



**Analysis of Some Motivational Factors Related to
The Professional Performance among Faculty
Members at The Faculty of
Education, Al-Azhar University**

By

Dr

**Ahmed Mohamed Shabib
Hassan**

Professor of Educational psychology
Faculty of Education – Al-Azhar
University in Cairo

Dr

**Ibrahim Sayed Ahmed Abdel
Wahed**

Professor of Educational psychology
Faculty of Education – Al-Azhar
University in Cairo

Analysis of Some Motivational Factors Related to The Professional Performance among Faculty Members at The Faculty of Education, Al-Azhar University

Ahmed Mohamed Shabib Hassan, Ibrahim Sayed Ahmed Abdel Wahed.

Professor of Educational psychology Faculty of Education – Al-Azhar University in Cairo

ABSTRACT:

Motivational factors related to the professional performance among faculty members play a critical role in the development of quality and have an impact on the high-quality educational experience for their students, and on the contribution these institutions can make to society. Hence, the current institutions of higher education need faculty members who are not only aware of their academic work, but who are highly motivated and committed to their profession and do their best to contribute to the development of education. Participants were (119) faculty members at the Faculty of Education - Al-Azhar University. The researchers administered the scale of professional performance among faculty members. Findings indicated that the participants' responses to the items of the scale were high which indicates the importance of motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University. Findings also showed that the enjoyment of university work is the most contributing factor to the professional performance among faculty members by a relative importance (93.28%), and in the second rank is the cognitive competence by a relative importance (91.48%), and in the third rank is the submitted effort by a relative importance (91.12%), then self-efficacy by a relative importance (90.30%), followed by personal motivation by a relative importance (87.55%), then the outcome efficiency by (86.97), then the social position by (86.97), then doing researches by (85.38), then developing knowledge and skills by (84.33). In the last rank came the factor of "characteristics of the teaching profession at the university" by a relative importance (78.22%).

Keywords: motivation- Motivational Factors - Faculty Members - Professional Performance



Introduction

Researchers haven't paid much attention to the motivations of faculty members over the years, specifically investigating the factors that motivate them to select their teaching jobs or their professional performance, as well as the motivations that may make them leave their teaching jobs. Therefore, it becomes important to study the motivational factors that affect them in order to increase their teaching and research productivity so that institutional effectiveness can be enhanced to improve the quality of education as their professional motivation is critical to achieve that goal.

Therefore, the strength of the educational system depends -to a large extent- on the quality of the faculty members and their motives because of their effective role in transforming the learner into a person with curiosity, wisdom and enlightenment. They are also considered one of the basic structures within university institutions and play an important role in ensuring high quality education (George, L. and Sabapathy, T. 2011) (Rasheed, M , et al , 2010)

Motivations play a crucial role in developing educational quality. In addition, faculty members' motivation has a strong impact on providing high-quality educational experiences for their students, and they also have a great impact on their performance. So, higher education needs faculty members who are not only aware of what academic work they do, but also are highly motivated and committed to their profession and do their best to contribute to the development of education.

Also, these traits require great motivation on their part, and in order to maintain strong-willed and committed faculty members, it becomes a necessary to determine their motivations, as this is an important factor that must be explored, understood, and recognized.

Therefore, motivated faculty members are not only satisfied with their jobs, but also strive to achieve excellence in educational practices to increase the efficiency of the institution to achieve its goals and mission. Accordingly, their motivation is important for many reasons, including that it is considered crucial to progress and implementing educational reforms. It is also important for their self-satisfaction. That is to say, teacher motivation plays an important role in the institution success in which they work. (Neves, S., and Lens, W. 2005)

Some researchers believe that there are many factors that affect the motivation to teach at the university, such as interest, success, interest,

and care. Care and concern have emerged as the highest motivating factors by faculty members for institutions and organizations looking to have a sustainable impact.(Reash, C , and Larwin, Karen H . 2021)

Therefore, faculty members take the responsibility to work on preparing educational environments related to students' academic and professional growth in relation to their future goals. They also should use their cognitive motives and previous experiences to create meaningful, clear and consistent paths that serve the learning process.(Hattie, J ,. 2015)

Finally, we see that faculty members tend to interpret what is in their environment, and what happens to them, by attributing causes such as -effort, ability, helping others, and task characteristics- as an internal issue that can be controlled, so efforts are often constructive to help the progress of learning and making effort is one way to activate motivation, because it involves purposeful and continuous work, goal achievement and flexibility in the face of difficulties,

Also, thinking that failure comes from a lack of effort rather than a lack of ability has completely different consequences on the outcome of the task and on self-confidence and awareness. Thinking about failure and linking it to an individual's lack of ability activates feelings of incompetence and surrender, while thinking about failure associated with lack of effort lead to feelings of guilt and energy generation that lead to productive investment. (Weiner, B. 2000).(Deci, E. L., and Ryan, R. M. 2008)

The motivation behind the professional performance at the university is the key in developing the quality of higher education because it determines the investment of university teachers in the good learning experiences of their students, as well as institutional effectiveness. Three dimensions have been identified as motivational factors for working at the university (self-efficacy, interest, and effort). (Leandro , S , et al . 2021)

It is self-evident that personal motivation plays an important role in retaining university faculty members within their institutions. There are external factors such as working conditions, job opportunities, educational support and wages; there are also other factors that focus on personal and professional development that work on the survival and continuity of university work(Kiziltepe, K. 2008).) (Flores, M. A., and Niklasson, L. 2014)

Other researchers also confirmed that there are some factors that motivate faculty members to teach at the university, including in

particular: (personal competence, interest, and effort). Despite the low number of studies on personal motivation of higher education lecturers, the literature shows that motivated lecturers are more productive; they show more goal-oriented and persistent behaviors, even when faced with challenges and difficulties.(Visser, W , et al. 2012) . (Saglam, A. C. 2007)

Therefore, findings of some studies show that the professional performance of faculty members has an impact on student learning. Literature shed light the importance of academic context e.g. climate, intrapersonal and interpersonal interactions and perceptions of justice as factors that motivate lecturers for their work.(Aldridge, J. M., and Fraser, B. J. 2016.) (Viseu,J., et al . 2016)

Some researchers argue that it is important to understand faculty members' motivation through their cognitive and developmental ability. Although researchers may agree that the common effect of motivation and cognitive ability may have an impact. In the sense that high levels of motivation and cognitive competence are better than low levels, and this means that when the lecturer's motivation level is high, they can (to a certain extent) complete their incomplete cognitive competence. Conversely, when the level of the lecturer's cognitive ability is high, this level can replenish the incomplete level of his motivation.(Blaskova, M. and Blasko, R. 2013)

This means that motivation means the presence of enthusiasm that drives extraordinary efforts to achieve results in the field of faculty members' motivation towards motivation, which includes three possibilities: motivation begins to search for something that stimulates energy and focuses on action, and leads in an open way to new experiences. It is sometimes called positive motivation, and when it starts to avoid something and absorbs energy and desire to act it is seen as negative motivation because of withdrawal and negativity, and it starts the process of active opposition to something and focuses on energy and action plan.(Keller, S. and Price, C. 2011). (Matuska, E. 2014)

According to this view, the motivational factors work to achieve personal goals, people work hard to achieve the goals that they set for themselves, and it turns out that the most specific goals are: job security, financial and intellectual gains, social positions, responsibility, and achievement.(Armstrong, M. and Stephens, T. 2008)

Thus, it becomes important to conduct more studies on faculty members' motivation in higher education due to its connection to the quality of the teaching process and scientific research. The high levels of their motivation, interest, and perceived self-efficacy can predict their investment in providing high-quality educational experiences and academic success for their students. (Visser-W , et al '2014) (Gunersel , A et al , 2016)

However, the results of some researchers indicate that the motivation to teach is an important aspect of the quality of the learning experience, as the perceptions, beliefs, and intentions of faculty members related to their motivation influence their behavior in the classroom, as well as the motivation of their students. Highly motivated Lectures also have higher levels of job engagement, satisfaction and are more productive. This was also confirmed by the findings of the following studies:(Han, J., and Yin, H. 2016).)(Katz, I., and Shahar, B.-H. 2015) (Palermo,C., and Thomson,M.M. 2019). (Inigo, M., and Raufaste, E. 2019).) (Veiga-S , et al , 2015)) Skaalvik, E. M., and Skaalvik, S. 2017)

In light of the foregoing, we are in a need to conduct a research as an attempt to identify and analyze some of the motivational factors related to the professional performance among faculty members at the Faculty of Education - Al-Azhar University, as well as what are the most important factors in their professional performance.

Research problem:

The research problem can be fully expressed in the following two questions:

What are the motivational factors related to the professional performance among faculty members at the Faculty of Education - Al-Azhar University?

What are the most important factors in the professional performance among faculty members at the Faculty of Education - Al-Azhar University?

Research importance:

(A) Theoretical importance

Understanding the motivational factors that affect the professional performance of faculty members can help improve their performance and enhance institutional effectiveness, which in turn will lead to an improvement in the quality of higher education.



(B) Practical importance

Findings of this research may help academic stakeholder to understand the motivational issues faced by higher education lecturers so that they can improve processes and search for potential solutions to improve job conditions, and to prepare training programs so as to increase their motivational factors.

Goal of the research:

Identifying some motivational factors related to the professional performance of faculty staff at the Faculty of Education - Al-Azhar University, as well as which of these factors is more important to the performance of professional faculty members at the Faculty of Education - Al-Azhar University.

Terminology of the research:

Faculty members' motivation

The energy that motivates a faculty member to work towards the expected goal and maintains a specific goal-oriented behavior.

Faculty members

They are the faculty members who work in the various departments within the faculties of the university.

Methodology & Procedures

Participants

Participants were (119) faculty members at the Faculty of Education - Al-Azhar University.

Study tool: Professional performance among faculty members scale

To collect data, a scale was prepared aiming at: measuring the motivational factors related to the professional performance among faculty members. To prepare the scale, the definitions of the concept of motivation in general and the university teacher's motivation towards teaching at the university in particular were reviewed. Studies and previous research related to the topic were also reviewed. As a result of this step, the concept of faculty members' was defined in addition to its dimensions i.e.: cognitive competence, enjoyment of university work, submitted effort, outcomes efficiency, personal motivation self-efficacy, characteristics of the teaching profession at the university, doing researches, developing knowledge and skills Finally, the social position.

The scale consisted of (65) items that were prepared in the form of a self-report to be answered by the faculty member under five options (highly agree - agree - neutral - disagree - highly disagree).

Validity of the scale

The validity of the scale was verified by the method of item validity: the correlation coefficient was calculated between the item score and the score of the dimension to which it belongs, with the deletion of the item score, after administering the scale to the participants whose number was (100) faculty members at the Faculty of Education, Al-Azhar University from The same original community of the research sample. The correlation coefficients for the scale items ranged between (0.650 - 0.701), which are statistically significant coefficients at the level of 0.01. The correlation coefficient was also calculated between the score of the dimension and the total score of the scale. The value of the correlation coefficients ranged between (0.589 - 0.715), which are statistically significant values at the level of 0.01; which indicates the validity of the scale and the confidence in its findings.

Reliability of the scale

The reliability of the scale was verified using Cronbach's alpha coefficient. The reliability coefficients for the dimensions of the scale ranged between (0.715-0.844), and the value of the reliability coefficient for the scale as a whole was (0.908), which is a high reliability coefficient; which indicates the reliability of the scale.

Findings:

What are the motivational factors related to the professional performance among faculty staff at the Faculty of Education, Al-Azhar University?

To answer this question, the arithmetic mean and standard deviation were calculated for each of the scale items; to determine the most items for each of the motivational factors of professional performance among the faculty members..

The first factor: cognitive competence

Table (1) Findings of participants' responses to the items of cognitive competence

No.	item	Mean	S.D	Degree	Rank
4	I help students to acquire and develop knowledge and skills in specific situations.	4.647	0.480	V. large	1
3	I think I am cognitively qualified to teach at the	4.613	0.539	V. big	2



No.	item	Mean	S.D	Degree	Rank
	university				
7	I have confidence that my students learn something from me in the classroom	4.605	0.571	V. big	3
6	I can develop new strengths (skills or abilities) that serve the teaching process	4.580	0.529	V. big	4
5	I can organize the knowledge and information I study without getting bored	4.563	0.577	V. big	5
1	I have good enough knowledge to teach the course content	4.546	0.548	V. big	6
2	I have sufficient background knowledge to use teaching methods that serve learning process.	4.462	0.533	V. big	7

The previous table clarifies that participants' responses to the items of the factor related to cognitive competence were to a “Highly agree” degree. The value of the arithmetic mean for the items ranged between (4.462 - 4.647), which indicates the importance of cognitive competence as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The second factor: Self-efficacy

Table (2) Findings of participants' responses to the items of Self-efficacy

No.	item	Mean	S.D	Degree	Rank
9	I feel that I am good at teaching in classrooms.	4.630	0.535	Highly agree	1
11	I feel competent after teaching for a while.	4.563	0.633	Highly agree	2
10	I can develop the competencies of learners in a very simple way depending on my knowledge.	4.546	0.698	Highly agree	3

No.	item	Mean	S.D	Degree	Rank
8	I think I am a good college lecturer.	4.529	0.622	Highly agree	4
14	I can do schoolwork well.	4.529	0.734	Highly agree	5
12	I am satisfied with my general qualifications as a university teacher.	4.412	0.887	Highly agree	6
13	I feel that I have a teaching competency that serves the learning process.	4.395	0.846	Highly agree	7

The previous table clarifies that participants' responses to the items of the factor related to self-efficacy were to a "Highly agree" degree. The value of the mean for the items ranged between (4.395-4.630), which indicates the importance of self-efficacy as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The third factor: Enjoyment of work

Table (3) Findings of participants' responses to the items of Enjoyment of work

No.	item	Mean	S.D	Degree	Rank
17	I love the profession of teaching at the university	4.739	0.495	Highly agree	1
18	I really enjoy teaching my students in my field	4.706	0.642	Highly agree	2
22	I enjoy when I teach and work at the university	4.639	0.548	Highly agree	3
20	I feel that the teaching profession at the university is interesting	4.613	0.569	Highly agree	4
25	Teaching is a fun and interesting activity	4.580	0.695	Highly agree	5
23	I can do things that endear my students during the teaching process	4.546	0.564	Highly agree	6
19	I take time to think about myself and where I am going with my work	4.429	0.754	Highly agree	7
24	I encourage my students to	4.395	0.784	Highly	8



No.	item	Mean	S.D	Degree	Rank
	try new things.			agree	
15	I am aware of the needs and feelings of my students and can empathize with them	4.261	0.786	Highly agree	9
16	I feel like an adventurous person and love to try new things	4.134	0.823	Agree	10
21	I see teaching as a boring activity	1.739	2.101	Disagree	11

The previous table clarifies that participants' responses to the items of the factor related to enjoyment of work were to a "Highly agree" degree except for the item (16) which was in an "Agree" degree, and the item (21) was in a "Disagree" degree, which is a negative item; which indicates the importance of enjoyment of work as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The fourth factor: Submitted effort

Table (4) Findings of participants' responses to the items of Submitted effort

No.	item	Mean	S.D	Degree	Rank
30	It is important for me to be a good university lecturer.	4.748	0.455	Highly agree	1
31	I think it is important for me to do the teaching process well.	4.731	0.634	Highly agree	2
29	I do my best to do my teaching duties well.	4.622	0.504	Highly agree	3
27	I put a lot of effort into my teaching.	4.597	0.785	Highly agree	4
28	I put a lot of effort into all my study assignments inside and outside the classroom.	4.546	0.778	Highly agree	5
26	I do my best to achieve what I want.	4.521	0.565	Highly agree	6
32	I can make my students able to know what I expect from them.	4.454	0.621	Highly agree	7

The previous table clarifies that participants' responses to the items of the factor related to submitted effort were to a "Highly agree" degree. The value of the arithmetic mean for the items ranged between (4.454-4.748), which indicates the importance of submitted effort as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The fifth factor: Outcomes efficiency

Table (5) Findings of participants' responses to the items of Outcomes efficiency

No.	item	Mean	S.D	Degree	Rank
34	When my students perform better than usual, it is due to the variety of teaching methods.	4.370	0.723	Highly agree	1
36	When one of my students achieves a better grade than they do, it is due to the way I use to guide them	4.319	0.688	Highly agree	2
35	When students get better grades than they get, it's because I've found a better way to teach	4.252	0.704	Highly agree	3
33	When my students do better than before, it's usually just because I put a lot of effort into my teaching.	4.193	0.751	Agree	4

The previous table clarifies that participants' responses to the items of the factor related to outcomes efficiency were to a "Highly agree" degree except for the item (33) which was in an "Agree" degree which indicates the importance of outcomes efficiency as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The sixth factor: Personal motivation

Table (6) Findings of participants' responses to the items of Personal motivation

No.	item	Mean	S.D	Degree	Rank
46	I find it easy to listen to my students during discussions.	4.471	0.622	Highly agree	1
37	I accept the opinions of my students whether they agree	4.454	0.593	Highly agree	2



No.	item	Mean	S.D	Degree	Rank
	with mine or not				
42	I am curious about new ideas and try to learn everything I can to help my students	4.378	0.759	Highly agree	3
43	I have high expectations about what I can achieve in my work	4.345	0.786	Highly agree	4
38	I encourage my students to set goals for themselves and work towards them	4.328	0.749	Highly agree	5
41	I can identify the things I do best in the classroom	4.269	0.767	Highly agree	6
46	I try to help my students to discover their talents and abilities.	4.471	0.622	Highly agree	7
37	When I am in charge of a science project, I find that the people who work with me work harder when I praise their work.	4.454	0.593	Highly agree	8
42	I participate in a wide range of activities with my students	4.378	0.759	Highly agree	9
43	I expect my students to do their best.	4.345	0.786	Highly agree	10

The previous table clarifies that participants' responses to the items of the factor related to Personal motivation were to a “Highly agree” degree. The value of the arithmetic mean for the items ranged between (4.269-4.588), which indicates the importance of Personal motivations one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The seventh factor: Characteristics of the teaching profession at the university

Table (7) Findings of participants' responses to the items of Characteristics of the teaching profession at the university

N o.	item	Me an	S.D	Degree	Ra nk
48	The characteristics of the teaching profession at the university made me choose to work at the university	4.2 52	0.7 39	Highly agree	1
47	The characteristics of the teaching profession are attractive	4.1 18	0.9 76	Agree	2
53	I see that teaching at the university gives me independence and autonomy in my work	4.0 34	1.0 49	Agree	3
52	I can manage my time in my university well	3.9 75	1.1 68	Agree	4
51	University teaching is a flexible work	3.8 15	1.0 89	Agree	5
50	I see the university teaching profession as a stable job	3.4 96	1.5 67	Agree	6
49	I see that teaching at the university is an unstressed and independent work	3.1 85	1.6 47	Neutral	7

The previous table clarifies that participants' responses to the items of the factor related to characteristics of the teaching profession at the university were to a “agree” degree except for the item (48) which states “The characteristics of the teaching profession at the university made me choose to work at the university was to a “Highly agree” degree and the item (49) was to a “Neutral” degree which indicates the importance of characteristics of the teaching profession at the university as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.



The eighth factor: Doing researches

Table (8) Findings of participants' responses to the items of doing researches

No.	item	Mean	S.D	Degree	Rank
54	I can do scientific research	4.479	0.735	Highly agree	1
55	I think university lecturers don't just teach	4.395	0.815	Highly agree	2
58	Choosing university teaching as a career enables me to help the younger generation and contribute to society.	4.328	0.949	Highly agree	3
56	Teaching profession at the university gives me the opportunity to do scientific research	4.210	0.964	Highly agree	4
57	What drives me to become a university lecturer is that teaching at the university will have a lot of opportunities.	4.092	1.135	Agree	5

The previous table clarifies that participants' responses to the items of the factor related to doing researches were to a “Highly agree” degree except for the item (57) was to an “Agree” degree which indicates the importance of doing researches as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The ninth factor: Developing knowledge and skills

Table (9) Findings of participants' responses to the items of developing Knowledge and skills

No.	item	Mean	S. D	Degree	Rank
62	Teaching at the university enables me to develop modern knowledge	4.479	0.565	Highly agree	1
59	Teaching at the university enables me to obtain a more comprehensive and in-depth knowledge.	4.471	0.723	Highly agree	2
60	My work at the university makes	4.2	0.9	Highly	3

No.	item	Mean	S.D	Degree	Rank
61	me want to develop more knowledge and understanding through further study or scholarship abroad Upgrading knowledge and skills is the reason that prompted me to choose to teach and work at the university	4.1 26	1.1 09	Agree	4

The previous table clarifies that participants' responses to the items of the factor related to developing knowledge and skills were to a “Highly agree” degree except for the item (61) was to an “Agree” degree which indicates the importance of developing knowledge and skills as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.

The tenth factor: Social position

Table (10) Findings of participants' responses to the items of social position

No.	item	Mean	S.D	Degree	Rank
65	I feel proud when I meet students somewhere and they appreciate me	4.4 79	0.5 65	Highly agree	1
64	I feel proud while doing work at the university	4.4 71	0.7 23	Highly agree	2
66	Many people pay much respect when they know that I am a university lecturer	4.2 44	0.9 56	Highly agree	3
63	Working at the university is highly valued in the community	4.1 26	1.1 09	Agree	4

The previous table clarifies that participants' responses to the items of the factor related to social position were to a “Highly agree” large degree except for the item (63) was to an “Agree” degree which indicates the importance of social position as one of the motivational factors for the professional performance of faculty members at the Faculty of Education - Al-Azhar University.



The second question: what are the most important factors in the professional performance among faculty members at the Faculty of Education - Al-Azhar University?

To answer this question, the relative importance of each of the factors contributing to the professional performance among faculty members was calculated, and the following table shows statistics.

Table (11) The relative importance of the motivational factors of the professional performance among faculty members

Factor	Items	Great value	Mean	S.D.	Relative importance	Rank
Enjoyment of university work	11	55	51.303	5.938	93.28	1
Cognitive competence	7	35	32.017	2.777	91.48	2
Submitted effort	7	35	31.891	3.228	91.12	3
Self-efficacy	7	35	31.605	3.540	90.30	4
Personal motivation	10	50	43.773	4.791	87.55	5
Outcomes efficiency	4	20	17.395	2.366	86.97	6
Social position	4	20	17.395	2.678	86.97	7
Doing researches	5	25	21.345	3.702	85.38	8
Developing Knowledge and skills	4	20	16.866	2.706	84.33	9
Characteristics of the teaching profession at the university	7	35	27.378	5.796	78.22	10
total degree	66	330	290.966	29.320	88.17	

The previous table shows that the enjoyment of university work is the most contributing factor to the professional performance among faculty members by a relative importance (93.28%), and in the second rank is the cognitive competence by a relative importance (91.48%), and in the third rank is the submitted effort by a relative importance

(91.12%), then self-efficacy by a relative importance (90.30%), followed by personal motivation by a relative importance (87.55%), then the outcomes efficiency, the social position, doing researches, developing knowledge and skills respectively. In the last rank came the factor of “characteristics of the profession” by a relative importance (78.22%).

Research recommendations

- **First:** Improving the performance of faculty members by measuring the factors that affect professional performance in higher education.
- **Second:** Exploring the various factors that affect faculty members’ motivation related to their professional performance.
- **Third:** Faculty members should continue to improve their mastery of the educational content they teach through self-studies and participation in in-service training courses.
- **Fourth:** Developing the professional competence of faculty members in higher education institutions, and suggesting possible solutions to improve the quality of teaching and scientific research.
- **Fifth:** Developing faculty members in higher education institutions through understanding international trends, strategies and policies for developing higher education, managing the quality of training at the university level, scientific research activities and technology transfer, building the academic environment in higher education institutions, and cooperating with local and international education in the field of scientific research.
- **Sixth:** Providing new policies to work on professional standards to improve the preparation of faculty members.
- **Seventh:** Planning for the developing faculty members in higher education institutions, taking into consideration the international professional standards.
- **Eighth:** Faculty members improve their performance in light of the motivational factors related to professional performance, such as: attitude towards students, mastery of the academic subject, learning style, and personal characteristics.



-
- **Ninth:** Training faculty members on the factors that affect their professional performance, such as cognitive and self-efficiency, teaching behavior, academic subject mastery, teaching methods, smart learning environment, developing relationships with students, and preparing for technology based lectures, planning and effectiveness in presenting topics in classrooms.

References:

- Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, 19(2), 291-307.
- Armstrong, M. & Stephens, T. (2008). *Management and Leadership*. Prague: Management Press.dynia.
- Blaskova, M. & Blasko, R. (2013). Motivation of University teachers and Its Connections. *Human Resources Management and Ergonomics*, VII(2), 6–21.
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology*, 49(1), 14-23.
- Flores, M. A., & Niklasson, L. (2014). Why do student teachers enroll for a teaching degree? A study of teacher recruitment in Portugal and Sweden. *Journal of Education for Teaching: International Research and Pedagogy*, 40(4), 328-343.
- Gunersel, A. B., Kaplan, A., Barnett, P., Etienne, M., & Ponnock, A. R. (2016). Profiles of change in motivation for teaching in higher education at an American research university. *Teaching in Higher Education*, 21(6), 628-643.
- George, L. & Sabapathy, T. (2011). Work motivation of teachers: Relationship with organizational commitment. *Canadian Social Science*, 7(1), 90-99.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1217819.
- Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79-91.
- Inigo, M., & Raufaste, E. (2019). Academics' motivations explain time-allocation and well-being at work. *European Review of Applied Psychology*, 69(1), 19-30.
- Kiziltepe, K. (2008). Motivation and demotivation of university teachers. *Teachers and Teaching*, 14(5-6), 515-530
- Katz, I., & Shahar, B.-H. (2015). What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style. *School Psychology International*, 36(6), 575-588.
- Keller, S. & Price, C. (2011). *Beyond Performance*. Hoboken: John Willey & Sons, Inc.

-
- Leandro S , Almeida M , ,Suzana N , Sara , . M , Natascha ,v , & Gerda , j (2021 ,) Teachers' Motivation for Teaching in Higher Education: Portuguese Validation of a Questionnaire . School and Educational Psychology . Vol. 31
- Matuska, E. (2014). Human Resources Management in a Modern Company. Gdynia: Higher School of Administration and Business of E. Kwiatkowski in Gdynia.
- Neves de Jesus, S., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology*, 54(1), 119-134.
- Palermo, C., & Thomson, M. M. (2019). Large-scale assessment as professional development: Teachers' motivations, ability beliefs, and values. *Teacher Development*, 23(2), 192-212.
- Rasheed, M. I., Aslam, H. D., & Sarwar, S. (2010). Motivational issues for teachers in higher education: A critical case of IUB. *Journal of Management Research*, 2(2), 1- 23.
- Reash, Caitlin and Larwin, Karen H. (2021) "Factors of Motivation in Education: Perspectives of College Students and Their Professors," *Journal of Organizational & Educational Leadership*: Vol. 7 : Iss. 1 , Article 2.
- Saglam, A. C. (2007). Motivation of academics: An empirical assessment of Herzberg's theory. *International Journal of Educational Reform*, 16(3), 260-274.
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67, 152-160.
- Viseu, J., Jesus, S. N., Rus, C., Canavarro, J. M., & Pereira, J. (2016). Relationship between teacher motivation and organizational variables: A literature review. *Paidéia (Ribeirão Preto)*, 26(63), 111-120.
- Visser-Wijnveen, G. J., Stes, A., & Van Petegem, P. (2012). Development and validation of a questionnaire measuring teachers' motivations for teaching in higher education. *Higher Education*, 64(3), 421-436.
- Veiga-Simão, A.-M., Flores, M.-A., Barros, A., Fernandes, S., & Mesquita, D. (2015). Perceptions of university teachers about teaching and the quality of pedagogy in higher education: A

study in Portugal. *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 38(1), 102-143.

Visser-Wijnveen, G. J., Stes, A., & Van Petegem, P. (2014). Clustering teachers' motivations for teaching. *Teaching in Higher Education*, 19(6), 644-656.

Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12(1), 1-14.