings, he must continue to read and stay informed. Second, develop and write exceptional grants, as this skill was talking about that researchers can focus on style and write books where it is still vital, the bias is increasingly no longer able to progress, and researchers must share part of their opinions and their systematic view constantly and increasingly with what They must develop their fund-raising capabilities. Critical elements of successful proposals include the key elements to obtain parts of the review system, fine-tune the design and the need for writing elements to succeed.

Incorporate into the research and development process. A flawed research concept is like a good-written idea, not an intellectual or personal endeavor but also an emotional one. In the wrong way, writing skills must be developed to reach success through workshops and training in this regard. Third: work well with others. Mastery of the research may be helpful and good or published well. However, it does not make research take so far because the research includes other people, colleagues, and collaborators in the research team, where these people are the most necessary part of conducting research, and working within a team is essential. It is based on high levels of listening, asking questions, and benefiting from some of the problematic skills in research, yet necessary for making decisions, exchanging differences, and building trust and success. Fourth: polish in the mainstream, where at some times qualitative research is limited to some extent to some journals in which many researchers have published before, and we do not have to compromise work by writing shorter papers or different words, and it is vital to put pressure on journals by researchers In terms of fair dealing with qualitative research, the language and style of presentation are essential for the arrival of ideas in the research or their rejection due to the wrong method. Fifth: being work alive to people and communities. It is crucial to communicate well with readers through academic circles (social means are ways to disseminate results with those outside academia). Academic research deals with stories, experiences, and processes and includes profound and transcendent human experiences. Ultimately, we should recognize these skills as essential but neglected things, and they must be brought back to life for the success of research because they are among the basics of achieving success.

2.3 Mentor Support

Merge and Mason (2021) showed us that interviews with recent researchers, mentors, and peer support could help to improve the output during their jobs. The characteristics of this research are limitations of mental support, support provided during work time, and limited attention given to workers. The relationship needed to make the mental support successful is trust and respect, flexibility during their jobs, and honest communication. The theories of mentor support are to expand their understanding to increase productivity and work on personal development. The inconsistencies in mentor support are giving too much or little advice, not setting goals for the organization, and at least the level of individual's skills. The positive views on mentoring are that it is helpful for employees; on the contrary, they had communication problems because of a different language. The research problems are the lack

of language, providing open feedback, and getting the correct number of mentors to participate in the job. This study can improve individuals' skills through training; the whole organization will succeed when they improve their output. Some methods, like analysis, can be unsatisfactory because the data they conducted may be wrong or inaccurate.

Hassan et al. (2017) examine the social capital factors of career advancement of female academic staff. The main variables are measuring, and structural analysis was collected for the three independent variables and a dependent variable on 20 public universities. Data were collected using a structured self-administered questionnaire. The relationship of the structural analysis to the social capital variables contributed significantly to the career advancement of the faculty members through mentoring, networking, and government machinery support. The social capital theory states that the most critical paramount factor to development is (the central network) to which an individual is attached to an organization the individual position in the central network of the social relation influence social capital, which in turn creates values and access to social resources that provide positive career outcomes (Lin & Huong 2015). Social capital factors are limited mentoring, networking, and government machinery support, where there is a low percentage of female representation of academics in educational institutions; their role is weak in senior positions as administrative staff and a major officials in public universities. It can be concluded that adopting these independent variables would predict career progression. In contrast, the career progression of female academic employees to the top would create a balance and lead to various university institutions. Human resources are considered the most valuable asset of any organization. Therefore, institutions must accept the benefit of the processes and practices of employee recruitment and career advancement. Such strategies are critical in the higher education sector because universities support social and economic development and politics. This study creates an insight into the knowledge of career progression among female faculty members in public universities. It serves as a fundamental tool for undergraduate learning in the country at the higher institution level, creating awareness among faculty members about their career planning and aspirations.

Shetly, Rao and Etal (2022) studied the Indian context; we examine research into the impact on employees in manufacturing and educational institutions through servant leadership and perceived organizational support, where the dependent variable of the research was perceived organizational support and the independent variable was servant leadership, A strong relationship was also found between servant leadership personnel and perceived organizational support in manufacturing and educational institutions.

Leadership is a critical element in the organization's success, as it is one of the most comprehensive and specialized concepts in research and influences organizational behavior. When employees provide effective feedback, this is due to the extent of interest and appreciation from the organization; through another perspective, organizational support is related to employee happiness and job satisfaction, and the best way to attract people's attention to its performance is servant leadership in providing the best, and changing the servant leadership approach improves performance and provides higher profits, and this is due to five dimensions. The first is the leader's aspirations to develop in the lives of others, which is altruistic advocacy. The second dimension, an element linked to servant leadership, is emotional safety. The third is wisdom, which is related to the individual's ability to understand the surrounding environment. The fourth is formed from experience that provides opportunities for the organization by developing a mental framework, which is effective maps. Organizational oversight is a leader's fifth and final characteristic linked to his or her contribution to society.

Organization's appreciation and concern for employee work and maintenance of employee well-being This explains the theory of perceived organizational support, as well as the extent to which the organization views employees as important and valuable assets, and the theory of social exchange implies that it is behind the relationship between the employer and the employee, perception of organizational support affects employees, organizational rewards, working conditions, and equality are essential factors and includes job autonomy, promotions, incentives or raises, where organizational

support enhances job satisfaction, and it reduces job turnover and withdrawal and enhances the core of social exchange. The organization's observance of the employee's goals, values and support in order to maintain his well-being and provide assistance and tolerance is one of the main characteristics. Finally, we find the following theories. There is a relationship between servant leadership and perceived organizational support, but there is a difference in the servant leadership approach between manufacturing industries and educational institutions. There is also a difference in Perceived regulatory support between manufacturing industries and educational institutions.

2.4. Research Infrastructure

Moore's (2020) research built on another shift in academic publishing around seamless access, an approach to providing content that ensures users do not have to authenticate to access research continually. It was the methodology through a critical exploration of get complete text research, a service developed collaboratively by five of the largest academic publishers. To provide such seamless access to academic research, the paper explains how publishers seek to govern how readers access publications from the best way to track and control user interactions and generate income. Publishers make an existential move to place quantifiable individual researchers rather than published content at the center of scholarly communications.

Jang and He (2022) examined the theory of infrastructure and the theory of scientific cooperation at a distance, supporting the identification of the activity of information exchange between researchers in the social sciences through a set of methods and evidence, including four dimensions of data characteristics, technological infrastructure, and research environment. Friction is one of the most critical factors of information exchange arising from the work duration and continuous and practical cooperation. Based on scientific priorities, it is possible to link infrastructure services with research activities, where an integrated research structure is formed through mediation, which means that knowledge is expected to transfer from one medium to another or move to a new medium as a technology to develop and create a new medium. Infrastructure usually represents a means of transferring knowledge. Most of the time, the infrastructure is focused on different factors because it works to provide articulated transitions in the organization as a whole with positive technology from the principle of mediation, which constitutes a good starting point for facing the risks related to the infrastructure and refers to continuity, sustainability, and stability is one of the main functions of the infrastructure.

2.5 Academic Career Success

Amide et al. (2020) studied academic success was studied during the SDT model test, which investigated motivation, time management, and career ambition as predictors of expected success. Where the characteristics of this research are the challenges facing postgraduate students, determining their motives, the theory of self-determination, environmental and social factors, as well as the goal that was studied, as these characteristics gathered a vital relationship in stimulating learning and perseverance to reach the best results, and also time management is critical to reaching development. Also, two types of motives, controlled and independent, are related to the continuity of success and performance. Also, theories were critical about the association of factors with motivation and success and predictors that support the needs of postgraduate students and their different motives based on gender, gender, and age. The methodology used was quantitative to collect data from 324 students. It was analyzed using the structural equation model. Then the results showed the relationship between time management, professional aspirations, and motivations concerning student success and strong support for SDT in understanding motivation, its relationship to success, and the importance of paths in the imposed motivation model. Gender is an essential factor in time management and career ambition.

In this research, Nabi (2001, 2003) studied the role of career reinforcement strategies as mediators of the relationship between characteristics centered around the situation and personal career success. CSS mediated the relationship between specific variables that focus on attitude and intrinsic career success. Self-nomination and communication mediated between career prospects and intrinsic career success. Networks played a mediating role between safety and intrinsic career success. Strategies were used to improve the profession through employee behaviors, such as developing a network of contacts, consulting with two destinations, and self-nominating goals. The goal is a growing body of knowledge that it reflects a proactive approach to effective professional self-management, employee performance, and career success, where the process of career success is a process that occurs not only as a function of situational opportunities but as reflected in organizational career systems.

3. Research Conceptual Framework and Hypotheses

This research studies the relationship between research skills, research infrastructure, research motivation, mentor support, and academic career success. The conceptual framework predicts a positive relationship between research skills, research infrastructure, and academic career success. The study also predicts a positive relationship between mentor support and motivation for research and academic career success. The details of the study objectives and research hypotheses are related to the following hypotheses that study the positive relationship between variables and academic career success and the factors affecting academic career success. Finally, the study examines these factors on variables and academic career success. Sampling studies indicate positive relationships between variables and academic career success. Based on sampling studies, we proposed this research set of hypotheses.

Table 1: Research proposition and hypotheses

NO	Statement	Test
H1	H1. There is a positive correlation between motivation for research and academic career success	Correlation analysis
H2	H2. There is a positive correlation between academic research skills and academic career success.	Correlation analysis
H3	H3 There is a positive correlation between mentor support and academic career success.	Correlation analysis
H4	H4. There is a positive correlation between research infrastructure and academic career success.	Correlation analysis
H5	H5. Perceived research skills, mentor support, research infrastructure, and research motivation have a positive effect on academic career success.	Multiple regression

Motivation and incentive for scientific research. This section aims to study the factors related to the motivation and incentive to conduct academic scientific research in business administration. Urges the group this behavior comprise the following subscales illustrated in Table 2.

Table 2: Motivation and Incentive for Scientific Research

1. Interest in scientific research and follow up on contemporary topics in scientific research.
2. Passion for scientific research.
3. Scientific achievement to work in the academic field.
3. Financial rewards and incentives.
4. Opportunities related to mobility within the scope of academic work (for example, academic mobility for conducting joint research).
6. Opportunities related to establishing a professional network for scientific research
7. Good work Conditions related to the physical environment.
8. Academic promotion (Professor)
9. Developing a professional resume
10. Requirement for permanent job tenure

Research skills. This section aims to study the factors related to scientific research skills to conduct academic scientific research in business administration and urges the group to this behavior comprise the following subscales illustrated in Table 3.

Table 3: Research skills sample question

1. Research skills about previous literary studies.
2. Skills in how to conduct and write academic research.
3. Skills for Publication in peer-reviewed scientific journals.
4. Collaboration skills with international researchers.
5. Communication skills and working within a research team.
6. Statistical analysis skills and use of statistical programs (SPSS).
7. Knowledge and skills about how to conduct scientific research.
8. Skills for developing ideas and concepts for research projects.
9. Language skills and presentation.

Mentor support. This section aims to study the factors related to directed support by the manager or mentor to conduct academic scientific research in business administration. Urges the group this behavior comprise the following subscales illustrated in Table 4.

Table 4: Mentor support

1. Provision of training in the field of scientific research.
2. Provision of workshop about scientific research methods.
3. Provision of training workshop on statistical data analysis.
4. Facilitate opportunities to form a professional network of international researchers.
5. Facilitate publication opportunities with international scientific journals.
6. Motivate to conduct academic scientific research.
7. Training on research skills.

Research infrastructure. This section aims to study the factors related to infrastructure for scientific research in business administration. Urges the group this behavior comprise the following subscales illustrated in Table 5.

Table 5: Research infrastructure

1. Computer to do scientific research.
2. Private internet to do scientific research.
3. College internet lab.
4. Statistical programs and packages (SPSS, STATA, NVIVO).
5. Databases for scientific journals.
6. Classrooms, laboratories, supplies, and other equipment are appropriate for scientific research
7. Conducting practical experiments and laboratory work with enough equipment to conduct scientific research.
8. Scientific books, methodology, international journals, and other scientific research materials.
9. A center to support scientific research in the college.

Academic career success. This section aims to study the factors related to academic career success in the field of business administration. Urges the group this behavior comprise the following subscales illustrated in Table 6.

Table 6: Academic career success

1. Publication in scientific peer-reviewed journals is indexed in databases.
2. Excellence teaching for students.
3. Obtaining funds from regional or international organizations
4. Building professional networks and partnerships with regional and international universities.
5. Carrying visits to regional and international universities as a visiting academic researcher.
6. Writing books and courses taught in the field of specialization.
7. The ability to teach and conduct scientific research within the plans and strategies included within the university.
8. Permanent attendance of workshops within academic research and teaching scope.
9. Participation in scientific conferences listed in databases with procedures (conference proceedings).
10. Evaluation of scientific research submitted for publication in peer-reviewed scientific journals.

It is critical to examine the conceptual framework of the factors influencing the academic career success of researchers. This research examines researchers in private universities. In this scope, the dimensions mentioned above are examined for researchers in private universities. The assumptions in this research are that the factors influencing the academic success of researchers, the influence on researchers, and the skills of research and research infrastructure predict the positive effect on the academic career success of researchers in universities. In addition, this research also predicts the positive effect of mentor support and motivation on academic career success. Academic career success is considered an independent variable, while research skills, research infrastructure, directed support, and motivation for the researcher are considered the dependent variable. Fig. 1 shows the search variables for the study.

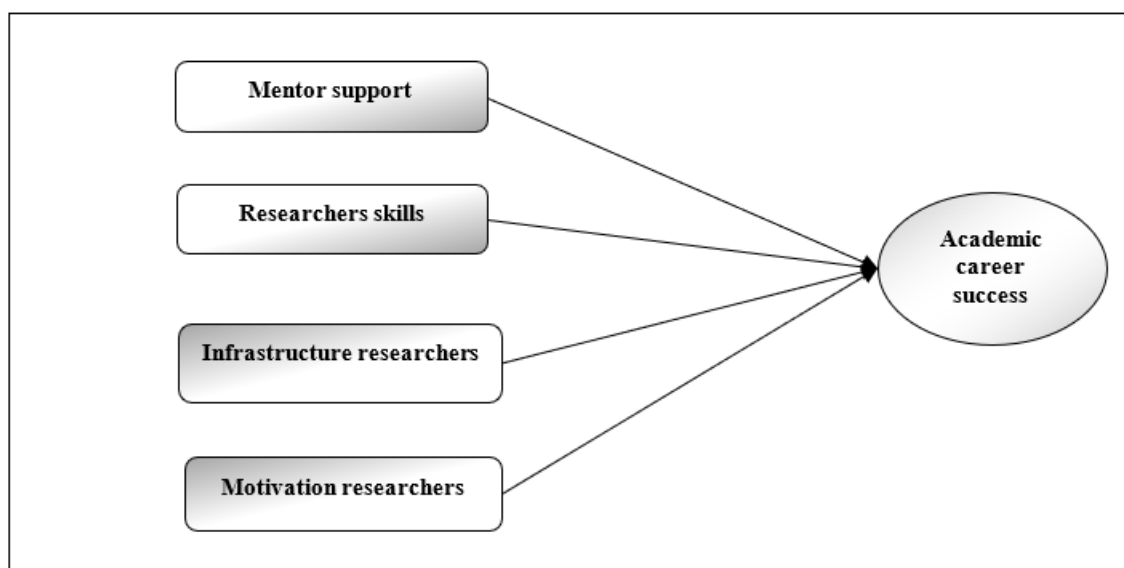


Fig. 1: Framework of factors affecting academic career success

4. Methodology

In practice, the term variable is used as a synonym for construct or the property being studied. In this context, a variable is a symbol of an event, act, characteristic, trait, or attribute that can be measured and to which we assign values. For data entry and analysis purposes, we assign a numerical value to a variable based on the properties of the variables. We have 5 variables in our research: the independent variable was academic career success, and the dependent variables were 4, including research skills,

research infrastructure, mentor support, and research motivation. The basic idea of sampling is that we may draw conclusions as a whole by selecting a sample from private universities. The researcher makes several decisions when designing the sample. This research sample was taken in a non-probabilistic manner, as it was through distributing a paper questionnaire for the sample targeted for research in private universities, as the sample size reached 52 observations. This sample is not considered small but does not represent the population. The design of the questionnaire is based on six sections. The first section provides demographic information for the participants (responders) on the questionnaire. In this study, scales were developed for the academic career success variable for this research, the mean of the 10 statements for measuring academic career success, the academic professional success scale to 5 points from a usual Likert behavior scale from 1 = strongly disagree to 5 = agree. In this current study, scales of research skills were developed, the scale of research skills was modified and adapted, and this research was modified. The research skills scale is based on a 5-point Likert scale, from 1 = strongly disagree to 5 = strongly agree. Measures of the research infrastructure have been developed, and the scale has been adapted and modified. The scale consists of 9 elements to measure the research infrastructure within private universities. Mentor Support is directed on a 5-point Likert scale, from 1 = strongly disagree to 5 = strongly agree. The scale consists of 7 items. Research motivation scales consisting of 10 items have been developed and are based on a Likert scale from 1 = strongly disagree to 5 = strongly agree. The research infrastructure scale consists of 9 items based on a Likert scale from 1 = strongly disagree to 5 = strongly agree. The questionnaire has been translated double way. First, the questionnaire was translated from English to Arabic by a research expert; consequently, the questionnaire was translated from Arabic to English; later, the English copies were compared for examination (Warner-Soderholm, Minelgaite, and Littrell 2019).

5. Research Descriptive Analysis

The descriptive analysis illustrates the demographical profile. The demographical analysis includes the university, age, gender, education level, and managerial level of respondents. The sample characteristics illustrate that AIU, SPU, IUST, and ASPU have been selected. Tables 7-13 illustrate the demographic analysis.

Table 7: University profile

University	F	(%)
AIU	30	57.7
SPU	9	17.3
IUST	6	11.5
ASPU	7	13.5
Total	52	100.0

Table 8: Academic rank (n=52)

Academic	F	%
Lecturer	5	9.6
Teacher	32	61.5
Associate professor	10	19.2
Professor	5	9.6
Total	52	100

Table 9: Demographic profile (n=52)

demographic profile	N	M	SD
Age	52	49.15	11.75

Table 10: Distribution of gender (n=52)

Gender	F	%
Male	35	67.3
Female	17	32.7
Total	52	100

Table 11: Education Level (N=52)

Education level	F	%
Bachelor	1	1.9
Master	6	11.5
PhD	45	86.5
Total	52	100

Table 12: Academic Rank (n=52)

Academic	F	%
Lecturer	5	9.6
Teacher	32	61.5
Associate professor	10	19.2
Professor	5	9.6
Total	52	100

Table 13. Administration position (n=52)

Administration position	F	(%)
Head of department	11	21.2
Deputy dean	3	5.8
Dean	5	9.6
No Administrative position	33	63.5
Total	52	100

Reliability analysis. The Cronbach alpha analysis is conducted to measure the internal reliability of items in the five sections to determine whether or not there is consistency between them. The acceptable levels of reliability are 0.70 and more; therefore, there is consistency between items. If the value is smaller than 0.70, there is weak reliability and less acceptable, and therefore there is no consistency between items. In our study, the reliability analysis ranges between 0.73 and 0.91. This signifies very good to optimal reliability levels.

Table 14: Reliability analysis, Cronbach alpha (n=52)

Variable Component	Number of Items	Alpha (α) without deleting any items
1. Motivation for Research	10	0.73
2. Research Skills	9	0.87
3. Mentor Support	7	0.91
4. Research Infrastructure	9	0.90
5. Academic Career Success	10	0.88

Descriptive analysis. The descriptive analysis illustrates 5 sections comprising Means and standard divisions of research scales. Tables 16-22 illustrate the descriptive analysis of research scales. Table 16 illustrates five items measuring leadership superior orientation. The highest score is for item 4, and the lowest score is for items 3 and 5.

Table 15: Motivation for research

Motivation for research	F	M	SD
1. Interest in scientific research	52	4.42	.66
2. Passion for scientific research	52	4.19	.74
3. Scientific achievement to work in the academic field	52	4.21	.63
4. Financial rewards and incentive	52	3.56	1.03
5. Opportunities related to mobility	52	3.81	.87
6. Opportunities related to establishing a professional network	52	3.80	1.01
7. Good work Conditions related to the physical environment	52	3.63	1.11
8. Academic promotion (Professor)	52	4.17	.92
9. Developing professional resume	52	4.38	.63
10. Requirement for permanent job tenure	52	3.30	1.19

Table 16: Researchers' skills

Research skills	F	M	SD
1. Research skills about previous literary studies	52	4.32	.78
2. Skills in how to conduct and write academic research	52	4.44	.69
3. Skills for publication in peer-reviewed scientific journals	52	4.34	.76
4. Collaboration skills with international researchers	52	4.23	.73
5. Communication skills and work within the research team	52	4.19	.79
6. Statistical analysis skills and use of statistical programs (SPSS)	52	4.42	.63

7. Knowledge and skills about how to conduct scientific research	52	4.53	.64
8. Skills for developing ideas and concepts for research projects	52	4.45	.66
9. Language skills and presentation	52	4.30	.72

Table 17: Mentor support

Mentor support	F	M	SD
1. Provision of training in the field of scientific research	52	3.84	.87
2. Provision of workshop about scientific research methods	52	3.88	.80
3. Provision of training workshop on statistical data analysis	52	3.98	.89
4. Facilitate opportunities to form a professional network of international researchers	52	3.84	.91
5. Facilitate publication opportunities with international scientific journals	52	4.07	.92
6. Motivate to conduct academic scientific research	52	4.21	.77
7. Training on research skills	52	4.15	.80

Table 18: Research infrastructure

Research infrastructure	F	M	SD
1. Computer to do scientific research.	52	4.46	.87
2. Private internet to do scientific research.	52	4.38	.93
3. College Internet lab.	52	3.86	.99
4. Statistical programs and packages (SPSS, STATA, NVIVO).	52	4.42	.84
5. Databases for scientific journals.	52	4.60	.65
6. Classrooms, laboratories, supplies, and other equipment are appropriate for scientific research	52	4.13	.76
7. Conducting practical experiments and laboratory work with enough equipment to conduct scientific research.	52	3.98	.87
8. Scientific books, methodology, international journals, and any other materials for scientific research.	52	4.50	.63
9. A center to support scientific research in the college.	52	4.26	.76

Table 19: Academic career success

Academic career success	F	M	SD
1. Publication in scientific peer-reviewed journals is indexed in databases.	52	4.17	.78
2. Excellence teaching for students.	52	4.19	.88
3. Obtaining funds from regional or international organizations	52	3.92	.81
4. Building professional networks and partnerships with regional and international universities.	52	4.21	.63
5. Carrying visits out as a visiting academic researcher to regional and international universities.	52	4.32	.63
6. Writing books and courses taught in the field of specialization.	52	4.17	.80
7. The ability to teach and conduct scientific research within the plans and strategies included within the university.	52	4.31	.72
8. Permanent attendance of workshops within the scope of academic research and teaching.	52	4.24	.61
9. Participation in scientific conferences listed in databases with procedures (conference proceedings).	52	4.31	.61
10. Evaluation of scientific research submitted for publication in peer-reviewed scientific journals.	52	4.45	.60

Table 20: Research descriptive analysis grand means

Research Grand Means	F	M	SD
1. Motivation for research	52	3.95	.48
2. Academic research skills	52	4.36	.50
3. Mentor support	52	4.00	.69
4. Research infrastructure	52	4.29	.61
5. Academic career success	52	4.23	.49

Table 20 illustrates descriptive data analysis research variables. Grand means and standard division values are presented. Academic research skills received the highest score ($M=4.36$), were as tolerance of freedom received the lowest score ($M=3.95$). Research infrastructure has a Mean score of 4.29, and academic career success has a score of 4.23. All research variables' grand means have above average (Al-Ahmad Chaar and Easa, 2020).

Normality test for academic career success. To test the research hypotheses and to determine the type of statistical analysis (parametric or nonparametric), we performed a normality test for Academic career success. A Kolmogorov-Smirnov normality test ($p>.05$) and a visual inspection of the histogram, normal Q-Q plot and box plot illustrate that academic career success is approximately normally distributed, with skewness of .093($SE=.330$), and kurtosis of -1.034 ($SE.650$).

6. Correlation analysis

A bivariate correlation analysis is published to measure the relationship between the existing variables, as the correlation analysis generally shows strong positive relationships between each other. The association between search motivation and research skills indicates a positive correlation $r = .421^{**}$, $n = 52$, $p = .002$. The correlation between research motivation and mentor support indicates a positive correlation, where $r = .348^{**}$, $n = 52$, $p = .011$. The correlation between research motivation and research infrastructure indicates a positive correlation where $r=.286^{*}$, $n=52$, $p=.040$. The association between research motivation and academic career success indicates a positive and significant relation, where $r=.396^{*}$, $n=52$, $p=.004$. The correlation between research skills and mentor support indicates a positive correlation where $r=.505^{**}$, $n=52$, $p=.000$. The association between research skills and research infrastructure indicates a positive association, where $r=.603^{**}$, $n=52$, $p=.000$.

Table 21: Means standard divisions and correlations

Variables	M	SD	1	2	3	4	5
1. Motivation for Research	3.95	.487	1				
2. Research Skills	4.36	.50	.421** .002	1			
3. Mentor Support	4.00	.69	.348* .011	.505** .000	1		
4. Research Infrastructure	4.29	.61	.268* .040	.603** .000	.570** .000	1	
5. Academic Career Success	4.23	.49	.396** .004	.346* .012	.395** .004	.329* .017	1

The association between research skills and academic career success indicates a positive association where $r=.346^{**}$, $n=52$, $p=.012$. The association between mentor support and research infrastructure indicates a positive and strong association, where $r=.570^{**}$, $n=52$, $p=.000$. The association between mentor support and academic career success indicates a positive and significant association, where $r=.395^{**}$, $n=52$, $p=.004$. Finally, the association between research infrastructure and academic career support indicates a positive association, where $r=.329^{*}$, $n=52$, $p=.017$.

Table 22: Non-Parametric correlation analysis

Variables	1	2	3	4	5
1. Motivation for Research	1				
2. Research Skills	.434** .001	1			
3. Mentor Support	.370** .007	.537** .000	1		
4. Research Infrastructure	.318* .022	.642** .000	.515** .000	1	
5. Academic Career Success	.380** .005	.372** .007	.435** .001	.384** .005	1

7. Regression Analysis

A linear regression is performed to explore the effect of research variables on academic career success at target universities. Motivation for research, research skills, mentor support, and research are manipulated as predictor variables, and academic career support as the outcome variable. A stepwise regression analysis produced two models. In the first model, multiple regression analysis indicates a significant relationship between motivation for research and academic career support, where multiple regression produces a standardized beta of 0.396, $p=0.004$, accounting for 14% of the variability in academic career success. The regression analysis confirms motivation for research is a predictor of academic career success. In the second model, the regression analysis indicates that motivation for the research is a predictor of academic career success, where multiple regression produced a standardized beta of 0.294, $p=0.033$. In the second model, the regression analysis indicates that mentor support is a predictor of academic career success, where multiple regression produced a standardized beta of 0.292, $p=0.034$. Overall, motivation for research and mentor support accounts for 20% of the variability in knowledge sharing behavior. The rest of the research's independent variables did not significantly affect academic career support. The result of the regression analysis support hypothesis 5, confirming motivation for research and mentor support are predictors of academic career support. Table 23 illustrates multiple regression analysis.

Table 23: Motivation for research and mentor support on academic career success

Variable	B	B SE	β	t	Sig
First Model					
Constant	.2.654	.522		5.083	.000
Motivation for Research	.399	.131	.396	3.046	.004
Second Model					
Constant	2.235	.539		4.148	.000
Motivation for Research	.297	.135	.294	2.200	.033
Mentor Support	.206	.094	.292	2.187	.034
Notes: For the first Model Multiple R = .396, $R^2 = .157$, Adjusted $R^2 = .140$					
For the Second Model Multiple R = .481, $R^2 = .232$, Adjusted $R^2 = .200^{*}$, $p < .05$					

Table 24: Hypothesis testing results

No.	Statement	Findings	Results
1	H1. There is a positive correlation between motivation for research and academic career success	$r = .396^{**}$, $n = 52$, $p = .004$	Accepted
2	H2. There is a positive correlation between academic research skills and academic career success.	$r = .346^{*}$, $n = 52$, $p = .012$	Accepted
3	H3 There is a positive correlation between mentor support and academic career success.	$r = .395^{**}$, $n = 52$, $p = .004$	Accepted
4	H4. There is a positive correlation between research infrastructure and academic career success.	$r = .329^{*}$, $n = 52$, $p = .017$	Accepted
6	H5 Perceived research skills, mentor support, research infrastructure, and research motivation have positive effect on academic career success.	Multiple $R = .48$, $R^2 = .23$, Adjusted $R^2 = .20^{*}$, $p < .05$	Accepted

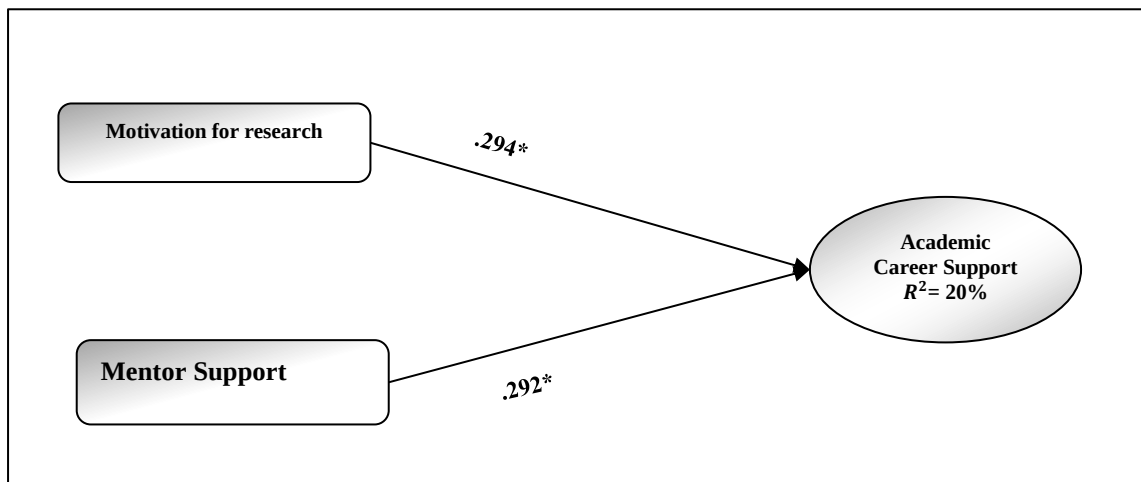


Fig. 2.: Motivation for research and mentor support on academic career success

8. Conclusions

In the discussion section, we recommend that universities should ensure the establishment of a network of professional relationships for scientific research and work to provide good conditions related to the physical work environment. Also, work to establish and form a network of relationships with international researchers and Private internet to do scientific research. Furthermore, we recommend obtaining funding and grants from regional or international bodies and participation in scientific conferences listed in databases with procedures (conference proceedings).

Addressing the factors affecting the success of the academic career of the researcher in private universities, after research and previous readings, conducting analysis and studying the variables and administrative factors, the following is found: the positive relationship between research skills, research infrastructure, directed support, motivation and academic professional success, and that there is a positive effect. It is strong and important to study the impact of these factors on the researcher within the sample, which is 52. The sample included a number of private universities in the academic staff.

The initial research limitations are related to the sample size, and the research results cannot be generalized due to the lack of a sample; the second limitation related to the research method is the survey questionnaire, and the data were collected through self-management and distributed to the respondents. There is a possibility that research participants did not provide authentic responses due to the topic's sensitivity.

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