



RESEARCH ARTICLE

Job Satisfaction and Motivation as a driving force for the Performance of the Academic Staff of the University of Northern Border University, Faculty of Business Administration Saudi Arabia

Dr Islah Hassan Elawad

Assistant Professor, Department Of Human Resources Management, Northern Border University, Saudi Arabia

| ARTICLE INFO | ABSTRACT |
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| <p>Received: Sep 10, 2024</p> <p>Accepted: Oct 29, 2024</p> | <p>This study aimed to examine the influence of job satisfaction on the relationship between motivation and performance of the academic staff in the Universities with special emphasis on the academic staff of Northern Borders university, Sudia Arabia kingdom. Organizations have been described as a social mechanism for the controlled performance of collective goals (Stewart, 1973). They exist basically for two reasons: to maximize profit or shareholder value, (Huczynski and Buchanan, 1991). Recently it has been recognized that management encourages the integration of the needs and objectives of employees with that of organizations. Maximizing profit through growth/expansion and increased share value should not be the only motivation for organizations. Investment in people should be at the fore of business strategy and in developing human resources which invariably benefits the respective organizations. The role and effective use and management of human resources in enhancing organizational performance therefore cannot be overemphasized. It is becoming more and more evident that there is a close relationship between job satisfaction and employee preferences as put by Davidman (2004) about motivation advances that: 'Motivation' views the commitment of the individual to work and to his workplace from the point of view of factors originating within himself, from the point of view of individual needs, likes and preferences'. Job satisfaction is a psychological concept that refers to job related attitudes and characteristics such as pay and reward, policies, leadership behaviors, management styles and co-workers. These characteristics are influenced to a large extent by a person's disposition. For example, extroverted individuals have been found to experience greater job satisfaction.</p> |
| <p>Keywords</p> <p>Job Satisfaction</p> <p>Performance of Academic Staff</p> <p>Motivation</p> | <p>The study is based on the following hypotheses: -</p> <ul style="list-style-type: none"> - There is no statistically significant relationship between faculty members' performance and job satisfaction at the university of Northern Borders. - The relationship between academic staff employee performance in the institution is not moderated by job satisfaction. - There is a causal relationship between job satisfaction and motivation. |
| <p>*Corresponding Author:</p> <p>islahelawad @ gmail.com</p> | |

1. The research achieved the following results: -

The result of the questionnaire conducted for the purposes of this study showed a significant positive influence on the Performance of Academic Staff. 68% of the respondents were in a very much agreement that they work with complete loyalty to the organization, whereas 60% were devote most of their attention to developing performance. 48% of the respondents have the motivation to perform their tasks without pressure or control, 51% agree that the environment is attractive to them, which helps them achieve more, with a mean average 4.3 very much agree.

2. Recommendations: -

Relying on the above the following recommendations could be suggested: -

1- With respect to the first objective that sought to establish the influence of job satisfaction to identify and pinpoint the factors that influence job satisfaction among faculty members in universities. It is recommended that the University keep on enhancing their; Recognition, Work and Working Conditions; and create more Achievement and Advancement Opportunities since they exhibited significant influence on Performance of the Academic Staff.

2- Regarding the third objective which sought to evaluate how important employee work happiness is and whether it influences the performance of the academic staff. According to Vroom (1964) Job satisfaction is an orientation of emotions that employees possess towards role they are performing at the workplace. Job Satisfaction is the essential component for employee motivation and encouragement towards better performance, the result of the questionnaire ascertained this fact and that the academic staff are satisfied Table 4.7. shows that all the facets of Job Satisfaction are positively correlated with motivation and hence the performance of the academic staff of the University the

individual facets of Job Satisfaction and Academic Staff's Performance was positive in all cases as reflected in the table above.

It is evident that job satisfaction had different levels of influence on the Performance of Academic Staff although they all had significant positive unstandardized coefficients values. Employee morale is high, and they were exerted efforts to achieve more. So, it is recommended to keep on this situation.

INTRODUCTION

Organizations have been defined as a social structure that allows for the regulated achievement of group objectives. Stewart (1973). They are essentially there to maximize shareholder value or profit (Huczynski and Buchanan, 1991).

The most recent developments in management promote aligning employee needs with organizational goals.

- Organizational behavior studies include the examination of organizations from a variety of angles, approaches, and analytical depths. One textbook [1], for example, categorizes these many frames of view into three categories: postmodern, symbolic, and modern. The study of "micro" organizational behavior, which focuses on the dynamics of individuals and groups within organizational settings, and "macro" organizational theory, which examines entire organizations, their adaptation, and the structures and strategies that govern them, constitute another traditional divide that is particularly evident in American academia. Some academics have contributed to this distinction by focusing on "miso" level research, which examines how entire populations of organizations interact, and "field" level analysis, which focuses on power, culture, and the networks of persons and units inside organizations. These distinctions also occur in the majority of countries, although it is not reflected in the organizational structure.
- Numerous factors are involved in any interaction between individuals in an organization. These factors are attempted to be understood and modeled by modern organizational studies. Organizational studies, like all modernist social sciences, aims to regulate, forecast, and elucidate. The morality of behavior control over employees is a topic of some debate. Because of this, organizational behavior, or OB, and its cousin industrial psychology, have occasionally been accused of serving as the powerful scientific instrument. Despite these claims, OB can be extremely important to the growth and success of organizations.

To revitalize organizational theory and develop a better conceptualization of organizational life" is one of the key objectives of organizational theorists, according to Simms (1994).[2] An organizational theorist is concerned with assisting managers and administrators and should carefully evaluate the degrees of assumptions used in theory [3].

The fundamentals of leadership were discussed by the Greek philosopher Plato. Aristotle talked about the subject of communication that persuades. The foundation for current research on organizational power and politics was established by the teachings of Niccolò Machiavelli, an Italian philosopher of the 16th century. Adam Smith promoted a novel organizational system centered on the division of labor in 1776. German philosopher Max Weber started the conversation on charismatic leadership and wrote about rational organizations a century later.

Shortly afterward, Frederick Winslow Taylor popularized the methodical application of incentives and goal setting to spur workers on. Harvard professor Elton Mayo, who was born in Australia, studied productivity at Western Electric's Hawthorne plant in the United States in the 1920s.

- Although the field of organizational studies has roots in Max Weber and other previous thinkers, it is generally accepted that scientific management, which peaked in the 1890s, marked the beginning of organizational studies as an academic study. Scientific management proponents believed that productivity would rise from organizing the organization using detailed guidelines and time-motion research. Studies on various pay structures were conducted.
- Following World War I, organizational studies began to examine the ways in which psychology and human factors impacted organizations; this change was sparked by the discovery of the Hawthorne Effect. Teams, motivation, and the achievement of individual goals inside organizations were the main focuses of this human relations movement.
- Frederick Winslow The first person to try to use a systematic technique to research human behavior at work was Taylor (1856–1915). Taylor researched capacity, speed, durability, cost, task, social environment, and human traits as well as how they interacted with one another. His overarching goal was to eliminate or drastically limit human variability. In order to attain optimal productivity, Taylor endeavored to establish consistent and dependable work behaviors. Because he thought that people are essentially driven by money, he placed a

great emphasis on financial incentive schemes. Despite some harsh criticism—including the charge that he advised managers to treat employees like mindless machines—his work was incredibly fruitful and established many of the fundamental ideas of contemporary management studies. Kanigel's (1997) insightful biography of Pratik Bang and his research is worth reading.

Organizations should have goals beyond maximizing profit through expansion and growth in share value. Developing human resources and investing in people should be the top priorities for company strategies, as doing so always helps the individual firms. Thus, it is impossible to overstate the contribution that human resources provide to improving organizational performance.

Managers are becoming more and more in need of understanding organizational job satisfaction difficulties. While it is easy to think of job satisfaction as just being "happy" at work, there is a little more nuance to this topic than meets the eye.

Edwin Locke, an American psychologist, published one of the definitions of job satisfaction that is most used today, in 1976. In his own words, it's just "a happy or joyful emotional state arising from the evaluation of one's job or job experiences." Put differently, employees rely on their feelings and perceptions to assess employment with varying degrees of favorability or unfavourability.

RESEARCH METHODOLOGY

Introduction: -

This chapter highlights the background of the study, statement of the research problem, significance of the study, objectives of the study and research hypotheses. Methods of data collection.

The Human right convention 1948 declared education as a human right which has been reaffirmed by international human rights agreements since then.

According to Saudi Arabia vision 2030 creates a thriving economy where everyone has the opportunity to succeed. By providing a supportive business environment for businesses of all sizes and investing in education to prepare for the jobs of the future, it is included in the strategic objectives of the National Transformation Program (NPT) the Saudi Arabia is creating an exciting and prosperous future for all, along with a strong educational and workforce training system that effectively prepares residents for these opportunities.

It is now increasingly recognized that the quality of education, training and learning student had been domiciled in the quality of lecturers among other factors, this implies the necessity to identifying the complexity of variables which perpetuate the conditions underlying the education process as a whole and the academic staff performance specifically.

This study aimed to examine the influence of job satisfaction on the relationship between motivation and performance of the academic staff in the Universities with special emphasis on the academic staff of Northern Borders university, Sudia Arabia kingdom.

Job satisfaction is one of the most difficult problems that managers nowadays face when it comes to managing their personnel. Several studies have demonstrated the extraordinarily strong relationship between job satisfaction and employee motivation, which in turn influences productivity, which in turn influences the effectiveness of corporate organizations and employee retention. Because many firms do not understand the importance of job satisfaction, they face many difficulties at work. Workers are essential to the process of realizing the company's objectives, mission, and vision.

1.2- Statement of the Research Problem: -

Nawadays, developing nations are primarily concerned with job fulfillment. The convergence of employee and organizational demands is encouraged by current management trends. One of the

trickiest things for managers to handle when it comes to staff management is job satisfaction. Individuals' evaluations of their occupations and workplace, whether favorable or negative, are influenced by their internal emotional states. In this sense, the "pains" and "pleasures" connected to workers' experiences at work might be considered components of job satisfaction. In essence, it deals with both occupational satisfaction and discontent. But the fundamental question of what propels people's happiness and what inspires their actions and behaviors in work environments can arise.

None of the reviewed studies thoroughly examined the relationship between academic staff performance and job satisfaction, and motivation, including aspects like achievement, recognition, responsibility, advancement opportunities, work itself and working conditions, comfort with pay and benefits, and company policy and administration. Additionally, every study disregarded the characteristics of academic staff performance, including the standard of instruction and learning, research and publication, involvement in the community and other contributions, administration and responsibilities, and community engagement.

This study poses this question and attempts to provide an answer.

1.3- Research Significance: -

Worker's turnover has increased in certain businesses due to low or nonexistent job satisfaction, which has reached alarming proportions, the importance of job satisfaction has expanded primarily in reaction to worker status.

The degree to which people enjoy their work and, thus, remain devoted to their companies is known as job satisfaction. Stated differently, it describes the employee's subjective assessment of their own work, either as a whole or in relation to certain aspects of it.

More than ever, it is recognized that motivation and job satisfaction have a complicated relationship.

The findings of this study will assist university administrators and human resource managers in developing and putting into practice more effective interventions for work satisfaction. In addition to using the information as a starting point for further research.

1.4- Objectives of the study: -

The purpose of this study is to examine how job satisfaction and motivation affect employee performance. The study intends to achieve the following objectives: -

- To investigate the connection between organizational studies and motivation in the workplace.
- To identify and pinpoint the factors that influence job satisfaction among faculty members in universities.
- To evaluate how important employee work happiness is and whether it influences the expansion of the company.
- To investigate how faculty members' performance at Northern Borders University is impacted by satisfaction.
- To enhance the attitude of job satisfaction in universities to boost employee performance.

1.5. Research Hypotheses: -

- There is no statistically significant relationship between faculty members' performance and job satisfaction at the university of Northern Borders.
- The relationship between academic staff employee performance in the institution is not moderated by job satisfaction.
- There is a causal relationship between job satisfaction and motivation.

Methods of data collection tools & approaches: -

The study adopted the following methods for collecting data:

- Use of existing data.
- Use of existing secondary source material as it gives full account and record of past and present developments of the situation in relation to the history of the issue under investigation.
- Asking questions a questionnaire has been designed for data collection.
- (2-1) The study will use the interview as it used in most developing countries research is a prominent technique in collecting data, it represents a special form of social interaction as it gives an in-depth view of understanding of the purpose of the study phenomenon in so far as it will conduct with people who have inner or real insight of the situation.
- Observation allows the researcher to describe what happens in reality. Another advantage is that observation is a flexible way of collecting data as well as giving new insights by enabling the consultant to explore new area of inquiry on the various aspects of the assessment issue.

Scope of the study: -

In the proposed study the scope of the study is reviewed in terms of the subject, area and time. In terms of subject, it is limited to the discipline of Human Resource Management (HRM). HRM encompasses those activities designed to provide for and coordinate the human resources of an organization (Byars & Rue, 2000). The proposed study limits itself to three variables within the realm of HRM: Job Satisfaction; motivation, Employee (Academic Staffs') Performance.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK**2.1. Introduction**

The aim of this chapter is to review some of the basic conceptual theoretical framework, views and approaches about job satisfaction, and motivation. Views, that are expressed to provide a framework for this study, were considered within the context of global human resources management in Sudia Arabia.

This chapter is composed of two sections, section (1) aimed to review some of the relevant literature on job satisfaction, its definitions, concepts, measures and dimensions. Section (2) aimed to review the available literature about motivation, definitions dimensions, and roles implications.

The chapter review, also explore and investigate factors that constraints attractiveness of job satisfaction and motivation, and to suggests ideas to activate and to enhance its role within the organization and organization development.

2.1.1. Introduction

This section is set -out to review some of the basic conceptual framework, views, and approaches about job satisfaction such as job satisfaction definitions, measures, trends in employee motivation over time and its dimensions.

3-1.1. DEFINITION AND IMPORTANCE OF JOB SATISFACTION: -

Since 1960's through till the late 1980's, management theorists have studied the subject of job satisfaction from different view and trying to find ways to create a contented labor force: "one less

concerned with money rewards and less inclined to unionize" (Beardwell et al, 2004).

Job satisfaction is a psychological concept that refers to job related attitudes and characteristics such as pay and reward, policies, leadership behaviors, management styles and co-workers. These characteristics are influenced to a large extent by a person's disposition. There is still no consensus on the definition of job satisfaction, despite its widespread use in both scientific study and daily life.

Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows. Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. (Hoppock, 1935).

According to Hoppock, a person can honestly state they are content with their employment if a few psychological, and environmental factors are present. Hoppock (1935).

This method holds that although a lot of external circumstances can affect job satisfaction, it is still having an interior component that has to do with an employee's feelings. That is, a group of elements that lead to a sense of satisfaction are presented by job satisfaction.

Job satisfaction means a combination of positive and negative attitudes that workers have towards their work, meanwhile, needs, goals, and experiences that determine expectations that he has rejected are brought to a corporate organization when an employee works there.

The degree to which actual rewards correspond with expectations is reflected in job satisfaction. An individual's behavior at work is directly related to their level of job satisfaction (Davis et al., 1985).

A worker's feeling of accomplishment and success at work is referred to as job satisfaction. It is often believed to have a direct correlation with both personal happiness and productivity. Being rewarded for one's efforts, performing well at work, and enjoying one's work are all necessary for job satisfaction. Additional evidence of job satisfaction is zeal and contentment with one's work. The essential component of job satisfaction is attainment of other objectives that result in a sense of fulfillment, as well as recognition, money, and promotions (Kaliski, 2007).

The degree to which an employee is happy with the benefits they receive from their work, particularly in terms of intrinsic motivation, is another way to define job satisfaction (Statt, 2004).

The attitude and emotions people have toward their employment are referred to as job satisfaction. Good and upbeat attitudes toward one's work are a sign of job satisfaction. Unfavorable and negative views regarding one's employment are a sign of job discontent (Armstrong, 2006).

The assortment of thoughts and emotions that people have regarding their present employment is known as work satisfaction. Extreme levels of job satisfaction can be found in people, as can extremely levels of discontent. in addition to their perspectives on their employment. According to George et al. (2008), people can also have attitudes toward many parts of their occupations, including the type of work they do, their coworkers, superiors, or subordinates, and their remuneration, and their pay.

The concept of job happiness is intricate and multidimensional, and it can have diverse meanings for individuals. Motivation and job satisfaction are typically associated, yet it's unclear how the two relate to one another. Motivation and satisfaction are two different things. More than anything, job satisfaction is an attitude or an interior condition. For instance, it might be connected to a subjective sense of accomplishment, whether it be material or immaterial (Mullins, 2005).

According to Aziri (2008), job satisfaction can be defined as the emotion that arises from the belief that one's work fulfills both material and psychological demands.

One of the key elements influencing the efficacy and efficiency of corporate organizations is job satisfaction. According to the new managerial paradigm, which emphasizes that workers should be treated and viewed primarily as human beings with needs, wants, and personal preferences, job satisfaction is a highly significant factor in modern businesses. The idea that a happy employee is a successful employee, and a satisfied employee is a happy employee should be considered when measuring job satisfaction.

The significance of job happiness becomes especially apparent when considering the numerous detrimental effects of job discontent, including less loyalty, higher absenteeism, an increase in accidents, etc. Three key components of job satisfaction are listed by Spector (1997). Human values should be the first guide for organizations. These businesses will prioritize treating their employees fairly and with respect.

In certain situations, a worker's job satisfaction score may be a reliable gauge of their efficacy.

Dugguh and Ayaga (2014) clarify that performance in the context of academic staff is a multifaceted concept. Similar to Brumbach (1998) and Snell (2006), they see it as combining actions and outcomes. Accordingly, employee performance describes the tasks associated with the work that employees are expected to complete and how well they accomplish them (Dugguh and Ayaga, 2014). Academic staff performance was consequently defined as the expected behaviors and outcomes associated with their jobs. The following criteria were used to gauge it: community engagement and other contributions; research and publication; administration and responsibilities; and quality of teaching and learning. (2014 and 2014b, Commission for University Education).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment.

Job satisfaction can be defined as the degree to which an employee is happy with the benefits they receive from their work, particularly in terms of intrinsic motivation, is another way to define job satisfaction (Statt, 2004; Jam et al., 2014). The attitude and emotions people have toward their employment are referred to as job satisfaction. Good and upbeat attitudes toward one's work are a sign of job satisfaction. Unfavorable and negative views regarding one's employment are a sign of job discontent (Armstrong, 2006).

In addition to their perspectives on their employment. According to George et al. (2008), people can also have attitudes toward many parts of their occupations, including the type of work they do, their coworkers, superiors, or subordinates, and their remuneration, and recognition people have.

The concept of job happiness is intricate and multidimensional, and it can have diverse meanings for individuals. Motivation and job satisfaction are typically associated, yet it's unclear how the two relate to one another.

Motivation and satisfaction are two different things. More than anything, job satisfaction is an attitude or an interior condition. For instance, it might be connected to a subjective sense of accomplishment, whether it be material or immaterial (Mullins, 2005; Al-khresheh et al., 2021).

According to Azirii (2008), job satisfaction is a sentiment that arises from the belief that one's work fulfills one's material and psychological demands.

One of the key elements influencing the efficacy and efficiency of corporate organizations is job satisfaction. According to the new managerial paradigm, which emphasizes that workers should be treated and viewed primarily as human beings with needs, wants, and personal preferences, job satisfaction is actually a highly significant factor in modern businesses. The idea that a happy employee is a successful employee and a satisfied employee is a happy employee is used to analyze job satisfaction.

Theoretically, Job Satisfaction plays an important role in Employee Performance (Dugguh and Ayaga (2014).

Three more viewpoints clarify the significance of evaluating job satisfaction in relation to academic staff performance: The utilitarian perspective asserts that job satisfaction and dissatisfaction have the potential to significantly impact employees' behavior and have greater implications for the operations and business operations of the organization than the humanitarian perspective, which advocates treating employees fairly and respectfully.

The third perspective vouches for the evaluation of Job Satisfaction in different organizational units since it can facilitate a boost in performance by spelling out necessary organizational unit changes (Spector, 1997). Generally, these three perspectives advocate for the infusion of Job Satisfaction in organizations so as to improve employees' performance and, therefore, elevate its moderating role. In a variety of settings, job satisfaction is used as a third variable in certain research. It was connected to HRM Practices and Employee Performance by Khan, Yusoff, Hussain, and Ismail (2019); Jain, Chawla, Arya, Agarawal, and Agarawal (2019); Mira, Choong, and Thim (2019); and Al-dubai, Gopalan, Alaghbari, and Hamood (2019).

4.1.1. EFFECTS OF JOB SATISFACTION: -

Numerous facets of organizational life are impacted by job satisfaction. Among them are the effects of job happiness on workers' output, loyalty, and absenteeism. There different variables concerning the relationship between job satisfaction and loyalty, the most important among them seems to be rewards, People will be satisfied and likely put forth more effort in their performance if they feel that the benefits, they receive are fair. Furthermore, new research suggests that while contentment does boost departmental and organizational performance, it may not always result in an improvement in individual performance. Lastly, there is still a great deal of disagreement over whether performance comes first, or satisfaction comes first (Luthans, 1998). One of the most important things that human resource managers need to keep in mind is employee loyalty. When employee loyalty is not at a high enough level, it can have major negative effects. Typically, affective, normative, and continuity loyalty are the three categories of employee loyalty that are taken into account. Normative loyalty is a type of loyalty that arises when an employee feels as though he owes something to the company; affective loyalty deals with situations where an employee feels an emotional connection to the company; and continuity loyalty is the result of the employee's inability to find employment elsewhere.

Vanderberg and Lance's (1992) study, which involved a five-month survey of 100 information services professionals, revealed a significant correlation between job satisfaction and employee loyalty.

Their study established a positive correlation between employee loyalty and job happiness.

Because employee absenteeism results in significant additional costs for businesses, managers are constantly looking for strategies to cut it down to the absolute lowest. Most likely, raising employee happiness would be the most effective strategy to lower absenteeism. The basic tenet of this strategy is that employee absenteeism should decrease with increasing job satisfaction.

To put it simply, job satisfaction is the degree to which people feel good about their employment or have positive sentiments about them. When someone claims to have great job satisfaction, it usually indicates that they truly enjoy, feel good about, and place a high value on their work.

Three key components of job satisfaction are listed by Spector (1997). Human values ought to be the first guide for organizations. These businesses will prioritize treating their employees fairly and with respect. In certain situations, a worker's job satisfaction score may be a reliable gauge of their efficacy. High job satisfaction may indicate that a person is in a healthy emotional and mental state. Second, how employees behave will have an impact on the operations and business operations of the company, based on their degree of job satisfaction. This suggests that positive behavior will arise from job satisfaction and vice versa, with employees exhibiting bad behavior due to work-related dissatisfaction. Third, markers of organizational activity may be seen in work satisfaction.

Different levels of happiness in various organizational units can be identified by job satisfaction evaluation, which can then be used to help identify which organizational unit modifications should be made in order to improve performance. symbolizes. Thus, the nature and significance of work as a universal human activity must be taken into account before a definition of job satisfaction can be provided. The definition of job happiness is approached differently by many authors. The text that follows examines some of the definitions of job satisfaction that are most frequently used.

Different levels of happiness in various organizational units can be identified by job satisfaction evaluation, which can then be used to help identify which organizational unit modifications should be made in order to improve performance. symbolizes. Thus, the nature and significance of work as a universal human activity must be considered before a definition of job satisfaction can be provided. The definition of job happiness is approached differently by many authors.

Section Two

2.2.1. Introduction: -

This section deals with exploring the roots and causes of motivation and it is set out to shed light on the extent of motivation employees have towards their work and hence their performance and achievement. It deals also with the concepts and definitions of the term Motivation and its implications in employees' performance.

2.3-1- Definition of Motivation: -

A person's motive is what drives them to act in a particular way or, at the very least, to become inclined toward a particular conduct (Kast and Rosenzweig 1985,296) The impulses that push or propel a person to fulfill his basic needs and wants are known as motivation (York 1976 21; Hussein et al., 2024).

This a ascertain the fact that the level of performance depends on to what extend the person is motivated and enthusiastic to his /her work.

What kind of rewards will satisfy an employee depends on their level of wants. Most psychologists, according to Dessler, think that tension resulting from the unfulfillment of one or more of our core needs is the source of all motivation (Dessler 1986 232; Orak et al., 2024). Additionally, according to Maslow, "never do satisfied needs create tension or motivation—only unfulfilled needs do" (Burke 1987, 32). Satisfied employee is loyal to his institution and its goals and objectives.

It is common that three qualities are included in most motivation definition: -

It is presumed internal force.

That energizes for action.

Determine the direction of action. (Russel 1971, 5. Thus far the motivational process have been viewed as a decision making process which takes place within the employee (Aldag 1979 ' 27) .

According to Vroom, motivation is the mechanism that directs people's decisions when they are presented with options for voluntary behavior (Hamner & Organ 1978' 142). The things that stimulate, guide, and maintain improved performance are known as motivators (Duttweiler 1986, 137)

The efficient and effective use of resources with the least amount of waste and effort to produce an output is known as productivity. Because of the resource constraints faced by many companies in our modern society, the ideas of productivity, job happiness, and motivation are crucial. For university personnel, academic faculty, and enterprises overall, employee retention and satisfaction have long been critical issues.

Traditional theories of human resources, created around fifty years ago by Maslow and Herzberg, suggest that contented workers are more likely to be creative, productive, and devoted to their employers. Humans are the lifeblood of productivity.

A productivity improvement strategy's ability to succeed depends on the skills, motivation, job happiness, and dedication of its workforce. A five-level pyramid represents Maslow's theory: physiologic or fundamental survival; safety, both bodily and mental; sense of belonging; achievement, creativity, and growth; and self-actualization. According to Herzberg's theory, there are two categories of factors: motivation and cleanliness (which satisfy) and motivation.

The success of productivity improvement strategy is dependent on employee commitment, job satisfaction, skills, and motivation. Maslow's theory consists of a 5-level pyramid: physiologic or basic survival; physical and mental safety; sense of belonging; accomplishment, creativity, and growth; and self-actualization. Herzberg's theory suggests there are 2 groups of factors: hygiene (which satisfy) and motivation.

The terms "motivation" and "job satisfaction" in most literature used interchangeably. Never a distinction exists. Motivation is the desire to seek out and meet one's requirements, whereas job satisfaction is a person's emotional reaction or attitude toward their current work environment.

Maslow and Herzberg's theories can be easily applied to the workplace. Managers can help employees achieve overall job satisfaction, which, with the employee's internal motivation drive, increase performance on the job.

Dawson (1986) defined motivation as the "primordial cause of behavior," explaining why people decide to put up a certain amount of effort to accomplish specific goals.

Motivation can be defined as "the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action," according to Daft (2003). He continues by explaining that humans have basic wants, such as those for food, security, and achievement, which translate into an internal conflict that drives a person to display particular behaviors in order to meet these needs.

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action.

Motivation has been defined as 'a decision-making process through which the individual chooses desired outcomes and sets in motion the behaviors appropriate to acquiring them' (Huczynski and Buchanan, 1991).

Motivation has also been looked at based on the theories that have been proposed by writers on motivation like Maslow and Herzberg who took a human resource perspective in their approach. The assumptions and perspectives that managers have about the concept of motivation is likely to affect how they are able to employ it to motivate and reward their employees. Daft distinguishes four perspectives on employee motivation. These are the traditional approach, human relations approach, human resource approach and the contemporary approach.

Unsurprisingly understanding how motivation fully works is a challenge for managers because it arises from within and differs for each individual. Although different theories have been postulated on motivation it remains elusive but it is still essential that managers and organizations for that matter pay heed to its workings and applications if they are to get the best out of their employees. Even though various arguments have been made by authors like McKenna (1999) as to the relevance of such motivational theories Linstead et al (2004) are also of the view that the word motivation cannot easily be dropped from the management lexicon. These theories have helped to demonstrate the many motives that influence the behavior of people at work. In addition, these theories provide a framework that managers can draw on to motivate and reward their staff in order for them to work willingly and effectively.

Views from the organization and management regarding motivation and job satisfaction: -

Many manufacturing businesses adopted Taylor's scientific management style, which divides labor into mental and physical tasks, in the early 1900s. For this reason, Taylor supported standardizing worker training. Nevertheless, this ignores people's uniqueness and how to meet their needs. After that, the emphasis switched to Mayo and Lewin-influenced human relations techniques.

RESULTS AND DISCUSSION

Introduction: -

This chapter presents the findings, interpretation and discussion of the objectives of the study. The findings are presented based on the study objectives and hypotheses. Data were analyzed using both descriptive and inferential statistics. Descriptive statistics helped describe the views of the respondents on each sub-scale, while the inferential statistics aided in making inferences and drawing conclusions. Pearson Product-Moment Correlation was used to investigate the relationship between the variables while regression analysis their influence. All tests of significance were computed at $\alpha = 0.05$ and the Statistical Package for Social Sciences (SPSS) version 21.0 used to analyze the data.

4.1 Demographic Information

The study sought to investigate the background information of the universities and Respondents (Academic Heads of Department) who took part in the study. This was considered necessary in determining whether they were sufficiently representative in terms of their demographic characteristics to allow the generalization of the results of the study. The demographic information investigated included: Age of the University (in which the respondents were serving); Respondents' Gender, Age, Academic Position / Ranking, Academic Qualification, Administrative Position in the University and Experience in their Current Administrative Position. The results are in Table 4.1 that follows.

Table 4. 1.: Participants characteristics

| Variable | Variable levels | Count | Percent |
|------------------------|---------------------|-------|---------|
| | Male | 28 | 28.9 |
| | Female | 69 | 71.1 |
| | Total | 97 | 100.0 |
| Age group | 25-34 | 7 | 6.9 |
| | 35-44 | 39 | 38.6 |
| | 45-54 | 40 | 39.6 |
| | 55 –Above | 15 | 14.9 |
| | Total | 101 | 100.0 |
| Academic qualification | MSc | 26 | 25.7 |
| | Ph.D | 64 | 63.4 |
| | Post-Doctoral | 11 | 10.9 |
| | Total | 101 | 100.0 |
| Position | Professor | 4 | 4.0 |
| | Associate Professor | 10 | 9.9 |
| | Assistant Professor | 51 | 50.5 |
| | Lecturer | 36 | 35.6 |
| | Total | 101 | 100.0 |
| Years of experience | 1-5 | 5 | 5.0 |
| | 5-10 | 22 | 21.8 |
| | 10-15 | 38 | 37.6 |
| | over 15 | 36 | 35.6 |
| | Total | 101 | 100.0 |

Source: - questionnaire conducted for the purpose of the study (2024).

The analysis of the background information of the respondents indicated that, with regards to the respondents' gender, it emerged that a large number (71.1 %) of the respondents were females as opposed to 28.9 were males. Regarding the respondents age, the results of the study established that a majority (39.6 %) of them were in the age group of (45-54) and (6.9) those who were between (25-34) accounted for the least number of the respondents.

On the respondents' highest academic qualifications, the results of the survey revealed that about (63.4) of them were holders of PhD/Doctorate qualifications, as opposed to post-Doctoral (10.9) The relatively higher number of respondents with PhD qualification attribute to the fact that most universities required PhD as the minimum qualifications for the appointment of the university academic staff.

As regard the respondents' academic ranking, a majority (50.5 %) of the respondents were assistant professors, while (9.9) of them were Associate professors, the study findings suggest that the highest number of respondents were at the rank of lecturer (35.6 %) and the least at rank of professor (4.0).

The study also shows that (37.6) % of the respondents had 10-15years of experience. Only 5.0% of them had experience below 1-5 years. This finding further reveals that a majority of respondents had sufficient experience to reliably participate in the study owing to adequate knowledge on Job Satisfaction and motivation. 5-point Likert-type rating scale was used to collect the views of on Performance of Academic Staff in their departments.

Table .4. 2.: Summary and direction of participants views about job satisfaction

| Job satisfaction items | | Very much disagree | Disagree | Neutral | Agree | Very much agree | Mean | SD | Direction of the mean |
|--|-------|--------------------|----------|---------|-------|-----------------|------------|------------|------------------------|
| I feel good about everyone. | Count | 1 | 3 | 14 | 52 | 31 | 4.1 | 0.8 | Agree |
| | % | 1.0 | 3.0 | 13.9 | 51.5 | 30.7 | | | |
| The college encourages me to present innovative proposals | Count | 1 | 4 | 19 | 54 | 23 | 3.9 | 0.8 | Agree |
| | % | 1.0 | 4.0 | 18.8 | 53.5 | 22.8 | | | |
| I work with complete loyalty to the organization | Count | 2 | 0 | 2 | 29 | 68 | 4.6 | 0.7 | Very much agree |
| | % | 2.0 | 0.0 | 2.0 | 28.7 | 67.3 | | | |
| I devote most of my attention to developing performance | Count | 1 | 0 | 2 | 38 | 60 | 4.5 | 0.6 | Very much agree |
| | % | 1.0 | 0.0 | 2.0 | 37.6 | 59.4 | | | |
| I have the motivation to perform my tasks without pressure or control | Count | 0 | 4 | 8 | 41 | 48 | 4.3 | 0.8 | Very much agree |
| | % | 0.0 | 4.0 | 7.9 | 40.6 | 47.5 | | | |
| The spirit of fellowship, cooperation, and teamwork prevails between me and my colleagues. | Count | 1 | 1 | 9 | 49 | 41 | 4.3 | 0.7 | Very much agree |
| | % | 1.0 | 1.0 | 8.9 | 48.5 | 40.6 | | | |
| The organization benefits from my abilities. | Count | 1 | 3 | 9 | 43 | 45 | 4.3 | 0.8 | Very much agree |
| | % | 1.0 | 3.0 | 8.9 | 42.6 | 44.6 | | | |
| Knowledge and experiences are exchanged and transferred between me and my colleagues. | Count | 1 | 1 | 12 | 44 | 43 | 4.3 | 0.8 | Very much agree |
| | % | 1.0 | 1.0 | 11.9 | 43.6 | 42.6 | | | |
| Faculty respect each other within the institution. | Count | 1 | 2 | 3 | 50 | 45 | 4.3 | 0.7 | Very much agree |
| | % | 1.0 | 2.0 | 3.0 | 49.5 | 44.6 | | | |
| I have a sense of self-actualization. | Count | 2 | 1 | 12 | 42 | 44 | 4.2 | 0.9 | Very much agree |
| | % | 2.0 | 1.0 | 11.9 | 41.6 | 43.6 | | | |
| The work environment is attractive to me, which helps me achieve achievement. | Count | 2 | 4 | 17 | 51 | 27 | 4.0 | 0.9 | Agree |
| | % | 2.0 | 4.0 | 16.8 | 50.5 | 26.7 | | | |
| Overall | | | | | | | 4.3 | 0.6 | Very much agree |

Source: - questionnaire conducted for the purpose of the study (2024).

The table above showed the direction of participants views about job satisfaction regarding the job satisfaction items

Table 4.3: Summary and direction of participants views about achievement motivation – setting the goals.

| Achievement motivation: setting the goal item | Very much disagree | Disagree | Neutral | Agree | Very much agree | Mean | SD | Direction of the mean |
|---|--------------------|----------|---------|-------|-----------------|------|----|-----------------------|
| | 0 | 0 | 8 | 47 | 46 | 4.4 | .6 | Very much agree |

| | | | | | | | | |
|---|-----|------|------|------|------|------------|-----------|------------------------|
| I have the determination to win in any competitive situation. | 0.0 | 0.0 | 7.9 | 46.5 | 45.5 | | | |
| When I encounter a problem and can solve it, I'm committed to starting work on it right away. | 0 | 0 | 3 | 45 | 53 | 4.5 | .6 | Very much agree |
| | 0.0 | 0.0 | 3.0 | 44.6 | 52.5 | | | |
| When I find the work I am doing difficult, I try to complete it first before starting any other work. | 0 | 2 | 6 | 51 | 42 | 4.3 | .7 | Very much agree |
| | 0.0 | 2.0 | 5.9 | 50.5 | 41.6 | | | |
| I try to avoid problems at work. | 0 | 0 | 1 | 42 | 58 | 4.6 | .5 | Very much agree |
| | 0.0 | 0.0 | 1.0 | 41.6 | 57.4 | | | |
| When I face problems and challenges, I try to solve them and overcome them. | 0 | 0 | 2 | 36 | 63 | 4.6 | .5 | Very much agree |
| | 0.0 | 0.0 | 2.0 | 35.6 | 62.4 | | | |
| I make sure to do everything I am asked to do, no matter how difficult it is. | 0 | 1 | 4 | 40 | 56 | 4.5 | .6 | Very much agree |
| | 0.0 | 1.0 | 4.0 | 39.6 | 55.4 | | | |
| I am afraid of tasks that I cannot solve, even if no one notices my failure. | 9 | 27 | 21 | 26 | 18 | 3.2 | 1.3 | Neutral |
| | 8.9 | 26.7 | 20.8 | 25.7 | 17.8 | | | |
| If I do not reach my goal, I continue to put in more effort. | 0 | 0 | 0 | 46 | 55 | 4.5 | .5 | Very much agree |
| | 0.0 | 0.0 | 0.0 | 45.5 | 54.5 | | | |
| Overall | | | | | | 4.3 | .4 | Very much agree |

Sources: Questionnaire conducted for the purpose of this study.

Regarding the direction of participants view about achievement and motivation the results above shows that 46% very much agree that they have the determination to win in any competitive situation. 53% Very much agree committed to starting work on it right away.

Table 4.4. motivation - level of ambition

| Achievement motivation: level of ambition items | Very much disagree | Disagree | Neutral | Agree | Very much agree | Mean | SD | Direction of the mean |
|--|--------------------|----------|---------|-------|-----------------|------|-----|-----------------------|
| I like situations where I can see how capable I am. | 0 | 0 | 3 | 39 | 59 | 4.6 | .6 | Very much agree |
| | 0 | 0 | 3 | 38.6 | 58.4 | | | |
| I choose to perform difficult tasks that challenge my abilities. | 0 | 4 | 17 | 47 | 33 | 4.1 | .8 | Agree |
| | 0 | 4 | 16.8 | 46.5 | 32.7 | | | |
| Completing the work is my criterion for success. | 0 | 1 | 6 | 33 | 61 | 4.5 | .7 | Very much agree |
| | 0 | 1 | 5.9 | 32.7 | 60.4 | | | |
| I strive for success because it earns me respect. | 0 | 1 | 6 | 38 | 56 | 4.5 | .7 | Very much agree |
| | 0 | 1 | 5.9 | 37.6 | 55.4 | | | |
| I am afraid of failure in rather difficult situations. | 6 | 15 | 20 | 40 | 20 | 3.5 | 1.1 | Agree |
| | 5.9 | 14.9 | 19.8 | 39.6 | 19.8 | | | |
| Make an effort to achieve a worthwhile goal. | 0 | 0 | 2 | 35 | 64 | 4.6 | .5 | Very much agree |
| | 0 | 0 | 2 | 34.7 | 63.4 | | | |
| I work extra hours to complete the work given to me. | 0 | 0 | 5 | 34 | 62 | 4.6 | .6 | Very much agree |
| | 0 | 0 | 5 | 33.7 | 61.4 | | | |
| | 0 | 0 | 5 | 38 | 58 | 4.5 | .6 | Very much agree |

| | | | | | | | | |
|--|---|---|-----|------|------|------------|------------|------------------------|
| I make sure to set myself a future plan and realistic goals. | 0 | 0 | 5 | 37.6 | 57.4 | | | |
| I get anxious and upset when I feel like I am wasting my time. | 1 | 5 | 6 | 45 | 44 | 4.2 | .9 | Very much agree |
| | 1 | 5 | 5.9 | 44.6 | 43.6 | | | |
| Overall | | | | | | 4.3 | 0.4 | Very much agree |

Source: Questionnaire conducted for the purpose of this study.

From table 4 above it is evident that 64% of the respondents were very much agree to try to achieve a worthwhile goal, completing the work is as criterion for success. whereas 61% of them are Very much agree. 59% were in a very much agreement like situations where they can see how capable they are.

Table 4.5.: Summary and direction of participants views about achievement motivation - perseverance items: -

| Achievement motivation: Perseverance items | Very much disagree | Disagree | Neutral | Agree | Very much agree | Mean | SD | Interpretation |
|--|--------------------|----------|---------|-------|-----------------|------------|------------|------------------------|
| prefer jobs that require a lot of effort, and I also have a great ability to be patient. | 0 | 5 | 17 | 47 | 32 | 4.0 | .8 | Agree |
| | 0.0 | 5.0 | 16.8 | 46.5 | 31.7 | | | |
| I achieved superiority over my co-workers and proved my worth. | 0 | 7 | 22 | 40 | 32 | 4.0 | .9 | Agree |
| | 0.0 | 6.9 | 21.8 | 39.6 | 31.7 | | | |
| Do my best in the assigned work to the fullest extent. | 0 | 0 | 1 | 33 | 67 | 4.7 | .5 | Very much agree |
| | 0.0 | 0.0 | 1.0 | 32.7 | 66.3 | | | |
| I begin the work of regenerating the corpse, then the less difficult work. | 0 | 9 | 13 | 41 | 38 | 4.1 | .9 | Agree |
| | 0.0 | 8.9 | 12.9 | 40.6 | 37.6 | | | |
| I cannot do work that takes a long time to complete. | 0 | 2 | 6 | 45 | 48 | 4.4 | .7 | Very much agree |
| | 0.0 | 2.0 | 5.9 | 44.6 | 47.5 | | | |
| Final success is considered to be an individual's perseverance and work abilities. | 0 | 0 | 4 | 38 | 59 | 4.5 | .6 | Very much agree |
| | 0.0 | 0.0 | 4.0 | 37.6 | 58.4 | | | |
| I am distinguished by my will, and I do not despair easily. | 0 | 0 | 8 | 28 | 65 | 4.6 | .6 | Very much agree |
| | 0.0 | 0.0 | 7.9 | 27.7 | 64.4 | | | |
| It is acquired with extreme seriousness and seriousness in work. | 0 | 0 | 1 | 34 | 66 | 4.6 | .5 | Very much agree |
| | 0.0 | 0.0 | 1.0 | 33.7 | 65.3 | | | |
| Overall | | | | | | 4.4 | 0.5 | Very much agree |

Source: Questionnaire conducted for the purpose of this study.

From the table above it is evident that there is extreme seriousness in work as 66% were very much agree, and the participants showed serious in their work.

Table 4.6: Summary and direction of participants views about achievement motivation - perceived competence

| Achievement motivation: Perceived competence items | Very much disagree | Disagree | Neutral | Agree | Very much agree | Mean | SD | Interpretation |
|--|--------------------|----------|---------|-------|-----------------|------|----|-----------------|
| I strive to complete the work perfectly and on time. | 0 | 0 | 1 | 33 | 67 | 4.7 | .5 | Very much agree |
| | 0.0 | 0.0 | 1.0 | 32.7 | 66.3 | | | |
| | 2 | 2 | 16 | 50 | 31 | 4.0 | .9 | Agree |

| | | | | | | | | |
|--|-----|------|------|------|------|------------|------------|-----------------|
| I can challenge others as I work on a task. | 2.0 | 2.0 | 15.8 | 49.5 | 30.7 | | | |
| I feel uncomfortable doing something if I'm not sure it will work. | 1 | 3 | 20 | 45 | 32 | 4.0 | .9 | Agree |
| | 1.0 | 3.0 | 19.8 | 44.6 | 31.7 | | | |
| I know how to act in unexpected situations. | 0 | 0 | 18 | 42 | 41 | 4.2 | .7 | Very much agree |
| | 0.0 | 0.0 | 17.8 | 41.6 | 40.6 | | | |
| My mistakes at work lead me to frustration. | 6 | 27 | 29 | 23 | 16 | 3.2 | 1.2 | Neutral |
| | 5.9 | 26.7 | 28.7 | 22.8 | 15.8 | | | |
| I like to do my work in an organized way. | 0 | 0 | 4 | 41 | 56 | 4.5 | .6 | Very much agree |
| | 0.0 | 0.0 | 4.0 | 40.6 | 55.4 | | | |
| I face academic problems calmly because I can rely on my own abilities. | 1 | 1 | 8 | 42 | 49 | 4.4 | .8 | Very much agree |
| | 1.0 | 1.0 | 7.9 | 41.6 | 48.5 | | | |
| I can deal with the difficulties and pressures I face and solve them with flexibility and focus. | 0 | 0 | 7 | 42 | 52 | 4.4 | .6 | Very much agree |
| | 0.0 | 0.0 | 6.9 | 41.6 | 51.5 | | | |
| I strive to achieve my goals even if I fail several times. | 0 | 1 | 3 | 38 | 59 | 4.5 | .6 | Very much agree |
| | 0.0 | 1.0 | 3.0 | 37.6 | 58.4 | | | |
| Overall | | | | | | 4.2 | 0.5 | Agree |

Source: Questionnaire conducted for the purpose of this study.

Table 6 above showed with a mean of 4.7, a majority of the respondents (67%) were in a very much agreement that they were strive to complete the work perfectly and on time. Whereas (16%) mistakes at work lead them to frustration.

Table 4. 7: Correlation analysis

| Achievement motivation | | Job satisfaction |
|------------------------|-------------------------|------------------|
| Setting the goal | Correlation coefficient | 0.51** |
| | P-value | 0.000 |
| | n | 101 |
| Level of ambition | Correlation coefficient | 0.27** |
| | P-value | 0.006 |
| | n | 101 |
| Perseverance | Correlation coefficient | 0.29** |
| | P-value | 0.004 |
| | n | 101 |
| Perceived competence | Correlation coefficient | 0.30** |
| | P-value | 0.003 |
| | n | 101 |

Source: Questionnaire conducted for the purpose of this study.

Correlations between Job Satisfaction and Motivation: -

The first objective of the study was to establish the influence of motivation on job satisfaction. The above table showed that there is a strong relationship. A questionnaire items that underlie the four indicators in the respective circumstances were formulated and measured on a 5-point Likert type

scale. As regard goal setting the significance value was set at 0.51 implying that a p-value less than 0.05 would lead to conclusion that there is statistically significant relationship between the variables. As regard the correlation between the level of ambition and job satisfaction the study revealed P-value 0.00 whereas the correlation 0.27 which indicates positive and significant relation. With respect to perseverance correlations coefficient, the results indicate P-value 0.004 while n is (101) While P-value 0.003 correlation coefficient to perceived competence which led to positive and statistically significant relationship between achievement motivation and job satisfaction.

Table 4.7. shows that all the facets of Job Satisfaction are positively correlated with motivation and hence the performance of the academic staff of the University the individual facets of Job Satisfaction and Academic Staff's Performance was positive in all cases as reflected in the table above.

It is evident that job satisfaction had different levels of influence on the Performance of Academic Staff although they all had significant positive relation.

CONCLUSION AND RECOMMENDATION

5.1-INTRODUCTION: -

This chapter deals with an overview of the study relative to the findings as expressed in the previous chapter. It sets out to summarize key findings in the study, raise recommendations with respect to research hypothesis and draws conclusions from the discussions of the results.

5.2. Results: -

The study reveals the following results: -

The findings of the questionnaire conducted for the purposes of this study show that the fifth objective sought to establish the moderating influence of Job Satisfaction on the Relationship between Motivation and Employee Performance to test the hypothesis that the performance of Academic Staff is depends on Job Satisfaction and the result showed a significant positive influence on the Performance of Academic Staff. 68% of the respondents were in a very much agreement that they work with complete loyalty to the organization, whereas 60% were devote most of their attention to developing performance. 48% of the respondents have the motivation to perform their tasks without pressure or control, 51% agree that the environment is attractive to them, which helps them achieve more, with a mean average 4.3 very much agree.

5.2.Recommendations: -

The following recommendations are made based on the findings of the study: -

1- With respect to the first objective that sought to establish the influence of job satisfaction to identify and pinpoint the factors that influence job satisfaction among faculty members in universities. It is recommended that the University keep on enhancing their; Recognition, Work and Working Conditions; and create more Achievement and Advancement Opportunities since they exhibited significant influence on Performance of the Academic Staff.

2- Regarding the third objective which sought to evaluate how important employee work happiness is and whether it influences the performance of the academic staff. According to Vroom (1964) Job satisfaction is an orientation of emotions that employees possess towards role they are performing at the workplace. Job Satisfaction is the essential component for employee motivation and encouragement towards better performance, the result of the questionnaire ascertained this fact and that the academic staff are satisfied Table 4.7. shows that all the facets of Job Satisfaction are positively correlated with motivation and hence the performance of the academic staff of the University the individual facets of Job Satisfaction and Academic Staff's Performance was positive in all cases as reflected in the table above.

3- It is evident that job satisfaction had different levels of influence on the Performance of Academic Staff although they all had significant positive unstandardized coefficients values. Employee morale is high, and they were exerted efforts to achieve more. So, it is recommended to keep on this situation.

5.3. Conclusion: -

Job satisfaction has a positive impact on employee performance, we are in the modern era of human resources which pave the way for employee advancement and achievement. Therefore, it is imperative that the organizations identify the needs assessment of their employees and satisfy them to ensure effective accomplishment of its goals and objectives. Enabling working environment increases employee loyalty, level of commitment, efficiency & effectiveness, productivity, and develops a sense of ownership among employees which ultimately increases organizational effectiveness as well as reduces prohibit cost emerging as a result of dissatisfied employ.

ACKNOWLEDGMENT

I owe my family my husband and daughters for their great help and their encouragement and support. I wish to make particular thanks to my colleagues the staff of Northern Border University who filled the questionnaire willingly.

Thanks, are further rendered to my colleague Dr Zakaria who unreservedly analyze the data for this study. I wish to make acknowledgement to Dr Hadeel Farag for her participation on designing some measures of the questionnaire.

To my friends and colleagues, to all those who have contributed in one way or another in the realization of this work my heartfelt appreciation.

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