Exploring Job-related Attitudes at Northern Boarder University in Saudi Arabia

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ABSTRACT The purpose of this paper is to investigate academic members of staff job-related attitudes in Saudi Arabia. Reflecting on theories of job-related attitudes in the literature, the study explores the factors relating to and reflecting on the issues of moral, satisfaction, and motivation in the particular context of higher education in Saudi Arabia. The study employs a case study for one Saudi university from the northern part of the country. Semi-structured style of interviews was conducted with twelve members of academic staff in the studied university. Reflecting on the literature and job-related attitudes theories, six main areas emerge to reflect on job related attitudes. These are achievement, power, affiliation, feedback, better facilities, and payment. Detailed explanation in each of these areas is presented. This study provides a basis for further studies in Saudi Arabia and possibly other Muslim countries to provide more bases for statistical generalisation. The findings, for this study could be of particular use for the study of investigation; they could suggest useful ideas to improve faculty members' job-related attitudes. They could also provide some useful insights for other universities as lessons could be learnt from this case. The originality and value of this paper comes from the fact of paucity of this particular research in this particular context, being in Saudi Arabia and more particularly a rural university.

INTRODUCTION

It has been a long debate whether educational institutions should adopt managerial theories and practices from the commercial world of business (Al-Fattal 2011). Theories about job-related attitudes of motivation, job satisfaction and morale are no exceptions. The role of effective management has been described as the ability to get the best results and outcomes from resources, something that can be achieved through motivated staff. Motivating staff in educational institutions, mainly the teachers and academics, is considered a critical factor towards development and improvement of personal performance and competency that in turn affects the whole institutional success.

This paper aims to highlight the importance and role of job-related attitudes and their implications on the institutional performance in the particular context of higher education in Saudi Arabia. It presents a critical study of job-related attitudes and motivation at the Northern Border University (NBU) in Arar (Saudi Arabia). The paper is structured in two sections. The first part presents a review on literature related to theories on motivation, job satisfaction and morale,

and it also presents some limitations. The second section presents a study of staff work related attitudes at NBU. This study investigated factors affecting academics' job-related attitudes. The focus in this section is on the reflections of these theories on this particular context. This paper is the initial, exploratory part of a larger research. The findings of this stage are intended in designing research tools. They are also intended to help at improving or designing effective managerial motivating practices at mentioned university as well as providing some insights for institutions of similar context.

Defining the Terms

When job-related attitude is mentioned, there are some misconceptions, the main being the frequent use of the concepts of motivation, staff moral and job satisfaction interchangeably (Prosser 2006). This makes it significant to start the paper defining each of these terms. Although there have been several attempts to define the term motivation, there is still no single, clear and agreed definition (Bernardin 2010). Smith et al. (1990) quoted in Riches (1994) described the term as the most confused, confus-

ing and poorly developed concept in organisational psychology. Trying to define the term, Everard and Morris (1990) believe that motivation is 'getting the best results out of staff'. This definition sounds too broad and general. It also seems incomplete in the sense that it misses the way to get the best result out of staff. Foreman (1997), in addition, comments on this definition by saying that the best result of people, should be in line with the overall goals and ethos of the institution. Similarly, Foskett and Lumby (2003) defined motivation as the 'impetus to take action'. This definition is also too general, and inadequate; an academic could work harder, because they fear a penalty from their superiors. It is true that this situation is an impetus for the teacher's positive action, but it is questionable whether this is to be considered motivation or not (Gomez et al. 2010). Another reason that makes this definition too broad is that it does not explain its implications on the organisation. A more appropriate definition was offered by Turner (1992). It says that motivation has more than one dimension; it involves arousal, direction and persistence. People may have to be activated in some way; having being activated, they have to choose a particular line of action; having chosen that direction, they choose to maintain that behavior for some period of time. Synthesizing some ideas from the previous mentioned definitions would make a more comprehensive one. In this respect, the author defines motivation as what makes people do things; it is a positive stimulus that drives employees to put their best effort to what they do to the organisational productivity. Employees could be either self-motivated by their own beliefs and values or could be motivated by certain external factors such as leadership practices.

Kremer-Hayon and Goldstein (1990) quoted in Foskett and Lumby (2003) pointed out a difference between job satisfaction and motivation. Job Satisfaction is a function of the gap between the rewards actually granted and the rewards as an individual thinks he/she deserves (Redman and Wilkinson 2009). In other words it is the congruence or discrepancy between what the job offers and what the employee wants. However, it is important to point out that factors that lead to job satisfaction for academics vary based on several factors, for example, age, length of service, gender economic status, and beliefs (Foskett and Lumby 2003).

Morale is defined as what individuals think about their work (Riches 1994: 227). In other words, it is the employees' attitude towards the job and the whole organisation (Stewart and Brown 2009). Evans (2003) pointed out the distinction between job satisfaction and morale; while the former is present-oriented the latter is future oriented. Thus, morale is described as anticipatory; for example, the teacher who believes that the appointment of a new head teacher to their school will improve the quality of their working life is manifesting high morale (Evans 2003).

As has been explained, motivation, job satisfaction and morale each stands for a specific meaning. Therefore, using these terms interchangeably is inappropriate. However, whenever talking about one of them, it seems to be inevitable not to talk about the others.

Some Theories on Job-related Attitudes

Theories concerning job-related attitudes are divided into two categories (Khanka 2003; Redman and Wilkinson 2009; Bernardin 2010; Stone 2011). Firstly, content theories which seek to explain 'what' factors motivate employees. Four content theories are discussed in this paper, Maslow's 'hierarchy of needs', 'theory X and theory Y', Herzberg's 'motivators and hygiene factors' and McClelland 'three basic needs'. All of these are needs theories, which mean that they assume that employees are motivated by their individual needs (Pinnington and Edwards 2000). Secondly, process theories explain 'how' employees are motivated. Four process theories are discussed, 'goal-directed', 'expectancy', 'self-efficacy' and 'equity'.

Content Theories

Maslow's Hierarchy of Needs

Although there have been quite a considerable number of criticisms concerning this theory (Stone 2011), much literature on work-related attitudes builds on it. According to this theory, motivation is simply the drive to reduce a tension caused by an unsatisfied need (Storey 2014). The basis for understanding motivation in an organization lies in understanding the needs that

motivate the behaviour of its employees. This theory focuses on a supposed hierarchy of needs. It suggests that human needs are arranged hierarchically and that needs which are lower in the hierarchy, physiological and safety, must be largely satisfied before those which are higher in the hierarchy, social, self-esteem and self-actualisation, will motivate behaviour (Riches 1994; Griffin 2014). Thus, the more unsatisfied needs an employee has the more he/she is likely to be motivated (Gomez et al. 2010).

The main criticism about this theory is that, it was believed by Maslow to be universally applied and that the hierarchy of needs specified universal needs that are consistent across different cultures; however, much later research proved otherwise (Pinnington and Edwards 2000). Another limitation to this theory is offered by Klatt et al. (1985). They say that some employees find particularly all of their satisfaction off the job, and they could work primarily to satisfy physiological and economic needs.

Theory X and Theory Y

McGregor (1985 quoted in Everard et al. 2004) drawing on Maslow's hierarchy assumes that employees are categorized into two groups X and Y. The first one says that employees are by nature lazy, work poorly, not ambitious, have poor creativity for problem solving and want to be controlled. These employees are motivated only by physiological and safety factors. Theory Y says that employees naturally like work, enjoy creativity in solving organisational problems and self-directed. They are motivated by higher-level motivators, which are the self-esteem and self-actualisation (Bernardin 2010). However, these contrasting theories of motivation are two extremes, and it might not be appropriate to categorise people in either two extremes, X or Y. In other words, these theories are ignoring the individuality factor of employees.

Herzberg's Two-factor Theory

Herzberg (1966 quoted in Owens 1991) conducted a research asking people to recall the circumstances in which they had, at a specific time in the past, felt motivated and satisfied about their jobs, and in which they similarly had been demotivated and dissatisfied with their jobs.

Analysing the data collected, he came with the theory of hygiene factors and motivators. Hygiene factors include organisational policies and administration, supervision, interpersonal relationships, working conditions, salary, status and security. Herzberg suggested that providing employees with these factors does not necessarily lead to satisfaction; however, their absence could lead to dissatisfaction (Stewart and Brown 2009). He said that what lead to job satisfaction are the motivators which are more related to the nature and design of the job. The motivators are achievement, recognition, growth and advancement and interest in the job. Therefore, Herzberg advised that organisations redesign their jobs so that they are more enriched with the mentioned motivators. Similarly, Hart (1990) and Mertler (2016) highlighted the positive impact on teachers' motivation by redesigning their work.

McClelland's Three Motivators

McClelland's theory (1961 quoted in Pennington and Edwards 2000) focuses on the needs of achievement, power and affiliation. He claimed that these three motivators account nearly for eighty percent of our behavior whether in work or not. The need for achievement is the drive to excel in performing things or tasks, and the achiever tries to perform tasks better than others (Stone 2011). The need for power is the need to make others behave in a certain way or to exert influence or control over others. It is also likely to be a need of making others strong and independent. The need for affiliation is the desire for friendly and good relationships with others in the organisation. These needs vary between people and they make each individual better suited to certain jobs rather than others. Teachers usually have a high achievement and empowering drive, the later concerned with the satisfaction of helping learners become independent and think for themselves (Williams et al. 2001).

Process Theories

Goal-directed Theory

According to Latham and Locke (1979 quoted in Stewart and Brown 2009) motivation of staff is affected by setting goals. They claimed

that employees who are given specific, challenging goals outperform others who are given vague goals. These goals should be clear with time limits. They should be achievable as well. It is the manager's job to ensure employees' acceptance and commitment to the goals.

In some situations, institutional goals are set individually. Everard et al. (2004) call employees who set their own goals 'self-motivated achievers'. These people are highly selective about which goals they commit themselves to and for this reason they are not likely to accept goals which others set including their managers. Other times, individuals may set some personal goals within the scope of the organisation, something that could be viewed as a negative aspect by some managers. However, Burke (1987) draws attention to the positive impact of personal goal, which is an expectation that will guide, direct and stimulate the direction of accomplishment. Thus, the role of the manager is merely to direct this personal goal and make it cope with the organisational one.

Expectancy Theory

Expectancy theory of motivation was developed by Vroom (1964 quoted in Owens 1991), in which motivation is a function of each individual's expectation that his/her behavior will result in outcomes that have values (Riches 1994). The focus of this theory is on the rational expectations held by the employees that desirable rewards are likely to be the predictable outcome of certain behavior (Owens 1991). Thus, people are highly proactive and not merely reactive. Porter and Lawler (1968 quoted in Pennington and Edwards 2000) developed a model of motivation based on the ideas of Vroom, which focuses more on the importance of the role of intrinsic and the extrinsic rewards (Armstrong and Taylor 2014). This model describes an individual's motivation as a function of three factors: attractiveness of the rewards, performance-to-rewards expectancy and effort-to-performance expectancy (Pinnington and Edwards 2001). Firstly, the attractiveness of the rewards functions in a way that individuals must value the reward so they can be motivating. For instance, some people may value some intrinsic rewards like achievement, and others might value extrinsic rewards such as salary incentives. Secondly, performance-to-reward expectancy is that employees believe when the desired performance is achieved then the desired rewards will be obtained. Thirdly, effort-

to-performance expectancy means that employees make the needed effort only when they perceive that there is a reasonable likelihood of achieving the target. Storey (2014) suggested that managers should seek to give appropriate rewards for individual performance, attempt to establish clear relationship between effort-performance and rewards as seen by individuals and establish clear procedure for evaluating levels of performance. Managers are also required to give attention to intervening variables like abilities, traits, organisational procedures and supporting facilities, which might affect performance albeit, indirectly (Mullins 1993 quoted in Riches 1994).

Self-efficacy Theory

This theory says that an individual is motivated by the belief he/she has in their abilities to achieve targets and outcomes through behaviour (Stone 2011). It also says that individuals use four major sources of information in creating their sense of personal efficacy: performance accomplishment, vicarious experience, verbal persuasion and physical state (Pinnington and Edwards 2001). Firstly, performance accomplishment is the success an individual has already achieved, and this success gives the individual more self-confidence. Lack of confidence in one's self is among the major ways of inducing failure and demotivation, and this is likely to lead teachers to leave the job (Burke 1987; Struyven and Vanthournout 2014). Secondly, vicarious experience means that when the individual sees others doing the job well, he/she will compare themselves with others. Thirdly, verbal persuasion is when individuals are encouraged to believe that they will succeed in achieving the goal through verbal suggestion and coaching. Finally, the physiological state is the emotional state of an individual. For example, the employee might feel anxious about succeeding or failing the target, and this in turn will affect his/her performance negatively or positively. Griffin (2013) believes that managers should pay attention to the personal and professional development of their staff through building personal and professional capabilities and belief in them.

Equity Theory

According to Adams (1965 quoted in Riches 1994), employees compare what they contribute to the job and what they receive from it in

return. In other words, this theory is based on staff inputs, what they believe will contribute to their job or organisation, and their outcomes, what they perceive the organisation provides in return. Moreover, employees compare their inputs and outcomes with other employees in the organisation. Pinnington and Edwards (2001) claim that empirical research on equity theory shows that employees are motivated by a sense of distributive justice, which is an idea that rewards are fairly distributed between employees.

Theory Limitations

Although those mentioned theories about motivation could help managers understand what motivates their employees and how to motivate them, there is still a considerable number of limitations and criticisms. Firstly, those theories were developed in the West and particularly in the United States by Americans and about middle class Americans (Adler 1997 quoted in Foskett and Lumby 2003). Secondly, most of the theories do not pay attention to the cultural and contextual variable. Thirdly, most of the content theories lack some practical explanations, and managers find them difficult to apply (Pinnington and Edwards 2001). Finally, Storey (2014) and Armstrong and Taylor (2014) argued that what influence job-related attitudes is complicated by the combination of the multifaceted nature of the influence and the individuality of the nature and the level of response to these influences. In other words, motivation is immensely personal, and managers who seek to increase staff commitment and align their goals with those of the organisation need to do so in the context of understanding what motivates each individual with whom they work. Thus, motivation is situational; what might be considered as a motivating practice in a particular situation might not be in others. Therefore, this study will be sensitive to motivation, job satisfaction and morale in its real context, yet in the light of the mentioned theories.

Background of the Study

NBU (Northern Border University) is a large public university, which is located in the northern part of Saudi Arabia in the city of Arar. The current number of students enrolled in formal higher education programmes at the university is approximately 17500 students. NBU is a newly born university as it was founded in the year 2007. This university is built on combining four small independent faculties. NBU now provides programmes in medicine, pharmacy, engineering, administration and sociology.

The current trend of the university is noticeably upward and flourishing, and the number of students is growing. Similarly, the number of staff, whether academics or non-academics is growing through the consequent years. The current number of staff is about 800 non-academic members and 1100 academic ones.

Concerning human resource management, NBU suffers quite a considerable number of problems and challenges that are connected to job-related attitudes. Firstly, there is generally a shortage of academics in the Saudi educational labour market. This is because qualified academics (PhD holders) are required in many other fields of business which might be more tempting for either current well-experienced academics or newly qualified ones. Thus, on the first hand, there is a shortage of qualified academics, and on the other hand, there is a general growing demand of academics. The growing demand is due to the point that the higher education marketplace is growing and flourishing rapidly. Therefore, NBU has some difficulties in recruiting more qualified academics. What adds to the problem is the fact that NBU is located in a relatively remote and rural location in the far north of the Kingdom. Not many services are available there and this might make it not so much attractive for recruits. NBU, and similar to other Saudi universities in remote locations, has strategies to offer more incentives, for example, higher salaries and better relocating allowances, in order to attract Saudi academics. Finally, it is important to mention that NBU, just like many other Saudi universities, hire expatriate (non-Saudi) academics due to the current shortage. Only about twenty percent of the faculty (University) is Saudi and eighty percent is Non-Saudi.

METHODOLOGY

As mentioned earlier, this study is part of a larger research study on the issue of job-related attitudes at the NBU. This research is exploratory with the main aim of obtaining initial ideas about the research topic. Another very important aim for this exploratory stage is designing a

research tool, questionnaire. This is supposed to survey all members of faculty attitudes regarding their jobs at the NBU.

Data Collection

Data for this stage was collected by interviews. The interview method is a crucial data collection tool for surveying the faculty's attitudes in a qualitative style. A semi-structured type of interviews was carried out in order to cover all the required points and for exploring the possibilities of new ideas. It offers opportunities to engage in two-way communication enabling the interviewer to probe for more information, and both the interviewer and the interviewee to ask for clarification (Robson and McCartan 2016).

Participants in this stage are twelve academic members of staff; they were selected through a systematic random strategy through the members of faculty list provided by the Human Resources Department. The interviews were conducted, analysed and interpreted in Arabic, then they were translated into English. (See Appendix for an into-English-translated copy of the interview questions together with the probes). The author interviewed the teachers individually in a designated room. A female assistant followed same procedures interviewing female participants. The interviews were all audio recorded for later analysis and lasted forty seven minutes on average.

Ethical Issues

A letter with a copy of the interview questions was sent to the Head of the University explaining the aim of the study. The letter mentioned the name of the university (NBU) to be revealed yet the individual participants names mentioned in this paper would be changed to pseudonyms to guarantee confidentiality. The study was only carried out after having received the administration's consent to the study. With regard to the interviewees, all participants voluntarily participated, and the interview started with an explanation of the study and an assurance that the information obtained, although recorded, was anonymous.

The data collected were analysed in accordance with each of the interview questions. Although data were various and even sometimes contradicting due to the individual factor, they were analysed, summarised and sorted out for common themes trying to find out patterns and points of similarity and dissimilarity. Thus, this helped in drawing more common conclusions following the Miles and Huberman (1994) model.

The interview consists of five questions. The first question aimed at finding out what are the factors that motivate academics at NBU towards their jobs, having in mind the mentioned theories. The second and third questions were in adaptation of Herzberg's study of motivation (1968) in which employees were asked to describe positive and negative job events. The fourth question sought to find out whether or not the faculty believed that better working conditions make them more motivated. The final question asked the academics if they found any motivating privileges that working for NBU has rather than other university.

RESULTS AND DISCUSSION

The data shaped the findings and highlighted seven themes which were structured in order of importance from the point of view of the interviewees; the theories mentioned earlier were also included. The most important factors mentioned by the interviewees were related to McClelland's three motivators, namely achievement, power and affiliation. Positive feedback, better facilities, payment and some other factors were also mentioned.

Achievement

The feeling of achievement is the most frequently mentioned factor among the interviewees (n=12). It is that the members of faculty believe that with their work they achieve something important to themselves. Participant 9 explains "I see it is really motivating when I start a course with some students and I start teaching them. I feel like I am achieving or even building something through the whole process of teaching. I have also a feeling that the learners are like a raw material and I am building their skills." Similarly, participant 2 says "whenever I start any course I start setting my own goals. I do this with putting the learners' abilities in mind. Sometimes through the course I exceed my own goals with the learners. That is to say, it really gives me a sense of self-challenge." Everard et al. (2004)

described this kind of employees as the achievers, who like to set their own goals. They like to achieve specific standards, and every time they try to create a challenge to achieve the given tasks within the standards or even exceed them. The role of achievement was also mentioned as a basic motivator by Herzberg (1966 quoted in Stone 2011). The findings above correspond with those of Skaalvik and Skaalvik (2014) from the Norwegian pre-university context, where the authors linked achievement and self-efficacy to autonomy. These are also found relevant to this study, yet they are discussed separately below under the heading of power.

Power

The need for power is also a dominant theme to motivate the teachers. Participant 6 said "what motivates me most is something related to the nature of the job and the power it gives me. I mean, in the class I create my own world; I conduct my own rules on the students. I fact, I really feel my class is like my kingdom, and I am the king." Another participant (P8) added "sometimes students come to me consulting me about some of their personal matters, and I try my best to help them… It really makes me feel that I am an important person in their lives." Skaalvik and Skaalvik (2014) referred to this as autonomy.

Power was also mentioned as a sense of autonomy academics enjoy in their classes. This also suggests more participation in making decisions as to how the work should be done (Dimmock 2013). Participant 10 says "it is autonomy that makes me really like to work here. I can design my own curriculum and teaching materials. I can do things that I like. For example, I like to watch tutorials on YouTube, so every now and then in the class we watch and discuss some of the related clips. I believe this is a nicer way to learn and it is also fun." It seems that giving academics autonomy or even some flexibility in the class helps in a way that they could reconstruct their jobs in their own styles, or in styles they like. This is something positive because it could change or redesign, in a way or another, the routine job into something that sustains individual interest (Armstrong and Taylor 2014). Some recent researches, for example Ramos (2016) and Wermke and Hostfalt (2014) linked the concept of teacher power and autonomy to learning achievement.

Affiliation

The need for affiliation was also mentioned by most of the interviewees and on various levels (n=10). Participant 2 said that "the family-like relationships we have at the department and faculty is the greatest thing about NBU, I feel Dr X… (the Dean of faculty, name removed from original scripts) is like a big brother to me. I really feel that he likes all of the staff as his brothers. I also feel that my colleagues are my friends… Once I went to teach at another university. I did not really like it, because I could not have this feeling there." Dean (1991) and Tekin (2016) highlighted a similar issue where he showed that having good relationships with management, which is recommended to be integrated within the policy of an organisation, can promote a motivating environment.

Storey (2014) argued that affiliation is the desire for friendly and good relationships with others in the organisation; however, through research it was found that participants believed that affiliation is also to be built with their learners. Participant 6 said "I like to make friends with my learners. I can tell you many stories that happened to me that really made me happy and satisfied that I am a teacher here. Once I went to the Ministry of Finance and by a coincidence I saw a person who was once my student years ago. He invited me for a cup of coffee in his office in the Ministry. I was very excited when I knew that he was a very high ranking employee there. I was very happy to see how much he appreciated me not only as being his teacher but also as a friend." In some cases affiliation exceeded to a social level. For example, Participant 1 stated that "there is something about the job that makes me liked by many people outside the university… I mentioned some times that I am a teacher in front of people, and I can feel that they respect me for the social educational effort I do to the community… It is also that I teach in this particular university being well-reputed in the city." When discussing the issue of affiliation and its relation to job related attitudes on the context of education, it is noted that most of the literature focuses on issues of affiliation between teachers and students, for example, Devia et al. (2014) and Rivers et al. (2013).

Feedback

The positive feedback and reinforcement the faculty receive on their performance are also of

great importance (n=9). A great amount of the teacher meeting minutes discussed this issue, where teachers appreciated the point that they are being evaluated on their performance. Participant 7 explained "the feedback we receive through the meetings we have are very helpful and encouraging. It tells me about the strengths and weaknesses of my performance so that I can develop it… It is that I believe that I want to develop my performance and skills." Coleman and Glover (2010) and Tarakci et al. (2015) pointed out how positive feedback and praise can help an individual to have a sense of recognition and consequently satisfy what Maslow calls the need of self-esteem. Positive feedback and reinforcement were also connected to self-efficacy theory, in the sense that they gave the teachers more confidence that they had the abilities to achieve outcomes and that they were doing the job well (Armstrong and Taylor 2014).

Academics receive feedback at NBU through two channels. Firstly, they receive feedback from learners. Participant 9 said "my satisfaction and motivation to teach comes from my students themselves. I can see appreciation and gratitude of the effort I am giving on their faces, and this is something that helps me to give more and be more enthusiastic about the job." Secondly, feedback is received from administrators. Participant 5 stated that "at the end of every course or term I teach, I receive some positive feedback of my performance from the head of department. This makes me feel that he really appreciates my performance. It also makes me feel that I am contributing to the department… I feel this to be a great reward." In this respect, the participant sees university success coming from 'his/her' own success in class.

Better Facilities

Most of the participants mentioned some requests for better facilities (n=8). Alderman (2013) believed that teachers facilities are related to teacher motivation and work related attitudes as they reflect on a teacher's performance, for example, teaching aids. Among the facilities participants required the management to improve were better teaching aids, better labs, better internet wireless connection, a change of classes shape from the conventional way into the U-shaped style. On the last issue participant 2, for example said "you know that the NBU has two

kinds of class shapes; I really feel that I am happier and more comfortable when I teach in the U-shaped, because I have more space to move, and I can feel I perform better there." Better facilities could be categorized according to Herzberg (1966 quoted in Owens 1991) as an element of the hygiene factors which is a part of better working conditions. In this sense, the absence of good facilities could lead to dissatisfaction (Iwu et al. 2013). However, reflecting this issue on NBU, it is found otherwise. Participant 9, for example, stated "not having good facilities, will not necessarily lead to dissatisfaction. However, when having excellent facilities such as teaching aids, it will facilitate and help the teacher to perform better… So, it has to do with performance but not motivation… I will give you a real example, sometimes I use the CD player in class but it could be broken or not working well. In this case I will go out of the class and try to find another one that works well… I believe that this is a waste of time, because this time should be invested teaching." Participant 12 added "I think having modern technological teaching facilities and aids and labs, such as the computer and the Internet, will help a teacher to develop their teaching skills…It is so because when a teacher has these facilities in class he/she will be urged to develop themselves to cope with these technologies. For instance, once I was teaching a programme and the classroom had a TV, a DVD player and a computer. I remember in that course I started to use many audio-visual teaching materials, something I could not do in other classes. I even started to develop my IT skills so that I could use the computer and the Internet to improve my teaching." This might be considered by Herzberg (1966 quoted in Bernardin 2010) as one of the motivators relating to advancement and personal development. Thus, whether better facilities affect job-related attitudes or not is still a matter of questioning. However, what is obvious is that it seems to have greater impact on improving academics performance and this relates to their job-related attitudes.

Payment

Although Herzberg (1968 quoted in Storey 2014) claimed that increasing wages does not motivate people, nine teachers out of twelve believed that better payment could affect whether directly or indirectly on their job-related

attitudes. On one hand, Participant 11 (one of the three participants who disagreed with the idea) claimed "a teacher cannot teach according to the wages he/she gets. I mean if I were paid less I cannot teach less and if were paid more I cannot teach more… I can tell you that there are many volunteering teachers who are highly motivated may be because they believe that they are doing a valuable service to the community." This seems to be related to what Holman (1998 quoted in Foskett and Lumby 2003) found where teachers remain motivated to get on with the job despite their job circumstances. Herzberg argued that increasing payment have little effect on increasing effort because it does not promote psychological growth, from this, Jacobson (1992 quoted in Wragg et al. 2004) deduced that it would be more productive to try to improve the intrinsic rewards of teaching, such as recognising the value of teachers' work and increasing the time they are able to devote to the learners in their classes. One of the teachers, Participant 8, added "I think an academic can never be satisfied about the payment he/she gets. This comes from the belief he/she has about the great value of the service he/she is offering not only to the learners but also to the whole community."

On the other hand, there were teachers who believed the issue of payment reflect on their work related attitudes (n=9). For example, participant 10 said "payment affects my motivation because when I feel that the university is quite generous to me, I can do nothing but give my best effort back." Goodman and Turner (2013) supported this and claimed that teachers in the US do respond positively to financial incentives. Participant 9 commented "some academics might go to other universities that could offer them higher wages. So, if NBU offered higher wages, it could gain its staff satisfaction which would help the university to retain its staff."

Some teachers complained that the university did not have any clear policies for performance-related pay. Participant 3 suggested "I believe that the university could improve motivation if there was a system of payment that could be related to individual performance." Sojourner et al. (2014) pointed out that performance-related pay has its observed motivational effect, yet not in teaching organisations. Participant 7 commented "NBU should create some criteria for payment; it could be through points or credits." This argument seems persuasive but is un-dermined by some professional ethical issues. For example, Wragg et al. (2004) and Dee and Wyckoff (2015) highlighted inherent weaknesses in any performance measurement and reward system since it may induce undesirable side effects. Moreover, Dolton et al. (2003) believed that it may result in teachers concentrating their efforts on one part of the job that matches their interest. At NBU academics may concentrate on learners' happiness rather than the quality of education. Similar to the findings from this study, Lyimo (2014) related payment to staff retention, motivation, performance, teaching and learning.

Other Factors

Less frequently mentioned factors varied. Firstly, some participants (n=4) believed that their motivation comes from their students' motivation. Participant 1 said "whenever I go to a course and I find the students motivated and enthusiastic about learning, I feel very happy and motivated to teach." Another related factor is that some other teachers believe creating some unique opportunities could promote motivation. Participant 7 argued "One of our colleagues was awarded a scholarship to study in the USA, I am sure he was awarded because of his excellent performance. In turn this has urged me to improve my performance, so that I could be awarded next year." Thirdly, NBU leadership was also among the factors being represented by the family-like work environment. Evans (2003) and Elqadri et al. (2015) argued that the most strikingly common factor to emerge as influential on teacher job-related attitudes is leadership. Finally, teachers' feeling of belonging to a 'well-reputed' educational institution had its motivational influences. Participant 12 said "I really feel proud when I mention in front of people that I teach at NBU as it is one of the best places to teach in the city. This really makes me feel not only satisfied but also very happy that I belong here."

CONCLUSION

This paper discussed motivation, job satisfaction and morale aiming at giving broader understanding for teachers' job-related attitudes. In the first part some of the literature related to the topic was presented. The second part conducted an empirical exploratory research at NBU aim-

ing at testing real factors affecting academics' job-related attitudes. The findings of the study suggested that the major factors affecting teacher job-related attitudes at NBU are the needs for achievement, power and affiliation, positive feedback, better facilities, payment, student motivation, unique opportunities, leadership and the sense of belonging to a reputable organisation. Although, some of the mentioned opinions are still a matter of debate whether they have a motivational effect or not, such as payment or better facilities, the findings showed that they have, if not direct, an indirect influence on job-related attitudes and performance.

RECOMMENDATIONS

In terms of implications for higher educations, the findings suggest that an institution of higher education should invest more in understanding and enhancing its academic members of staff as they contribute directly to the quality of the educational service provided. The need for achievement showed to be the most dominant factor affects academics job-related attitudes. This was empowered by achieving a job at higher education for these people. Higher educational institutions should provide further opportunities of achievements. Among the common strategies used in this regard, there is the award strategy. Several institutions provide a number of awards for their academic members of staff for achievements. Apart from this, the findings of this study provide some useful insights for NBU, or a higher educational institution with a similar context, to be considered. It is so due to the fact that administrators have some better understanding of the factors that affect their teachers' job-related attitudes, they could work on these factors to promote better and more positive attitudes, which in turn could promote more effective performance from the teachers. Administrators are also recommended to consider some changes, practices and new policies under the light of the findings, which could guarantee better attitudes.

In relation to the study limitations, it is important to mention at the end that although the interviewed academics provided interesting insights and information, it was only a small sample. Thus, generalisations cannot be made based on this sample especially that the issue of job-related attitudes is profoundly individual. In oth-

er words, factors leading to better motivation, job satisfaction and morale vary among teachers by level of education or qualifications, age, gender, length of service, psychological state or personal ambition. Therefore, although the study investigated the issue with only twelve academics, the purpose of this stage is to explore as more statistically powerful stages will follow.

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APPENDIX

Interview questions aiming at exploring issue underpinning job-related attitudes in Northern Border University (**NBU**).

1. **What motivates you about your job? (no focus on NBU at this level)**
   Can you tell me more about that? In what way does that motivate you? Why is that so important? Do you think other people share the same issues with you? What motivates other people in your opinion? Do you really like your job? Would you like to do another job? What is it?

2. **Can you describe a positive event or incident in your job for the NBU?**
   How did you feel about it? Did it reflect on anything? Who did you tell about it? What did people tell you about this? Did this change anything? Did it change the way you looked at your job? Did it change the way you looked at NBU?

3. **Can you describe a negative even or incident in your job for the NBU?**
   How did you feel about it? Did it reflect on anything? Who did you tell about it? What did people tell you about this? Did this change anything? Did it change the way you looked at your job? Did it change the way you looked at NBU?

4. **Do you think providing better work conditions make you more motivated about your job?**
   How can the work environment be improved? Can you name some examples? Which of these is the most important? Why are they so important?

5. **Do you find any motivating issue the NBU offers rather than other institutions?**
   Can you name them? Which of these are most important? Which if these are least important? Do you think it is good to work for the NBU? Would you change NBU to another employer? Which one?