ORIGINAL RESEARCH

Factors affecting motivation of academic staff at nursing faculties

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Abstract

Objective: This study aims to examine the factors that affecting motivation of academic staff at Faculties of Nursing at Assiut, Sohag and Quena Universities.

Methods: A descriptive comparative design was used in the present study. Subjects of the study were all available academic staff who agreed to participate in the study (240). Tool of the study: A self-administered questionnaire was used for data collection it consisted of two parts: The first part included the personal characteristics of academic staff. The second part–Questionnaire of the factors that affecting motivation of academic staff which was adapted from Alam & Farid & Shaheen and colleagues contained 52 items.

Results: The findings of the present study showed that the first factor positively motivate the academic staff to teach was self-confidence, followed by choice of teaching staff for their profession. While, the first factor negatively affecting the motivation of the academic staff to teach was anxiety in classroom, followed by examination stress and rewards.

Conclusions: The factors positively motivate the academic staff to teach were self-confidence, choice of teaching staff for their profession, and relation of teachers with their colleagues. While, the factors negatively affecting the motivation of the academic staff to teach were anxiety in classroom, examination stress and rewards, socio-economic status of teaching staff, and administration polices. There were statistically significant differences and negative relation between socio-economic status, anxiety in classroom, and academic staff's years of experience while, there were statistically significant differences and positive relation between self-confidence, administrative policies and academic staff's years of experience. Recommendation: The academic staff must be acknowledged for their good performance and should be accompanied with improvement of their salary and academicians should not employ without a professional training by in-service training courses.

Key Words: Motivational factors, Academic staff, Nursing faculties

1. INTRODUCTION

The educational system is the corner stone for the development of any nations. Teachers are the backbone of the educational facilities, they are predictable to be the country constructers.[1] The role of a teacher cannot be ignored in the bringing progress, prosperity and developmental process of a nation. By the advancement and rushing of growing through controlled, educationally sound and qualified competent academicians the constancy of the society will be attained. These organizations considered the improvement of their staff as a capital investment.[2] The key role in the learning process is acting by the academic. The motivation of academic staff is very important as it directly affects the students.[3]

Motivation is a basic psychological process. Along with perception, personality, attitudes, and learning, motivation is a very important element of behavior. Nevertheless, motivation is not the only explanation of behavior. It interacts with and acts in conjunction with other cognitive processes. Motivating is the management process of influencing behavior based on the knowledge of what make people tick.[4]

Huber[5] defined motivation as the process that arouses, energizes, directs, and sustains behavior and performance. That is the process of stimulating people to action and to achieve a desired task.

The efficiency performance is the master key for achievement the victory for any institutions.[6] To effectively deliver on this objective, qualified and competent academicians are employed. The performance of academic staff is depending on the motivation not only a function of ability.[7]

Razak[8] stated that collage staff hold the greatest significant position in any nation for they are the main channel of alteration of information. The worker performance is reliant on many organizational factors as: decision making, managerial, and administrative style those which must influence the personnel' motivation.

Bakay & Huang[9] mentioned that in hygienic motivation theory which was presented by Herzberg who explain that the employee will be internally motivated when their work and achievement connected to acknowledgment, responsibility and attainment, promotional chances, and career progression. The well-informed, motivated and committed staff can be the root to improve the educational level of the institutions.[1]

Motivation is crucial in harnessing effective performance of academic staff. The motivation of the academician to teach is influenced by several factors like; personal/social factors, classroom environment, Socio economic status, Student's behavior, examination stress, rewards/incentives, and self-confidence/personality of teacher, workload stress and administrative policies.[10]

1.1 Significance of the study

One of the most important problem that confronted the educational institutions are the academician motivation faced with the problems of motivational level of their academician, therefore the present study is designed to examine the factors that affecting motivation of academic staff at Faculties of Nursing at Assiut, Sohag and Quena Universities. Furthermore this research study can be helpful for educational institutions to recognize and realize the significance of these factors for promoting and enhancing motivational level of their academicians.

1.2 Aim of the study

This study aims to examine the factors that affecting motivation of the academic staff at Faculties of Nursing at Assiut, Sohag and Quena Universities.

2. METHOD

2.1 Research questions

(1) What are the factors responsible for positive or negative motivation of the academic staff?

(2) Are there relationship between personal characteristics and the factors affecting the motivation of academic staff?

(3) Is there a difference between the factors that affecting the motivation of academic staff in Assiut, Sohag, and Quena Universities?

2.2 Research design

A descriptive comparative design was used to examine factors that affecting the motivation of the academic staff at selected Nursing Faculties.

2.2.1 *Technical design*

The technical design for the study will include: Setting of the study, subjects and tools for data collection.

1) Setting

The study was conducted at Faculties of Nursing at Assiut, Sohag, and Quena Universities

2) Subjects

Subjects of the study were all available academic staff who agreed to participate in the study. They were 240 staff. classified as follow: 136 from Assiut, 50 from Sohag, and 54 from Quena University, represented all departments in the faculties (Nursing Administration, Pediatrics Nursing, Obstetrics & Gynecological Nursing, General Medical Surgical Nursing, Critical care and Emergency, Community Health Nursing, Geriatric Nursing and Psychiatric Nursing).

3) Tools of the study

A self-administered questionnaire was used for data collection, and it consisted of two parts:

The first part: Personal characteristics of academic staff included setting, age, years of experience, marital status, occupation, and department.

The second part: Questionnaire of the factors that affecting motivation of the academic staff. The questionnaire used in this study is adapted with due acknowledgement from Alam & Farid[10] who conducted the research on factors affecting teachers motivation at secondary school Rawalpindi. The researchers added another item (administration policies) from

Shaheen and colleagues.[1] The modified questionnaire contain 52 items divided into seven subscale: choice of teaching staff for their profession (6 items), socio-economic status of teaching staff (10 items), self-confidence (13 items), anxiety in classroom (5 items), relation of teachers with their colleagues (3 items), examination stress and rewards (8 items) and administration policies (7 items), this Questionnaire was designed to examine the factors that affecting the motivation of the academic staff.

4) Scoring system

The responses for questionnaire were as follows: one grade was given when response yes and zero when the response was no. The scores of each item were summed up and then converted into a percent score. A score of 60% or higher was considered as "positive motive", and if less than 60% was considered "negative motive".

5) Validity and reliability of the tool

The study tool was translated into Arabic using the translate–re-translate process. The content validity of the questionnaire was assessed by a jury of 5 experts in the related field; the content validity index was 0.86. The reliability was assessed using Cronbach alpha test to measure the internal consistency which yielded ($\alpha = 0.89$).

2.2.2 Operational design

This included the preparatory phase, pilot study, and data collection phase.

A) Preparatory phase

This phase took about three months from September to November 2016. The researchers spent this time in reviewing the available literature pertinent to the study topic. Additionally, Arabic translation and back translation of the study tool was done, and they were checked by experts for validation.

B) Pilot study

The pilot study were conducted on a sample of 10% of academic staff to test the applicability and reliability of the tool, and test the clarity of the designated questionnaire as well as to estimate the time needed to answer it. It also helped to test the feasibility and suitability of the study settings. Data obtained from the pilot were analyzed, no modifications were done.

C) Data collection phase

Data were collected from academic staff in the study setting at Faculty of Nursing at Assiut, Sohage and Quena Universities. The questionnaire sheet was self-administered filled, purpose and benefits of the study were explained to the participant, one of the researchers was present all the time to clarify any item that needed interpretation to the participant. The researchers informed the participant that their participation is voluntary; also, confidentiality and anonymity of subjects were assured by the researchers. This phase took around half an hour for each participant to fill the forms. Two month was the entire duration for data collection phase.

2.2.3 Administration design

To carry out the study, the necessary approval was obtained from the deans of the faculties of nursing Assiut, Sohag, and Quena Universities. The researchers explained the aim of the study and requesting permission to use the premise for the collection of data.

Ethical consideration

- The study proposal takes agreement from the ethical committee in the faculty of nursing at Assiut University.
- An official permission to carry out the study was obtained from the responsible authorities.
- The researchers conducted a meeting with the Dean Faculty of nursing at Quena, Assiut and Sohag Universities to inform them about the objectives of the study and to gain the needed support and cooperation.
- Oral voluntary agreement was obtained from participant included in the study after explaining the purpose and the nature of the study, assure them that their participation will not be used against them in any way and have the right to refuse or to decide at any point to terminate their participation.

2.2.4 Statistical design

The collected data were thoroughly cleaned and then tabulated, analyzed, and interpreted. Data were entered and analyzed by SPSS 16 statistical analysis software package. Data were presented using descriptive statistics in the form of frequencies and percentages, means and standard deviations for qualitative variables. Quantitative continuance data were compared using t-test in case of comparisons between two groups. ANOVA test was used in case of comparisons among more than two groups, Mann-Whitney and Kruskal-Wallis Tests were also. Qualitative variables were compared using chi-square test. Statistical significance was considered at p value $\leq .05$.

3. RESULT

Table 1 shows distribution of the study sample according to personal characteristics. The data in this table revealed that the academic staff were 240, about 56.7% of them from Assiut University, about 22.5% of them from Quena University while about 20.8% of them from Sohag University, about

40.0% of them had their age less than 30 years, about 38.3% of them had less than 5 years of experience. It was noticed that more than half of them (59.6%) were married while 40.4% were single. About 35.0% of them were demonstrator, 26.3% assistant lecturer, 25.4% lecturer, 11.3% assistant professor and 2.1% professor.

Table 1. Distribution of the study sample according to personal characteristics (N = 240)

Items	No. (n = 240)	%
Setting		
Assiut	136	56.7
Sohag	50	20.8
Quena	54	22.5
Age (years)		
< 30	96	40.0
30-40	68	28.3
> 40	76	31.7
Mean ± SD (Range)	35.17 ± 9.11 (22.0-55.0)	
Years of experience		
< 5	92	38.3
5-10	74	30.8
> 10	74	30.8
Mean ± SD (Range)	8.99 ± 7.08 (1.0-28.0)	
Marital status		
Single	97	40.4
Married	143	59.6
Occupation		
Demonstrator	84	35.0
Assistant lecturer	63	26.3
Lecturer	61	25.4
Assistant professor	27	11.3
Professor	5	2.1
Department		
Nursing Administration	28	11.7
Pediatrics Nursing	36	15.0
Obstetrics and Gynecological Nursing	29	12.1
General Medical Surgical Nursing	38	15.8
Critical care and Emergency	30	12.5
Community Health Nursing	32	13.3
Geriatrics Nursing	17	7.1
Psychiatric Nursing	30	12.5

Figure 1 demonstrates percent of factors affecting motivation of academic staff. The data in this table illustrate that self-confidence is the first factor positively affecting the motivation of academic staff, followed by the choice of teaching staff for their profession, followed by relation of teachers staff with their colleagues (90.8%, 81.7%, 76.7% respectively). While, the first factor negatively affecting the motivation of academic staff was anxiety in classroom, followed by the examination stress and rewards, followed by the Socio-economic status of teaching staff (89.2%, 72.5%, 66.7% respectively).

Table 2 reveals that there are statistically significant differences and negative relation between socio-economic status, anxiety in classroom, and years of experience ($p = .046*$, $p = .014*$ respectively), while there are statistically significant differences and positive relation between self-confidence, administrative policies and years of experience ($p = .004*$, $p = .000*$ respectively) between anxiety in classroom and years of experience ($p = .014*$). Also there is statistically significant differences and positive relation between self-confidence, and age ($p = .016*$).

Table 3 illustrates that the highest mean score was related to self-confidence (10.16 ± 1.57, 10.12 ± 1.64, and 8.79 ± 2.32) for Sohag, Assiut, and Quena respectively while, the lowest mean score was related to anxiety in classroom (0.52 ± 0.71, 0.65 ± 1.03, and 1.07 ± 1.36) for Sohag, Assiut and Quena, respectively. Also there are statistically significant differences in the following three items: self-confidence ($p = .014$), examination stress and rewards ($p = .010$) and administrative policies ($p = .035$).

Table 4 shows mean and standard deviation of factors affecting motivation of academic staff according to age. The statistics in Table 4 explain that there is statistically significant differences in the only following two factors: socio-economic status of teaching staff ($p = .050*$) and self-confidence ($p = .018*$).

Table 5 demonstrates mean and standard deviation of factors affecting motivation of academic staff according to years of experience. The data in this table reveals that there are statistically significant differences in the following three factors: self-confidence ($p = .013*$), anxiety in classroom ($p = .031*$) and administrative policies ($p = .000*$).

Table 6 shows mean and standard deviation of factors affecting motivation of academic staff according to marital status. The data in this table reveals that there are statistically significant differences in the following three factors: socio-economic status of teaching staff ($p = .001*$), anxiety in classroom ($p = .010*$) and administrative policies ($p = .006*$).

Table 7 shows mean and standard deviation of factors affecting motivation of academic staff according to occupation. The data in this table reveals that there are statistically significant differences between the staff occupation and the factors that affecting their motivation; choice of teaching staff for their profession ($p = .027*$), Socio-economic status of teaching staff ($p = .039*$), Self-confidence ($p = .008*$) and Administrative policies ($p = .013$).
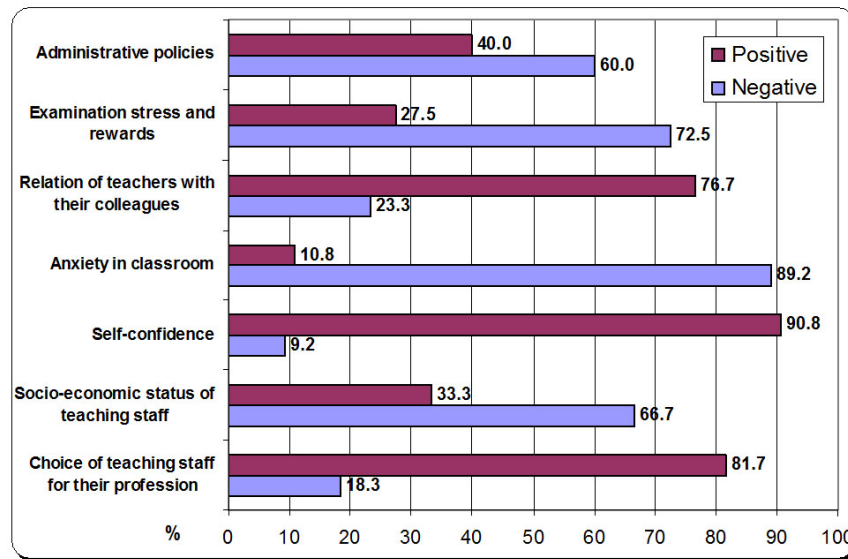
Figure 1. The percentage distribution of the factors affecting motivation of academic staff (N = 240)

Table 2. Correlation between factors affecting motivation of academic staff, age and year of experience (N = 240)

Items	Age (years)		Years of experience	
	r	*p*	*r*	*p*
Choice of teaching staff for their profession	-0.065	.481	0.024	.793
Socio-economic status of teaching staff	-0.140	.125	-0.182	.046*
Self-confidence	0.219	.016*	0.262	.004*
Anxiety in classroom	-0.134	.142	-0.224	.014*
Relation of teachers with their colleagues	-0.009	.923	0.045	.621
Examination stress and rewards	0.140	.127	0.045	.625
Administrative policies	0.131	.151	0.334	.000*

* $p < .05$

Table 3. Comparison of mean and standard deviation for the factors affecting motivation of academic staff by setting (N = 240)

Items	Setting			*p*
	Assiut	Sohag	Quena	
	Mean ± SD	Mean ± SD	Mean ± SD	
Choice of teaching staff for their profession	4.34 ± 1.39	5.16 ± 0.75	4.54 ± 1.45	.051
Socio-economic status of teaching staff	5.74 ± 2.25	5.20 ± 1.96	5.64 ± 2.44	.580
Self-confidence	10.12 ± 1.64	10.16 ± 1.57	8.79 ± 2.32	.014*
Anxiety in classroom	0.65 ± 1.03	0.52 ± 0.71	1.07 ± 1.36	.222
Relation of teaching staff with their colleagues	1.97 ± 0.65	2.08 ± 0.70	1.82 ± 0.72	.439
Examination stress and rewards	3.88 ± 1.61	2.96 ± 1.24	3.07 ± 1.15	.010*
Administrative policies	3.24 ± 2.43	2.40 ± 2.00	1.89 ± 1.95	.035*

* $p < .05$

4. DISCUSSION

Academic staff of higher education institutions is reflected to be the key for education. They have played an important role in achieving the objectives of the institution. Well-motivated teaching staff can build a national and international reputation for themselves and the university, and improve the ability of the university to attract more students, research funds.[8]

Table 4. Comparison of mean and standard deviation for factors affecting motivation of academic staff according to age (N = 240)

Items	Age (years)			p
	< 30	30-40	> 40	
	Mean ± SD	Mean ± SD	Mean ± SD	
Choice of teaching staff for their profession	4.71 ± 1.27	4.32 ± 1.36	4.56 ± 1.37	.362
Socio-economic status of teaching staff	6.19 ± 2.14	4.97 ± 2.15	5.44 ± 2.28	.050*
Self-confidence	9.31 ± 2.08	9.74 ± 1.75	10.51 ± 1.52	.018*
Anxiety in classroom	0.87 ± 1.18	0.74 ± 1.14	0.51 ± 0.85	.280
Relation of teachers with their colleagues	1.98 ± 0.70	1.91 ± 0.62	1.97 ± 0.71	.855
Examination stress and rewards	3.10 ± 1.39	3.82 ± 1.57	3.72 ± 1.49	.057
Administrative policies	2.23 ± 2.08	3.24 ± 2.23	2.97 ± 2.54	.131

*$p < .05$

Table 5. Comparison of mean and standard deviation for factors affecting motivation of academic staff according to years of experience (N = 240)

Items	Years of experience			p
	< 5	5-10	> 10	
	Mean ± SD	Mean ± SD	Mean ± SD	
Choice of teaching staff for their profession	4.46 ± 1.39	4.65 ± 1.25	4.58 ± 1.35	.816
Socio-economic status of teaching staff	6.13 ± 2.18	5.51 ± 2.26	5.05 ± 2.18	.100
Self-confidence	9.20 ± 2.23	9.86 ± 1.49	10.53 ± 1.50	.013*
Anxiety in classroom	1.02 ± 1.27	0.68 ± 0.97	0.39 ± 0.79	.031*
Relation of teachers with their colleagues	1.98 ± 0.61	1.81 ± 0.70	2.08 ± 0.71	.198
Examination stress and rewards	3.33 ± 1.46	3.59 ± 1.54	3.63 ± 1.51	.525
Administrative policies	2.17 ± 2.09	2.03 ± 2.02	4.16 ± 2.21	.000*

* $p < .05$

Table 6. Comparison of mean and standard deviation for factors affecting motivation of academic staff according to marital status (N = 240)

Items	Marital status		p
	Single	Married	
	Mean ± SD	Mean ± SD	
Choice of teaching staff for their profession	4.39 ± 1.53	4.67 ± 1.17	.633
Socio-economic status of teaching staff	6.37 ± 2.06	5.08 ± 2.21	.001*
Self-confidence	9.69 ± 2.05	9.90 ± 1.76	.847
Anxiety in classroom	1.06 ± 1.30	0.49 ± 0.82	.010*
Relation of teachers with their colleagues	1.86 ± 0.71	2.03 ± 0.65	.201
Examination stress and rewards	3.63 ± 1.38	3.42 ± 1.57	.344
Administrative policies	2.08 ± 2.26	3.21 ± 2.23	.006*

* $p < .05$

This study was conducted with the purpose of examining the factors that affecting motivation of the academic staff at Faculties of Nursing at Assiut, Sohag, and Quena Universities. The findings of the present study showed that the first factor positively motivate the academic staff to teach was self-confidence, followed by choice of teaching staff for their profession, followed by relation of teachers staff with their colleagues respectively.

This finding was inconsistence with Osakwe[11] who stated that the individuals are essentially motivated when their work

linked with some factors, such as; recognition, responsibility and attainment, promotional chances, and career advancement. These findings were confirmed by Nadeem and colleagues[6] who pointed out that the degree of provision that given by the professional relationship with peers, supervisors, and department head has an influence on their motivational level.

On other hand the findings of the present study were not accordance with Khan and Mansoor[12] who found that the greatest important factors for the teaching staff motivation were the recognition and work itself.[13, 14]

Table 7. Comparison of mean and standard deviation for factors affecting motivation of academic staff according to occupation (N = 240)

Items	Occupation				p
	Demonstrator	Assistant Lecturer	Lecturer	Assistant Professor/Professor	
	Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD	
Choice of teaching staff for their profession	4.83 ± 1.23	4.23 ± 1.34	4.17 ± 1.52	5.18 ± 0.64	.027*
Socio-economic status of teaching staff	6.21 ± 2.12	5.58 ± 2.25	4.75 ± 2.26	5.94 ± 1.98	.039*
Self-confidence	9.33 ± 2.16	9.62 ± 1.47	9.94 ± 1.66	11.06 ± 1.68	.008*
Anxiety in classroom	0.95 ± 1.17	0.65 ± 1.02	0.72 ± 1.14	0.24 ± 0.56	.056
Relation of teachers with their colleagues	1.95 ± 0.62	1.92 ± 0.80	1.89 ± 0.71	2.18 ± 0.53	.497
Examination stress and rewards	3.45 ± 1.47	3.35 ± 1.41	3.75 ± 1.56	3.35 ± 1.62	.678
Administrative policies	2.60 ± 2.21	2.23 ± 2.12	2.53 ± 2.37	4.41 ± 2.06	.013*

* $p < .05$

The results of this study exposed that the first factor negatively affecting the motivation of the academic staff to teach was anxiety in classroom, followed by examination stress and rewards and, socio-economic status of teaching staff respectively. This might be due to that all faculty staff need to be well trained by the university to be well qualified as academic staff so they can handle the anxiety in classroom .

These findings were consistent with Buberwa[15] who stated that there are factors that negatively influence the staff performance as: academician's moral standards, examination stress, and student power. In the same line Hagos and Abrha[16] concluded from their research that the "salary" was the minimum motivating feature, and "achievement" was the maximum motivating feature. But the present study finding were not in agreement with the finding of Pattanayak[17] who found that the routine work may be worsening within the deficiency of some aspect like pay, promotion, and certificates of appreciation while these aspect provoke more motivation if it was obtainable in relative with performance

The results of the current study showed that there were statistically significant differences and negative relation between socio-economic status, anxiety in classroom, and years of experience while, there were statistically significant differences and positive relation between self-confidence, administrative policies and years of experience .

These results of this study are in congruence with the find-

ings reported by Basak and Govender[18] who mentioned that many studies have been conducted, with the conclusion that there was a correlation between academic job satisfaction (which it is indicator of staff motivation) and several variables these include; policy and administration, supervision, salary, interpersonal relations, working conditions, achievement, age, recognition, tenure, the work itself, educational level, responsibility, teaching experience, and advancement.[19]

The present study revealed that there were statistically significant differences among the three universities Assiut, Sohag and Quena as regards to self-confidence, examination stress and rewards, and administrative policies. This may be due to that the three nursing faculties are not all alike. These findings were in agreement with Abo El-Magd & Morsy[20] who found in their study that governance behaviors at nursing colleges are not all alike, even though we can also assert that nursing colleges are not as a whole bureaucratic and managerial institutions portrayed in the literature.

The results of this study displayed that there were statistically significant differences between the staff occupation and the factors that affecting their motivation to teach as; choice of teaching staff for their profession, socio-economic status of teaching staff, self-confidence and administrative policies. This finding was consistent with Shaheen and colleagues[1] who mentioned that respectable number of academic staff were unsatisfied with the placement policies and accountabil-

ity system of the university but a maximum of them were finding career development chances by university administration.

The present study revealed that there were statistically significant differences between the staff occupation and the factors that affecting their motivation to teach like; choice of teaching staff for their profession, Socio-economic status of teaching staff, Self-confidence, and Administrative policies. This may be due to the results of the challenge that facing each category is different; lecture and assistant professor/professor facing the challenging of promotion, limited opportunities as far as funds and scholarships for Masters and PhD studies for academic staff, the recognition of best performers is also a challenge. While, demonstrator and assistant lecture facing the scarcity of teaching tools, fails to conduct training, workshops, and seminars all due to scarcity of funds.

This finding was supported with the MUCCoBS Up the Ladder Policy[21] who found that the documentations revealed that promotion of an assistant lecturer required at least three years' experience of in service academic staff, Also in the same line MUCASA Minutes[22] found out that, the university had no performance standards set by the university to recognize their efforts. Even the first of May prize for best performers is not available. Lastly, this was in the same line with Buberwa[15] who found that lack of proper working tools is a challenge in many public universities due to meager budgets and this cause low staff motivation.

5. CONCLUSIONS
The following conclusions were drawn based on findings of the present study:

- The first factor positively motivate the academic staff to teach was self-confidence followed by choice of teaching staff for their profession followed by relation of academic staff with their colleagues. While, first factor negatively affecting the motivation of the academic staff to teach was anxiety in classroom followed by the examination stress and rewards followed by socio-economic status of teaching staff and finally

followed by the administration polices.

- There were statistically significant differences and negative relation between socio-economic status, anxiety in classroom, and academic staff's years of experience while, there were statistically significant differences and positive relation between self-confidence, administrative policies and academic staff's years of experience.
- There were statistically significant differences among the three universities Assiut, Sohag and Quena as regards to self-confidence, examination stress and rewards, and administrative policies.
- There were statistically significant differences between the staff occupation and the factors that affecting their motivation to teach like; choice of teaching staff for their profession, Socio-economic status of teaching staff, Self-confidence, and Administrative policies.

Recommendations
Based on the study finding, it was recommended the following:

(1) The academic staff must be acknowledged for their good performance, and should be accompanied with improvement of their salary, rewards other fringe benefits.

(2) Academicians should not employ without a professional training by in-service training courses that will refresh and improve their teaching skills and performance.

(3) The aptitude tests should be designed, implemented and conducted at the time of the selection and employment of academicians. This will identify positive attitudes of academic staff towards teaching profession.

(4) The academic staff should be actively involved in all levels of decision-making to be aware of their faculty policies.

CONFLICTS OF INTEREST DISCLOSURE
The authors declare that there is no conflict of interest.

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