

**Do Motivations to Work are Motivations to Work Performance and then to Work Progress?
Evaluating the Sensitivity/Insensitivity of the Management Motivation Function to the Staff Motives' Impact
Factor Change during Their Work Life-Cycle**

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Abstract: Within a methodical context, this problem oriented research embarks upon examining a hypothetical relationship. Between the failure of Menoufia University management to get the academic staff members properly motivated during the different five phases of their work life cycle, as a dependent variable. That's representing the research problem zone, on the one hand. And its failure to be sensitive to those academic staff motives' impact factor change in every single one of the work-life cycle phases, as independent variable. That's containing the individual himself, the individual-to-job, the individual-to-organization, and the individual-to environment relevant motives' impact factors. This in turn was the area of hypothesizing the probable reasons of the research problem on the other hand. Such a relationship, despite it has initially been justified through, reviewing the literature to see that its subject filling up a theoretically uncovered room, exploring practically the problem foundation in reality, constituting a related conceptual framework, and building a particular research model, was substantially subjected to sort of measurement. Thus, an empirical study was conducted. A specifically designed questionnaire was employed as an instrument to get the required primary data collected by targeting an aggregately enumerated research population, which consists of 412 over sixty years' academic staff members. Those are originally working in Menoufia university different faculties and institutes. Then, the collected data were statistically processed to result in; the correction of the dependent variable, the correction of the independent variables, and the correction of the existence of a statistically indicative significant relationship between them. At the level of the relationship between the dependent variable that's repeated five times to express the five phases of the academic staff work-life cycle and each one of the four independent sub-variables in every case. This relationship was proved, not only concerning the significance but also regarding its denotation by type, form, direction, and strength. In discussing such previously pointed out conclusions, positivism orientation was the preferable to take and/or commit with, so the related comment was tending to be interpretative rather than analytical. Therefore, the justification of conclusions has just come only within what have been asked about before in questionnaire. However the recommendations were rather provided in an extended way to highlight three aspects. First, there was a focus on providing the prerequisite conditions for establishing the incentive systems, which could be available for targeting the motives' impact factors. Second, there was sort of proposition to what's called motives' impact factor qualitative-map technique that's suggested for identifying the academic staff common and/or single impact factors and also impact factors' changes during the five decades of their work-life cycle. Third, there was a particular concern to show the necessity of subjecting the fitness and effectiveness of the incentive system, concerning the target motives impact factor as well as its vulnerability to normal change during the five phases of the staff work-life cycle, to kind of proficiently continuous following up and reporting system.

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Introduction:

Despite of the witnessed broad room that's occupied by motivation as one of the most frequently studied and written-about rubrics, the magnitude of the research effort that has been devoted to the study of such an area, generally in management theory and particularly in the field of organizational behavior, is clearly indicating that there is no single theory of

motivation is universally accepted. This to large extent might be justified by considering that human motivation as a process was historically found out on phases. Further to this, the topic of motivation has specifically had a common interest of a hardly countable number of authors and /or researchers who far and wide belong to various disciplines such as; physiology, biology, psychology, sociology,

anthropology, psychological medicine, behavioral sciences, management, and other regulated entities of humanitarian knowledge. Even within the context of each of those previously mentioned fields of knowledge, motivation has subjected to too many branching approaches of tackling, in terms of the authors' concerns as sub-field extending specialists.

The notable interest of motivation has always been come at a high level that's fitting to the core interest of human in the scholarly studies as well as the reality applications. Thus, as long as there is an interest of human as the key factor in the occurrence of the varied life phenomena, there would be a parallel logic concern with motivation. As a consequence motivation not only was but also still according to too diversified views, a subject that's somehow worthy the priority of nomination for more in depth academic investigation.

This research comes up to study motivation as a sub-function of "directing" which is one of the management basic functions. However, it does not ignore the extended linkages between the literature focused on such a management's sub-function and the written work that's no doubt relevant, by and large in behavioral sciences and specifically in the organizational behavior. In this, the significance herein is centered on the whole motivation process that has to be carried out by the organization management. This basically includes; the workable incentives, the system of applying these incentives, the way of employing both the incentives and the system contains them, the target human motives, the motivators and the conditions of motivation occurrence.

It is worthy mentioning to point out that research importance of these motivational components is hub-revolving around the motivation impact-factor in the different phases of the people's or employees' work-life cycle. That's why the coming part of the literature review and then the part of the research conceptual framework and model establishment will be of further highlighting to these issues. In other words, these motivational aspects would be a subject of investigation just within the chosen context of the of research course.

Literature Review:

In order to have a brief as well as an aggregate overview, that's in particular by this research-purpose oriented, to the very field-branched motivation issue, an attempt at the level of synthesis concerning both the theoretically written-work and the practically practiced experiences in such an area, was seen as much more appropriate rather than any other approach.

In view of that, two analogous point of reference have to be reviewed.

One that's in turn accumulatively considered as containing two important phases; the first that has comprised the prime efforts of the originators and/or authors whose early contributions greatly utilized later on to base the illustrious motivation theories, the second that has included those well structured and legendary regulated motivation theories. The other that's selectively considered as containing the major bases on which the motivation and/or incentives systems used to be substantially established in the various organizations and workplaces' reality on the one hand and the selective incentives those crucially used to be included in the motivation systems on the other hand.

Fitting to the allowed place, these aspects were proportionally extended as shown below:

Theoretical Accumulation:

Contributions Prelude to Motivation Theories:

In this portion, it should point out that it is important to turn eye back to the philosophical antecedents and literature heritage of motivation, so as to put hand on the very distinguishable prime period of theoretical contributions.

This historical period that has undoubtedly contained most of the efforts exerted forward, by authors who belong to wide-ranging fields of knowledge, to the prelude of the establishment of motivation theories.

From those highly considered motivation theory originating contributions, there were some efforts which to large extent worthy mentioning.

Instinct-based contributions (McDougall, 1908, Freud, 1915, Bernard, 1926, Thorndike, 1927, and Troland, 1928) those have completely gone to explain motivations on the basis of individual's insiders rather than outsiders. The very basic innate needs were substantially the base upon which motivation process was subject to different types of interpretation. This was to a large extent common sensible and believable. That's why this orientation, so far, has got too much support.

Physiology-based contributions (Hoch *et al.*, 1950, Wolff, 1953, Selye, 1956, Andersson, *et al.*, 1956, Funkenstein, *et al.*, 1957, and Janis, 1958) were focused on the physiological regulation to have a framework of a model that has had a long viability later on in psychology as well as sociology. The effective motivation of human as one of vertebrate organisms depends on the maintenance of the physical and chemical state of the body organic needs or internal environment. This is called constancy.

In modern physiology the constancy has basically been considered as the prime motivational base of behavior. It is worthy consideration to know that the strongest developments in motivation research of the past twenty years have been in the basic underlying physiological processes.

Neurology-based contributions (Dashiell, 1928, Morgan, 1943 and Malmo, 1959) have justified human motivation conditions in terms of neural and endocrine bases. Hunger, thirst, and sex and other man's interests and desires' motives may become ever so elaborate, refined, socialized, sublimated, and idealistic; but the raw basis from which they are developed is found in the phenomena of living matter, particularly this in the neural-cell. Neurophysiology has provided much more support in the same direction.

Brain-based contributions (Moruzzi & Magoun, 1949, Magoun, 1950, 1958, Brady *et al.*, 1957, Olds, 1962 and Berlyne, 1965) have actually succeeded in relating the need-signaling and satiation-signaling systems to the learning, memory, and intellectual or logic governing systems. Now, the relation of behavior to brain stimulation and/or activation has become well-known and in grasp.

Further to those previously mentioned biological-based preludes to the motivation theory, there were a very considerable magnitude of contributions which have been undertaken as well, through psychologists, sociologists, anthropologists, and behaviorists.

Psychology-based contributions (Freud, 1932, Hull, 1943, Montgomery, 1954, Hebb, 1955, Festinger, 1957, Malmo, 1959, Berlyne, 1960, Mowrer, 1960, Brown, 1961, Razran, 1961, Duffy, 1962, and Hunt, 1963). Those who branched into sub-fields such as; analytical, functional, industrial, experimental and social psychology, have collectively had a hub-revolving issue of motivation, that's related the individual motivational variables to those of learning while does not deny the importance of explaining the invisible behavioral components, including the motivation, to perceptions, tendencies, attitudes, and aptitude.

Sociology-based contributions (Bernard, 1926, Ford & Beach, 1951, Sears, 1963, Atkinson, 1964, Brown, 1961, Gofer & Appley, 1964, , Gordon, 1964, Bindra, 1959, Erikson, 1950, Kelly, 1962, Heckhausen, 1963, Jones, 1964, Birney, 1966, and Atkinson & Feather, 1966) have clearly highlighted that despite behavior is thought of as starting with general random activity, instigated by drive, and the latter may be equivalent to painful or uncomfortable internal stimulation or need, the in depth studies of motivation in sociology have provided an evidence that almost any internal "automatic" internal process, such as bile secretion, urine secretion, or gastric

acidity, can be brought under the control of environmental stimulation by applying the methods of certain external condition. Behaviors occurred and indicated by socially external factors, those no way can not get out of the zone of social interaction. In other words, whether motivation is inferred rather than measured peoples' social actions as well as reactions, as visible part of human behavior, could be used as very rich material to understand their motives.

Anthropology-based contributions (Yerkes, *et al.*, 1908, Murphy, 1954, Hofstede, 1980 and Triandis, 1994), those have come through diverse efforts theoretically exerted to rationalize human behavior, and principally motivation, in light of many types of reasons. One direction that rationalizes human motivation focused on those cultural aspects related to certain environment factors like; knowledge, traditions, beliefs, ethics, norms, arts, and laws. The other, is interested in explaining human motivation in terms of the normal evolution. The third has taken into consideration the effect of race, language, and even monuments and archeological aspects in providing their explanation to the human motivation.

Ethology or behaviorally -based contributions (Staas and Staats, 1963, Bandura, 1986, John B.M. 1988, Todd *et al.*, 1994, Uttal, 1998, Gordon, 2001 and James *et al.*, 2001), were interested in tackling the behavioral phenomena in terms of the full invisible or internal and visible or external phases, accordingly motivation was one of its big issues that's widely top highlighted. Motivation in human Ethology was not only important in normal behaviors but also in both aggressive and submissive behaviors within the contexts of social interaction. Behavioral science is the field of knowledge or discipline that's very specialized in human behavior sources, reasons, phases, action, reaction, effect, repetition, acceptance, familiarity, forms, evolution, interpretation, analysis, permanency, strength, and even development. It was substantially interested in linking the human behavior motives to a socially common target.

Classic to Contemporary Motivation Theories:

At this point, the different well-established and widely-known motivation theories - those were eminent on the one hand, due to the basis upon which each was evidently built and on the other hand, because of the orientation or stream that every one of these theories might have come to call for - have been substantially regarded. Not only to show that these theories have taken the advantage of using the previously demonstrated contributions but also because they have represented the widely-spread

reference that have historically been utilized in correctly establishing the incentive systems.

The traditionally major classification of the motivation theories into two types, the content or need focused theories and process or cognitive based theories, was preferred herein to meet the target.

The content theories, have dealt with “what” motivates people and were considerably concerned with individual needs and goals. From those authors belonged to such a stream, we consider in particular the ones who have a very distinguished contributions.

Maslow (1943) supported by his works (1954, 1962, 1971, and 1998), and successively somehow by Leonard, *et al.* (1999) and Norwood (1999), has developed hierarchy of five motivational needs, the basic, security, social, esteem by others, self-esteem needs. Maslow believed that “a satisfied need is no longer a motivator.

Alderfer (1969, 1972), propped up by Schneider *et al.* (1973), Alderfer, Kaplan and Smith (1974) and then Schmitt *et al.* (1980) has gone to reconsider Maslow's view regarding the human motivational needs. His focus was on a model of just three points. Existence needs were the first stage and consisted of the survival needs, they covered Maslow's physiological and safety needs. Relatedness needs are concerned with love and social relationships. Growth needs cover esteem by others and the self-actualization as well.

Herzberg (1959, 1966, 1974) argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

McClelland all the way through his written works in (1951, 1953, 1961 and 1985), was suggesting that individuals learn three of the primary needs from their culture. the need for Affiliation or establishing social relationships with others, the need for power or control one's environment and influence others, and the need for achievement or to take responsibility, set challenging goals, and obtain performance feedback. The main point of the learned needs theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction.

The cognitive theories have dealt with “how” motivation occurs and were substantially concerned with the “process” of motivation. In other words they mainly posit that behavior is the result of conscious decision-making processes. The major process theories of motivation were provided to show different views.

Vroom (1964), has utilized the concepts of

behavioral research, that was conducted by Kurt Lewin and Edward Tolman in the 1930s, to suggest that individuals choose work behaviors that they believe lead to outcomes they value. In his theory, three related factors were considered; expectancy, instrumentality, and valence. Thus, managers should ensure that their employees believe that increased effort will improve performance and the latter in turn will lead to valued rewards. With little bit difference, pointing out that increased effort is conditionally rather than automatically led to improved performance, the efforts of Porter & Lawler by the late of 1960s have come at the same direction.

Adams (1963) supported by Greenberg *et al.* (1982), has gone to consider that people feel motivated when they feel equity. Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is negatively different for them than it is for others to whom they compare themselves. There are two types of inequity; under-reward and over-reward. In terms of equity theory, individuals are motivated to reduce perceived inequity

Edwin Locke (1968) and then Edwin Locke and Gary Latham (1984, 1990) were the primary producers of the goal-setting theory so as to emphasize the importance of specific and challenging goals in achieving motivated behavior. It indicates that specific performance goals are much more effective than those in which a person is told to "do your best." According to this theory goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Skinner was one of pioneer behaviorists whose work is utilized in the development of reinforcement theory. This theory posits that motivated behavior occurs as a result of reinforcement. Behavior that is rewarded is likely to repeat and/or continue, but behavior that is punished is not likely to be repeated. It is only necessary to examine the consequences of behavior. Accordingly, motivation actualized by the social interaction support.

Practical Application:

The motivation theories' leading up efforts as well as the motivation theories were practically utilized. This was not only in founding the major basis for establishing the organizations' incentive systems, but also in founding the varied bases for employing the single incentives or schemes as the units to such a system building.

Major Basis to Establish Incentive Systems:

It has come to the reality of the workplace that incentive systems will never be effective but through being full ones (Johns, 2001). This means that incomplete ones wouldn't be basically correct or perfect systems, in terms of hitting the different types of people's motives (Chung, 1977). This is not only true when incentive system target people as group or community within the organization but also at the level of single individual (Wagner *et al.*, 1988).

The major basis, upon which the incentive system has to be built, is to consider the necessity of making it aggregately comprises four integrated pillars (Davis, 1989). In terms of the incentive **type** it should contain positives or what so called rewarding aspects (Tosi, *et al.* (1970) and negatives or what commonly known as punishment aspects (Oliver, 1980 and Ungson *et al.*, 1984). In terms of the incentive **nature** it should include tangible or material aspects as well as intangible or spiritual aspects (Hummer, 1988).

The initial lack of any of these four pillars means that incentive system was imperfectly employed to result in too many application mistakes or even anti-motivation.

Through utilizing the motivation literature and in particular the different orientations of the varied theories included by it, the totality and/or aggregation of incentive systems, in terms of the type and nature of its contents, has become a major basis and/or condition in establishing it, so as to be initially effective (Zenga, 1992). This is to a large context has sufficiently grown to be in managers' grasp.

Major bases of founding Contents or Incentives schemes:

Herein the significance is to show - through many pieces of applied research and case studies - the bases that have practically been used by organizations in reality. When selecting the package of positive and negative, tangible and intangible incentives, which are employed by these organizations to target the employees' motives.

From those bases we consider for instance; pay and money (Cameron *et al.*, 2001), material and in-kind benefits (Bruno B. *et al.* 2009), decision-making participation (Brunstein, 2008), nature of job (Fried Y. *et al.*, 1987), managerial position and job technical aspects (Hackman & Oldman, 1996), sense of worth (Mitchell, 1982), acknowledgment, achievement (Brunstein *et al.*, 2008 and Yu, 2005), Responsibility (Thomas & Tymon, 1994), job enrichment (Umstot *et al.*, 1976), feeling with importance (Lee T.W. *et al.*, 1997), individual objective (Wright *et al.*, 1995), organizational Objective (Deci *et al.*, 2000a), work progress (Jackson & Roberts, 1992), organizational

development (Carter, *et al.*, 2001), instincts and meeting innate needs (Weiner, 1985), satisfying wants and desires (Schneider *et al.*, 2000), empowerment (Thomas & Velthuse), competency to work (Rhcincberg & Engeser, 2000), personal autonomy (Reis *et al.*, 2000 and Levesque *et al.*, 2003), the governing culture (Morling & Kitayama, 2008), affecting social aspects (Yu, 1993), provided services (Frey, 1994), using brain and thinking (Levesque & Brown, 2007), innovation and creativity (Fodor & Carver, 2000), organization's reputation (Carpenter & Meyers, 2007), organization's goodwill (Moynihan *et al.*, 2007), the field or activity (Delfgaauw *et al.*, 2007), human attributes and values (King, 1995 and Karl *et al.*, 1998), commitment, loyalty and affiliation (Sokolowski *et al.*, 2000 and 2008), career path (Jenkins. S. 1987 & Paron & Kreps, 1999), unique and distinguishing (Miles *et al.*, 1995), group work and work group (Rayo, 2006 and Levin, 2003), teamwork (Che & Yoo, 2001 and Macleod, 1984), competition (Horner, 1968), self-challenge (Baumeister, 1999), learning (Schuler, 2007), feedback and response (Foder *et al.*, 2005), work conditions and organizational climate (Brunstein, 2008), work promotion and job-to-job transferring (Newman *et al.*, 1998), Power and authority (Stewart & Rubin, 1976, Stewart & Chester, 1982, Fodor & Carver, 2000 and Winter, 2006), equity and valence (Fehr & Schmidt, 1999), flexibility and communication (Frey & Bohnet, 1996), keeping and improving performance (Wong & Cheung, 2008), initiation and pro-activity, work and life problem solving (Ryff, 1989), interpersonal relations (Luthans, 2002), keeping behavior on course (Kohn 1993), reinforcement (Cameron *et al.*, 1994), security aspects (Kreitner *et al.*, 2001), performance safety, satisfaction (Hofer J. *et al.* 2006 and Vandenabeele, 2009), avoiding stress and reducing conflict (Foder, 1985), sympathy and/or empathy and emotional considerations (Zurbriggen & Sturman, 2002 and Hofer & Chasiotis, 2003), social role and influence (Veroff, 1982), awareness of work and/or task (Feldman, D. *et al.* 1983), capability, skills and technology (Barua *et al.*, 1995), exerting effort and hard working (Baron, 1986), persuasive communication (Schultheiss *et al.*, 2002) and too many other kinds of bases.

To sum up, reviewing the literature on a dual-basis - that's focused on the one hand upon the theories of motivation and on the other hand upon incentive systems - as tackled above, one could stand on three axes concerning the studies conducted in such an area:

- ▶ There is a big stream of studies that are considering and adopting motivation process, only in terms of the motives as intrinsic factors.
- ▶ There is a big stream of studies that are considering and adopting motivation process, only in terms of the incentives as extrinsic factors.
- ▶ There is a big stream of studies that are considering and adopting motivation process, jointly in terms of the effect of incentives or extrinsic factors on motives or intrinsic factors and vice versa.

The latter view has always been in particular the most acceptable and adaptable one, generally in the field of management and specifically in the field of organizational behavior.

However, most of the managerial studies that have espoused this latter view, have initially assumed that when incentives developed by organizations' management according to the interpretations that have come to motives by the motives' theories, the motivation process would automatically occur. This would not be true except within the context of the existence of interaction conditions.

These conditions are no way changing the employees' motive impact factor - that should be effectively targeted otherwise the motivation process wouldn't occur or it may take place out of course - due to the change in some surrounding variable.

From those variables we consider the innate and gained demographic ones such as; age, gender, nationality, job, position, and some others.

This research takes the same orientation of the collective third view, its subject covers sort of evaluation to the motivation as management function, in terms of the sensitivity/insensitivity of the incentives adopted by the Menoufia university management to affect on the motives of the academic staff members.

Unlike too many previously conducted studies this research takes into account the condition of motives impact factor change. This impact factor change that's specifically occurs because of the staff's age-changing, or in other words due to the academic staff's different phases of work-life cycle.

The lack of the studies that were interested in considering, what is called by this research motivation impact factor, the change in this impact factor, the conditions affecting such kind of change, and the specific effect of the work-life cycle on the occurrence of this change, is theoretically justifying the conduction of this research. The next part is concerned with practically justifying it as well.

Research Problem:

Despite of the long period of time that was spent by the researcher as an academic staff, who is working in Menoufia university since 1985 - the opportunity that allows him being too much close to the incentive system applied by the university management - it was additionally depended upon structured interview to know whether the university management is sensitive/ insensitive - in tailoring its workable incentive system - to get the academic staff motivated, during the varied phases of their work-life cycle.

This was indicated by examining the opinions of 50 academic staff collectively around to what extent this system was successful in terms of meeting their perceptions, tendencies, attitudes, aptitudes, capabilities, achievements, orientations, benefits, needs, requests, concerns, desires, interests, and ambitions throughout the different phases of their work-age.

Through employing a five-cell gradual scale, the interviewees' responses have come as shown by the Table (1).

The numbers of staff who have gone with the university management success to get the staff well motivated during the five phases of the work-life cycle - those are from the age 21-30, 31-40, 41-50, 51-60, and 61-70 years - were at maximum 9, 10, 11, 10, 10 staff members, which equivalent with percentages of 18%, 20%, 22%, 20% and 20% of the whole target number of staff equal to fifty - as previously mentioned. This primarily indicates the opposite case which means that the university management has failed to get the academic staff motivated in all the age phases.

Furthermore, the highest numbers of the academic staff, who were neutral concerning the investigated issue, in the successive five phases of the work life cycle, were 7, 5, 7, 6, and 7 academic staff members, those as well equal to percentages of 14%, 10%, 14%, 12% and 14% from the whole explored number of in order.

Adding together the latter highest numbers of the neutral academic staff members to the former maximum numbers of the academic staff who tend to consider the university management success in motivating the academic staff, in every single phase of the work-life cycle. The summation will result in numbers equal to 16, 15, 18, 16 and 17 university academic staff members, which equivalent with percentages of 32%, 30%, 36%, 32% and 34% according to same order. This to a large extent still indicating that, a minority of the investigated staff members have gone with the success of the Menoufia university management in motivating the academic staff members in all the five work-life phases.

Table (1): Results of Exploratory Study

Axes & variables	Scale Cells and Measures												H.W.A.	V.W.A.	W.W.A.	
	V. Agree	Agree	Sum.	%	N. agree nor disagree	%	Disagree	V. disagree	Sum	%	H.W.A.	V.W.A.				W.W.A.
	1	2	1+2		3		4	5	4+5							
Age 21 to 30																
Perceptions	3	2	5	10	4	8	19	22	41	82	4.1	3.9				
Tendencies	4	4	8	16	6	12	18	18	36	72	3.7					
Attitudes	2	5	7	14	3	6	19	21	40	80	4.0					
Aptitudes	2	2	4	8	6	12	17	23	40	80	4.1					
Capabilities	6	1	7	14	4	8	19	20	39	78	3.9					
Achievements	4	3	7	14	6	12	18	19	37	74	3.9					
Orientations	4	5	9	18	6	12	17	18	35	70	4.0					
Benefits	2	7	9	18	4	8	17	20	37	74	3.9					
Needs	3	5	8	16	3	6	19	20	39	78	4.0					
Requests	4	2	6	12	3	6	18	23	41	82	4.0					
Concerns	2	3	5	10	5	10	21	19	40	80	4.0					
Desires	6	2	8	16	4	8	19	19	38	78	3.8					
Interests	3	3	6	12	7	14	18	19	37	74	3.7					
Ambitions	2	5	7	14	5	10	18	20	38	76	4.0					
Age 31 to 40																
Perceptions	6	1	7	14	4	8	19	20	39	78	3.9	4.0				
Tendencies	3	3	6	12	3	6	17	24	41	82	3.9					
Attitudes	2	3	5	10	5	10	21	19	40	80	4.0					
Aptitudes	5	5	10	20	2	4	17	21	38	76	3.7					
Capabilities	3	5	8	16	3	6	19	20	39	78	4.0					
Achievements	5	1	6	12	5	10	16	23	39	78	4.1					
Orientations	2	7	9	18	4	8	17	20	37	74	3.8					
Benefits	4	1	5	10	4	8	22	19	41	82	4.0					
Needs	4	3	7	14	6	12	18	19	37	74	3.9					
Requests	3	6	9	18	2	4	17	24	41	82	4.2					
Concerns	2	5	7	14	3	6	19	21	40	80	4.0					
Desires	1	4	5	10	3	6	20	22	42	84	4.1					
Interests	6	1	7	14	4	8	19	20	39	78	3.9					
Ambitions	1	2	3	6	5	10	20	22	42	84	4.2					
Age 41 to 50																
Perceptions	1	2	3	6	7	14	20	20	40	84	4.0	4.0		4.0		
Tendencies	2	7	9	18	4	8	17	20	37	74	3.8					
Attitudes	3	6	9	18	2	4	17	24	41	82	4.2					
Aptitudes	6	1	7	14	4	8	19	20	39	78	3.9					
Capabilities	3	5	8	16	3	6	19	20	39	78	4.0					
Achievements	1	4	5	10	3	6	20	22	42	84	4.1					
Orientations	2	5	7	14	3	6	19	21	40	80	4.0					
Benefits	5	6	11	22	2	4	19	18	37	74	3.8					
Needs	2	3	5	10	5	10	21	19	40	80	4.0					
Requests	1	2	3	6	5	10	20	22	42	84	4.2					
Concerns	4	3	7	14	6	12	18	19	37	74	3.7					
Desires	5	4	9	18	5	10	18	18	36	72	3.8					
Interests	3	3	6	12	3	6	17	24	41	82	4.2					
Ambitions	4	1	5	10	4	8	22	19	41	82	4.0					
Age 51 to 60																
Perceptions	2	7	9	18	4	8	17	20	37	74	3.9	4.0				
Tendencies	3	3	6	12	3	6	17	24	41	82	4.1					
Attitudes	6	1	7	14	4	8	19	20	39	78	3.9					
Aptitudes	3	6	9	18	6	12	18	17	35	70	3.8					
Capabilities	1	4	5	10	3	6	20	22	42	84	4.2					
Achievements	2	3	5	10	5	10	21	19	40	80	4.0					
Orientations	1	1	2	4	4	8	20	24	44	88	4.3					
Benefits	3	5	8	16	3	6	19	20	39	78	4.0					
Needs	5	5	10	20	0	0	17	23	40	80	4.0					
Requests	4	3	7	14	6	12	18	19	37	74	3.9					
Concerns	5	4	9	18	5	10	18	18	36	72	3.6					
Desires	4	1	5	10	4	8	22	19	41	82	4.0					
Interests	3	6	9	18	2	4	17	24	41	82	4.2					
Ambitions	2	5	7	14	3	6	19	21	40	80	4.0					
Age 61 to 70																
Perceptions	2	7	9	18	4	8	17	20	37	74	3.9	4.0				
Tendencies	3	5	8	16	3	6	19	20	39	78	4.0					
Attitudes	5	4	9	18	5	10	18	18	36	72	3.8					
Aptitudes	2	3	5	10	5	10	21	19	40	80	4.0					
Capabilities	5	4	9	18	5	10	18	18	36	72	3.8					
Achievements	4	1	5	10	4	8	22	19	41	82	4.0					
Orientations	3	3	6	12	7	14	19	18	37	74	3.9					
Benefits	6	1	7	14	4	8	19	20	39	78	3.9					
Needs	3	7	10	20	3	6	16	21	37	74	3.9					
Requests	3	3	6	12	3	6	17	24	41	82	4.1					
Concerns	4	3	7	14	6	12	18	19	37	74	3.9					
Desires	3	3	6	12	7	14	19	18	37	74	3.9					
Interests	2	5	7	14	3	6	19	21	40	80	4.0					
Ambitions	1	4	5	10	3	6	20	22	42	84	4.2					

Source: Based upon Primary Data

When comparing between the numbers of academic staff, who have reversely gone to the other direction or in other words considered the failure of the university management in getting the academic staff will motivated, once with those who consider the management success and another time with those who consider the success plus those who have neutral opinion, it has found that the majority of the investigated number of the academic staff have gone with the failure of the Menoufia university management to get its academic staff well motivated.

This could be easily shown by considering that the number of staff who said by the failure were 35, 37, 36, 35, and 36 out of the 50 or the whole investigated academic staff members. Those in turn were parallel with percentages equal to 70%, 74%, 72%, 70% and 72% respectively during the same successive five phases of the staff work-life cycle. Accordingly the numbers and/or percentages of academic staff who consider the management failure concerning the research issue were more than twice as numbers and/or percentages of academic staff who gone with its success.

The previous result has statistically been more proved by the horizontal weighted average that ranged from minimum to maximum showing (3.7 to 4.1), (3.7 to 4.2), (3.7 to 4.2), (3.6 to 4.3), and (3.8 to 4.2) in the successive five phases of the work-age. Other than the vertical weighted average for these five phases were 3.9, 4.0, 4.0, 4.0, and 4.0 respectively. At the same time the whole weighted average for all the phases was 4.0 as well. All these weighted average values were far higher than the value of the five scale's middle cell which is 3.0.

As so the research problem that's represented in the university management failure to get the academic staff members well motivated has statistically been proved as correct, and the quarries to move up herein by this problem, could be briefly expressed as follows:

- ▶ Do the incentives adopted by the Menoufia University management able to affect the academic staff's motives, despite of the change in these motives' impact factor - which is the core to hit - that's normally occurred throughout the change of staff's work-life cycle?
- ▶ If so, do the adopted incentives able to hit effectively the changed motivation impact factor, during the staff work-life cycle different phases, in the case of the individual himself relevant motive, the individual-to-job relevant motives, the individual to organization relevant motives and the individual to environment relevant motives?

This will be more highlighted again later on in the portion related to the research conceptual framework and hypothetical model.

Research Objectives:

- ▶ Utilizing the literature review to justify the tackling of this research core subject, through highlighting two important points:
 - ▶ On the one hand, the idea of the motive's impact factor, this factor that should be targeted otherwise the motivation process cannot be occurred, or even occurred as required.
 - ▶ On the other hand, the idea of motive's impact factor changing, this change that occurs due to the vulnerability of motive to changing governing factors.
- ▶ Going deeply through both the motivation theory and some real or applied incentive systems to refuse the very common assumption that "incentives as long as they have been developed according to the explanations provided by the motivation theories would automatically affect the people's motives", to show argumentatively two points:
 - ▶ On the one hand, that those incentives will never be motivators that effectively stimulate, trigger and/or activate the employees motives but through correctly targeting these motives impact factor.
 - ▶ On the other hand, this impact factor is no way changing due to some governing factors or circumstance, such as the individual innate and gained demographics. The focus herein will be the change of the individual motivation impact factor due to the change of his work-life cycle phases, or in other words work-age change.
- ▶ Constituting, through the literature exploration, the research conceptual framework that's representing the theoretical basis for getting the research hypothetical model developed. This particularly developed model hypothesize the relationship between the research problem as existed in reality and the reasons which may be leading to it as academically considered or even articulated. Within this context, as well, two points have to be shown:

On the one hand, trying to highlight statistically through an exploratory study the academic aspects that indicating the Menoufia university failure to practice the motivation function, at the level of the

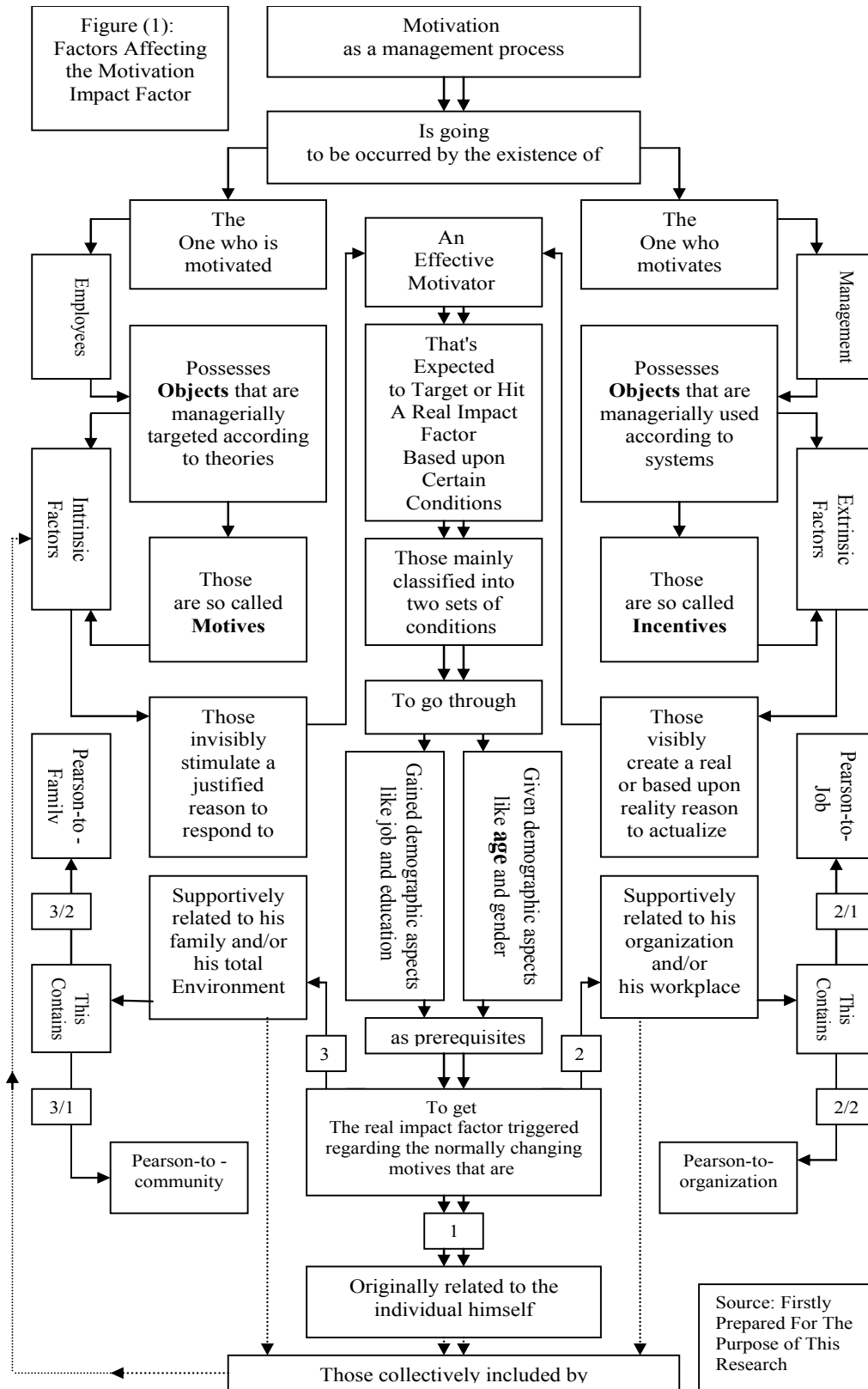
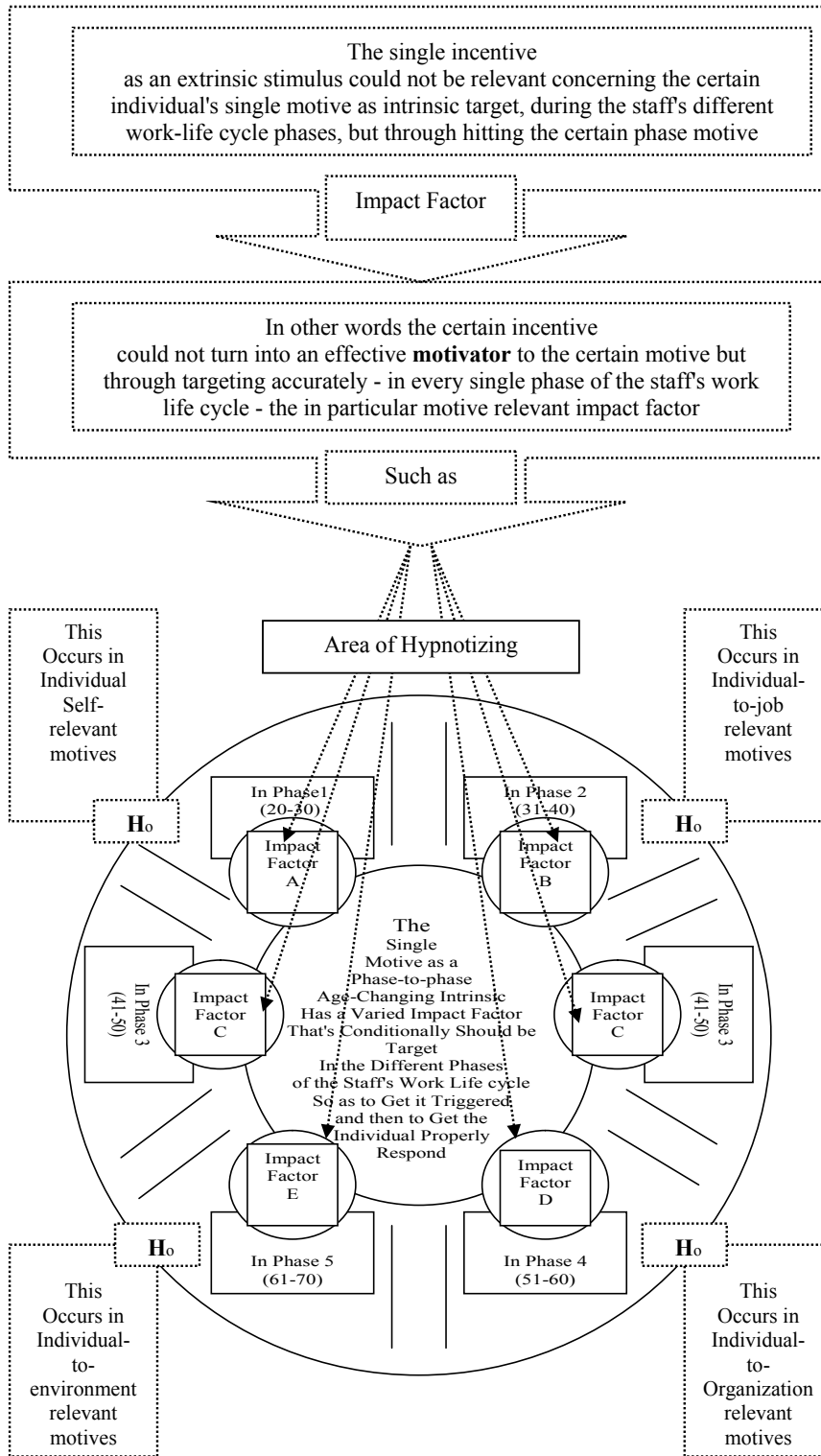


Figure (2): Using Properly the Incentive to Target the Motive changing Impact Factor



Source: Firstly Prepared for the Purpose of This Research

incentive system establishment bases, the system contents or included motives and the system conditions of application, in getting the academic staff well motivated during the different phases of their work-life cycle. This was the area of research problem or dependent variable.

- ▶ On the other hand, trying to testify statistically as well whether, the failure of the university management in getting the academic staff effectively motivated during the different phases of their work-life cycle is return to their failure to target the academic staff motives' impact factor, that's vulnerable to changing throughout these work-age phases, or not.
- ▶ Attempting to build on the primarily expected results of research, a two-fold procedural reference to be adopted by the university management, so as to be able to get the academic staff well motivated. Showing that this reference should practically contain two kinds of pillars:
 - ▶ On the one hand, pillars initially considered in general to allow the incentive system a prelude of correctness.
 - ▶ On the other hand, the pillars specifically required in particular to allow the incentive system being ready for affecting.

Research Conceptual Framework & Model

Based upon literature review, the talk could be analytically gone into centering attention on four assumptions those have logically gone up.

First, motives either they are innate or non-innate (or gained) ones should be considered as intrinsic factors relevant to individual's insiders. This is because of the very particular change internally occurred on the long time gained factors to be of unique nature in the case of every single individual. This is happened to the extent that may make such a latter kind of motives completely vague and unreadable to others. They have become interior or at least similar to interior factors. The justification to this process may return to the consideration that the non-innate motivational factors used to be gained based upon those innate ones.

Second, incentives either they are classified according to sort as positive and negative ones or in terms of the nature as tangible and intangible should be considered by the organizations as the extrinsic factors that are used by management hopefully to stimulate, trigger, and/or energize the employees' intrinsic factors or motives. Undoubting, this should

be fulfilled through keeping behavior and/or performance on course so as to get the required objectives effectively attained.

Third, organizations' management even if they are, completely takes into consideration the proficiency and/ or the correct know how in developing incentives on the one hand, and being entirely aware of the human motivation theory aspects on the other hand, would still have no grantee that the former or incentives are affecting the latter or motives. Probably they may stay irrelevant rather than relevant or at maximum the incentives have a weak or ignorable magnitude of effect on motives. This case is most likely faced by organizations when their management fails to meet the change occurred in peoples' motives - due to some governing conditions that could be either given demographic ones such as age and gender or gained demographic characteristics such as; job, education, experience, and nationality - by the change to be done the developed incentives.

Fourth, the motives as intrinsic factors are vulnerable to change regarding four major aspects, those individual's self-relevant, individual-to-job-relevant, individual-to-organization relevant, individual-to-environment relevant. The incentives as extrinsic factors have to be changed in terms of the incentive system rightness, truthfulness and reliability, the content or positive and negative tangible and intangible incentives, and the way of applying the system or actually practicing the motivation process. Those extrinsic factors could be collectively indicated as positive by assuring the sensitivity of organization's management concerning the meeting and actualization of employees' major motivational aspects such as; perceptions, tendencies, attitudes, aptitudes, capabilities, achievements, orientations, benefits, needs, requests, concerns, desires, interests, and ambitions.

Despite of the theo-analytical method that was adopted above in developing the previously mentioned four assumptions, still there is an opportunity for argument, that's why a room for hypothesizing has to be allowed in order to get sort of clear cut through measuring in reality and then proving at least by the use of statistical techniques.

The research hypothesizes that when using the motivational extrinsic factors those so called in this research **incentives** to target motivational intrinsic factors those so called in this research **motives**, will most probably have no effect on them except if the conditions of such an effect have been considered by the management - as the user of incentives to affect motives. These conditions are like change in the employees' age, gender, education, job, position, and experience. In other words, it is not expected for whatever incentives to hit whatever motives' impact

factor but through considering the change in those previously highlighted governing conditions, See Figure (1).

This research area of hypotheses will be **very specifically** focused on examining to what extent, the motivation function and/or process that's practiced by the management of Menoufia University - including the workable incentive system, the various incentives contained by it, and the way used for getting it actually applied - was successful/unsuccessful in terms of targeting, hitting, stimulating and/or energizing the staff motives' impact factor changes - in terms of the individual self-relevant, individual-to-job relevant factors, individual-to-organization relevant factors, and individual-to-environment relevant factors - that's occurred due to the normal change in the staff's work-life cycle, or in other words, the progress of staff's work-age - twenty to seventy - five decades.

The focus on the change in the university staff motives impact factor by the change of the age or work-life cycle in particular was extendedly shown through the main hypothesis and its followed sub-hypotheses as shown in the next part.

Research Hypotheses:

Herein it should be highlighted that research was basically based upon just one main hypothesis that's detailed into four sub-hypotheses, see Figure (2). Each one of these sub-hypotheses has been branched in turn to contain five sub-sub-hypotheses, this could be shown below:

Research main hypothesis:

- ▶ **There is** no statistically indicative significant relationship between:

On the one hand, the failure of the university management to get the academic staff properly motivated throughout the various phases of their work-life cycle - this case has been collectively indicated by the employees criticizing, complaining and/or tormenting from the management **insensitivity** to consider their perceptions, tendencies, attitudes, aptitudes, capabilities, achievements, orientations, benefits, needs, requests, concerns, desires, interests, and ambitions.

On the other hand, the failure of the university management to target or hit practically, through the motivation function and/or process, the changes occurred in the academic staff motivation impact factor during such different phases of their work-life cycle - this case has been collectively indicated by the management **insensitivity**, in terms of the

established incentive system itself, the contents or its included incentives, and the way used for applying both the whole system and the certain type of incentives, to consider the change normally occurred during work-life time in aspects such as; the individual self-relevant, individual-to-job relevant factors, individual-to-organization relevant factors, and individual-to-environment relevant factors. Hypothesis (1).

Research detailed hypotheses:

- ▶ **There is** no statistically indicative significant relationship between:

On the one hand, the failure and/or insensitivity of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle.

On the other hand, the failure and/or insensitivity of the university management to target, trigger, stimulate, energize or practically hit, through the motivation function and/or process, the changes occurred in the academic staff **individual self-relevant** motivation impact factor during such different phases of their work-life cycle. Hypothesis (1/1).

This to be withdrawn on the five phases of the work-life cycle as follows:

- ▶ Age from 21 to 30 years. Hypothesis (1/1/1).
- ▶ Age from 31 to 40 years. Hypothesis (1/1/2).
- ▶ Age from 41 to 50 years. Hypothesis (1/1/3).
- ▶ Age from 51 to 60 years. Hypothesis (1/1/4).
- ▶ Age from 61 to 70 years. Hypothesis (1/1/5).
- ▶ **here is** no statistically indicative significant relationship between:

On the one hand, the failure and/or insensitivity of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle.

On the other hand, the failure and/or insensitivity of the university management to target, trigger, stimulate, energize or practically hit, through the motivation function and/or process, the changes occurred in the academic staff **individual-**

to-job motivation impact factor during such different phases of their work-life cycle. Hypothesis (1/2).

This to be withdrawn on the five phases of the work-life cycle as follows:

- ▶ Age from 21 to 30 years. Hypothesis (1/2/1).
- ▶ Age from 31 to 40 years. Hypothesis (1/2/2).
- ▶ Age from 41 to 50 years. Hypothesis (1/2/3).
- ▶ Age from 51 to 60 years. Hypothesis (1/2/4).
- ▶ Age from 61 to 70 years. Hypothesis (1/2/5).

- ▶ **There is** no statistically indicative significant relationship between:

On the one hand, the failure and/or insensitivity of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle.

On the other hand, the failure and/or insensitivity of the university management to target, trigger, stimulate, energize or practically hit, through the motivation function and/or process, the changes occurred in the academic staff **individual-to-organization relevant** motivation impact factor during such different phases of their work-life cycle. Hypothesis (1/3).

This to be withdrawn on the five phases of the work-life cycle as follows:

- ▶ Age from 21 to 30 years. Hypothesis (1/3/1).
- ▶ Age from 31 to 40 years. Hypothesis (1/3/2).
- ▶ Age from 41- to 50 years. Hypothesis (1/3/3).
- ▶ Age from 51 to 60 years. Hypothesis (1/3/4).
- ▶ Age from 61 to 70 years. Hypothesis (1/3/5).

- ▶ **There is** no statistically indicative significant relationship between:

On the one hand, the failure and/or insensitivity of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle.

On the other hand, the failure and/or insensitivity of the university management

to target, trigger, stimulate, energize or practically hit, through the motivation function and/or process, the changes occurred in the academic staff **individual-to-environment relevant** motivation impact factor during such different phases of their work-life cycle. Hypothesis (1/4).

This to be withdrawn on the five phases of the work-life cycle as follows:

- ▶ Age from 21 to 30 years. Hypothesis (1/4/1).
- ▶ Age from 31 to 40 years. Hypothesis (1/4/2).
- ▶ Age from 41 to 50 years. Hypothesis (1/4/3).
- ▶ Age from 51 to 60 years. Hypothesis (1/4/4).
- ▶ Age from 61 to 70 years. Hypothesis (1/4/5).

Research Methodology:

Research Population:

The investigated units whom this research works on were the over sixty academic staff members, who work in Menoufia university different faculties.

The research population size was (412) over sixty academic staff members and it consists of two sections. One contained (344) academic staff members whose age over (60 to 70). The other was (68) academic staff members whose age over (70).

Despite of the above pointed out two sections, this population in terms of the research orientation and/or measurement objective was considered as totally homogenous. However the heterogeneity that might stem from the academic staff members' different workplaces, those distributed throughout 22 faculties of the university, was taken into account by covering the whole number of the over (60) and (70) staff members in each one of these faculties.

By reason of the population homogeneity, relatively small size, countable units, and also accessibility – either by the use of staff names list and known positions they are occupying, there was no need to rely on sampling. Accordingly it was depended on census or enumeration to all the research population units.

The target research population unit was any one of Menoufia university academic staff members, who is aged over (60) years. Despite of some received suggestions that's highlighted the possibility of targeting academic staff from different age decades, it was preferable to choose targeting the staff over (60) year. The reason was, as long as the academic

staff member over (60) years, there will be two grantees to get together at the same time. The first, they have actually passed through the different phases of the work life cycle. The second, they will be much more able to give sort of empirically historical evaluation, that's allowing to return the consequences we are currently faced with to what was occurring for long time ago.

Data Collection Process:

Instrument:

Further to the inhabitation, very close or even participant observation, and the usage of the structured interviews in conducting the exploratory study, it was only depended upon questionnaire as a data collection instrument to conduct such a research empirical study.

Measurement:

Given that a slightly little deviation from the very conditionally regular likert scale was occurred, a five Likert-type scale rather than likert scale was the one that based upon. The five cells horizontally included by the scale were given ranking numbers 1, 2, 3, 4, and 5 from the left to the right hand side of questionnaire's sheet.

The mile stone in selecting such a type of measure was actually the type of data which is commonly known as ordinal. Accordingly it was considered as the most fitting type to employ, when surveying views, particularly regarding relatively estimating-based issues.

Questionnaire Design:

Alike the case in some other problem oriented researches; the questionnaire in this research was focused on two substantial questions.

One was related to verifying the research problem as the dependent variable. In that, the very detailed included sub-variables were expressed through (14) one-facet type statements. Each was tackling just specific issue or certain attribute. That's why these (14) statements have identically been found in questionnaire for five times. This repetitious usage has been taken place to testify practically the existence of the same research problem separately, in case of every single one of the five phases of the academic staff work-life cycle.

The other was related to bearing out the problem hypothetical reasons as the research independent four variables. Each one has solely expressed by (14) statements as well. However, those logically were different in each case, fitting to the varied nature of the four independent variables. The (56) statements used herein both in terms of the type and existence in

the questionnaire were contradicting with the ones contained by the first question. Hence, (56) statements were double-facet type statements. Each was flexibly revolving around a ranging or gradually changing issue or attribute. That's having start and end points, during the staff work-life cycle. As a consequence, every single set of 14 statements was existed in questionnaire for just once.

In general the statements contained by the first question as well as the second one were fairly length-moderate. Despite they tend to be bit longer ones in the second question.

However, it was taken into consideration that words have to be generally understandable, technically simple, precisely indicative, and out of double meaning. The governing factor in getting the questionnaire properly ordered was the commonsense of research subject that was reflected by the logic sequence of the hypotheses and also the included variables and sub-variables. There was a sufficient room for questions and answers, as well as margins that made the data collection instrument looks more attractive and comfortable.

Alphabetical letters and serial numbers have sequentially been applied in conjunction for coding the questions, variables and sub-variable included in questionnaire according to the very common way of ordering. This coding is actually kept for making the computer data-entry and statistical processing.

Validity and Reliability:

Because of the particular origination of a new questionnaire for the purpose of meeting this research measurement objective, the validity and reliability have to be essentially established. Accordingly, the same group of (50) academic staff who have previously been interviewed for conducting the exploratory study were investigated again for such a title-pointed reason. In order for getting the validity established a mix of single and group-interviews were held. Eight of these were group-interviews, in each at least five interviewees were met for about two hours and half. Further to this, another ten interviews were single ones which stayed for about an hour each. The objective was first, to verify the measure face validity through excluding word and form deficiency and irrelevancy, and second to verify the content validity as well through ensuring that item and non-item aspects are most suitable in terms of quantity and quality to measure the concepts for which they were existed in the measure. As a consequence many rather than few extractions and adjustments in different portions of the questionnaire concerning wording, formulation, ordering, sequence, and layout have been occurred to give a prime indication of consistency.

Table (2): Validity and Reliability

V	No	SV	No	Statements	Item sub-group correlation	Alpha if item excluded from sub-group	Alpha if all items included in sub-group	Item group correlation	Alpha if item excluded from group	Alpha if all items included in group
A		A1 First phase (age from 21 to 30 years)	A1.1	Perceptions	0.98266	0.99581	0.99622	0.98359	0.99922	0.99923
			A1.2	Tendencies	0.98442	0.99579		0.97795	0.99922	
			A1.3	Attitudes	0.97026	0.99603		0.97880	0.99922	
			A1.4	Aptitudes	0.98160	0.99588		0.98374	0.99922	
			A1.5	Capabilities	0.98713	0.99574		0.98561	0.99922	
			A1.6	Achievements	0.97286	0.99611		0.97593	0.99921	
			A1.7	Orientations	0.96486	0.99613		0.96252	0.99921	
			A1.8	Benefits	0.96856	0.99604		0.97418	0.99922	
			A1.9	Needs	0.98377	0.99580		0.98599	0.99922	
			A1.10	Requests	0.97780	0.99591		0.98151	0.99922	
			A1.11	Concerns	0.98707	0.99576		0.98512	0.99922	
			A1.12	Desires	0.97148	0.99604		0.96974	0.99922	
			A1.13	Interests	0.96571	0.99610		0.96972	0.99922	
			A1.14	Ambitions	0.98175	0.99589		0.97937	0.99922	
		A2 Second phase (age from 31 to 40 years)	A2.1	Perceptions	0.97188	0.99589	0.99616	0.97998	0.99922	
			A2.2	Tendencies	0.98368	0.99571		0.98416	0.99922	
			A2.3	Attitudes	0.96672	0.99602		0.97691	0.99922	
			A2.4	Aptitudes	0.98037	0.99586		0.97946	0.99922	
			A2.5	Capabilities	0.98358	0.99572		0.98510	0.99922	
			A2.6	Achievements	0.98492	0.99571		0.98298	0.99922	
			A2.7	Orientations	0.96331	0.99609		0.95961	0.99921	
			A2.8	Benefits	0.96591	0.99598		0.97637	0.99922	
			A2.9	Needs	0.98285	0.99572		0.97886	0.99922	
			A2.10	Requests	0.98212	0.99575		0.97776	0.99922	
			A2.11	Concerns	0.98110	0.99582		0.98425	0.99922	
			A2.12	Desires	0.98139	0.99576		0.97693	0.99922	
			A2.13	Interests	0.97467	0.99592		0.97102	0.99922	
			A2.14	Ambitions	0.96379	0.99611		0.97195	0.99921	
		A3 Third phase (age from 41 to 50 years)	A3.1	Perceptions	0.98364	0.99554	0.99603	0.98518	0.99922	
			A3.2	Tendencies	0.96656	0.99576		0.97301	0.99922	
			A3.3	Attitudes	0.98277	0.99556		0.98508	0.99922	
			A3.4	Aptitudes	0.95059	0.99599		0.95421	0.99921	
			A3.5	Capabilities	0.97941	0.99560		0.97909	0.99922	
			A3.6	Achievements	0.97018	0.99571		0.97603	0.99922	
			A3.7	Orientations	0.98480	0.99552		0.98379	0.99922	
			A3.8	Benefits	0.97998	0.99569		0.98141	0.99922	
			A3.9	Needs	0.98028	0.99562		0.98235	0.99922	
			A3.10	Requests	0.98495	0.99556		0.98497	0.99922	
			A3.11	Concerns	0.95585	0.99600		0.95990	0.99921	
			A3.12	Desires	0.98357	0.99557		0.98501	0.99922	
			A3.13	Interests	0.95588	0.99592		0.96174	0.99921	
			A3.14	Ambitions	0.97504	0.99565		0.97738	0.99922	
		A4 Fourth phase (age from 51 to 60 years)	A4.1	Perceptions	0.98030	0.99587	0.99621	0.98380	0.99922	
			A4.2	Tendencies	0.97625	0.99589		0.97693	0.99922	
			A4.3	Attitudes	0.96602	0.99601		0.96838	0.99922	
			A4.4	Aptitudes	0.98199	0.99581		0.98508	0.99922	
			A4.5	Capabilities	0.96899	0.99597		0.97118	0.99922	
			A4.6	Achievements	0.95882	0.99617		0.96252	0.99921	
			A4.7	Orientations	0.96822	0.99607		0.97102	0.99922	
			A4.8	Benefits	0.98361	0.99579		0.98709	0.99921	
			A4.9	Needs	0.97871	0.99594		0.98078	0.99922	
			A4.10	Requests	0.98478	0.99580		0.98530	0.99922	
			A4.11	Concerns	0.97715	0.99589		0.97815	0.99922	
			A4.12	Desires	0.97308	0.99596		0.97637	0.99922	
			A4.13	Interests	0.97029	0.99597		0.97289	0.99922	
			A4.14	Ambitions	0.98507	0.99577		0.98659	0.99921	
		A5 Fifth phase (age from 61 to 70 years)	A5.1	Perceptions	0.97108	0.99560	0.99594	0.97738	0.99922	
			A5.2	Tendencies	0.95074	0.99591		0.95865	0.99921	
			A5.3	Attitudes	0.98058	0.99549		0.98150	0.99922	
			A5.4	Aptitudes	0.98479	0.99546		0.98396	0.99922	
			A5.5	Capabilities	0.97889	0.99550		0.97946	0.99922	
			A5.6	Achievements	0.98783	0.99540		0.98501	0.99922	
			A5.7	Orientations	0.95584	0.99512		0.96631	0.99921	
			A5.8	Benefits	0.98006	0.99554		0.97931	0.99922	
			A5.9	Needs	0.98529	0.99542		0.98518	0.99922	
			A5.10	Requests	0.97828	0.99558		0.98387	0.99922	
			A5.11	Concerns	0.97947	0.99560		0.97566	0.99922	
			A5.12	Desires	0.97837	0.99554		0.97880	0.99922	
			A5.13	Interests	0.95918	0.99580		0.96252	0.99921	
			A5.14	Ambitions	0.97342	0.99563		0.97018	0.99922	

Source: Based upon Real Data

Followed to Table (2): Validity and Reliability

V	No	SV	No	Statements	Item sub-group correlation	Alpha if item excluded from sub-group	Alpha if all items included in sub-group	Item group correlation	Alpha if item excluded from group	Alpha if all items included in group	
The failure of Menoufia university management to target effectively the academic staff properly motives' impact factors throughout the five phases of their work life cycle	B	B1 Individual self-relevant Motives' Impact Factor	B1.1	Gaining income versus getting prosper.	0.98275	0.99567	0.99609	0.97836	0.99899	0.99904	
			B1.2	Self-actualization versus others' actualization.	0.96971	0.99583		0.95804	0.99901		
			B1.3	Esteem of relatives versus of publics.	0.97094	0.99589		0.97250	0.99900		
			B1.4	Economic sufficiency versus independency.	0.98425	0.99568		0.98875	0.99898		
			B1.5	Individual liability versus group liability.	0.98441	0.99563		0.98314	0.99899		
			B1.6	Self-stability versus social stability.	0.97721	0.99584		0.98543	0.99899		
			B1.7	Legal versus social responsibility.	0.96372	0.99603		0.95379	0.99901		
			B1.8	Striving to work versus work development.	0.97459	0.99579		0.98552	0.99899		
			B1.9	Safe versus promising future.	0.98383	0.99566		0.98293	0.99899		
			B1.10	Taking versus selecting opportunity.	0.98158	0.99570		0.98726	0.99898		
			B1.11	Utilizing versus enrich gains.	0.98800	0.99560		0.98481	0.99899		
			B1.12	Historical versus future hope.	0.95964	0.99607		0.95071	0.99902		
			B1.13	Rapid versus effective objectives.	0.96161	0.99603		0.95695	0.99901		
			B1.14	Work normal hours versus overtime	0.98206	0.99570		0.98862	0.99898		
		B2	B2 Individual-to-job relevant Motives' Impact Factor	B2.1	Fitting job to education versus experience.	0.97713	0.99570	0.99605	0.97598		0.99900
		B2.2		Technical versus administrative job.	0.98381	0.99557	0.98332		0.99899		
		B2.3		Personal versus organizational Job importance	0.95564	0.99604	0.95647		0.99901		
		B2.4		Self versus others-based Job attractiveness.	0.97431	0.99589	0.98048		0.99899		
		B2.5		Theoretical versus practical job duties.	0.98535	0.99557	0.98393		0.99899		
		B2.6		Legal versus ethical job commitment.	0.98243	0.99560	0.98535		0.99898		
		B2.7		Running job dependently versus independently.	0.96366	0.99596	0.97184		0.99900		
		B2.8		Room for job interfaces versus job integrations.	0.96283	0.99589	0.96379		0.99900		
		B2.9		Less versus more significance to job position.	0.98383	0.99557	0.98382		0.99899		
		B2.10		More versus less resistance to job deficiencies.	0.98130	0.99562	0.98207		0.99899		
		B2.11		Individual versus group work Cooperation.	0.98350	0.99564	0.98167		0.99899		
		B2.12		Less versus more contribution in objectives.	0.98028	0.99563	0.98382		0.99899		
		B2.13		Tangible versus intangible criteria of job value.	0.97539	0.99578	0.98090		0.99899		
		B2.14		Flexibility versus rigidity in career path.	0.97193	0.99582	0.96991		0.99900		
		B3	B3 Individual-to-organization relevant Motives' Impact Factor	B3.1	Committing versus loyalty and affiliation.	0.98344	0.99612	0.99650	0.97728		0.99899
		B3.2		Communication as formal versus informal.	0.97362	0.99635	0.96683		0.99901		
		B3.3		Relations as reserved versus friendly.	0.96891	0.99636	0.97766		0.99899		
		B3.4		Entity as goodwill versus reputation.	0.98046	0.99620	0.97891		0.99900		
		B3.5		Existence as material size versus effective one.	0.98777	0.99608	0.98543		0.99899		
		B3.6		Climate as dynamic versus Stable.	0.98161	0.99615	0.97184		0.99900		
		B3.7		Appearance as building versus layout.	0.98764	0.99607	0.98922		0.99898		
		B3.8		Site as reachable versus accessible place.	0.98863	0.99606	0.98090		0.99899		
		B3.9		Activity as technical versus social activity.	0.98598	0.99610	0.98382		0.99899		
		B3.10		Organization support as pay versus pay plus.	0.92427	0.99638	0.94467		0.99902		
		B3.11		Stress sources as tangible versus intangible.	0.98577	0.99612	0.97812		0.99900		
		B3.12		Changes as radical versus gradual.	0.98598	0.99610	0.98382		0.99899		
		B3.13		Work-life quality as technical versus societal.	0.97923	0.99626	0.98207		0.99899		
		B3.14		success keeping versus developing	0.97077	0.99629	0.98268		0.99899		
	B4	B4 Individual-to-environment relevant Motives' Impact Factor	B4.1	Societal versus particular look at job fieldwork.	0.96356	0.99587	0.99597	0.96587	0.99900		
	B4.2		Self versus others' satisfied performance.	0.98140	0.99563	0.98543		0.99899			
	B4.3		Payment versus value-added based work value	0.98483	0.99549	0.98512		0.99899			
	B4.4		Pay for work versus pay for similar work.	0.94456	0.99569	0.95071		0.99902			
	B4.5		Using technology versus it further to people.	0.97613	0.99559	0.98268		0.99899			
	B4.6		Applying laws text versus soul and meanings.	0.97868	0.99563	0.98090		0.99899			
	B4.7		Personal versus collective safety of mistakes.	0.97095	0.99566	0.97055		0.99900			
	B4.8		Organization versus country orientation.	0.98842	0.99543	0.98922		0.99898			
	B4.9		Politically stable versus unstable circumstances.	0.96064	0.99586	0.96379		0.99900			
	B4.10		Artificial versus natural environment powers.	0.98483	0.99549	0.98512		0.99899			
	B4.11		Traditional versus modern values in work.	0.96790	0.99582	0.97024		0.99900			
	B4.12		Governing outsiders versus insiders work rules.	0.98379	0.99549	0.98382		0.99899			
	B4.13		Demographics-job versus job-demographics	0.98379	0.99549	0.98382		0.99899			
	B4.14		Separable versus inseparable in and out roles.	0.97366	0.99568	0.97598		0.99900			

Source: Based upon Real Data

Then the questionnaire has been separately taken to five management specialist academic staff members, two of them were professors, so as to judge once again its face and content validity. This additional step results in no more corrections; alternatively there was a large room of consensus amongst them.

Seeing that, the reliability in turn has to be established as well. In view of that the face and content valid questionnaire have distributed on the targeted (50) academic staff members. The objective was to verify the accuracy of the measure, which has been proved in this research case by the homogeneity amongst the responses in terms of the measure's included items, or in other words the inter-item correlation. Item-subgroup and item-group correlations have been statistically testified to show a lowest limit of correlation coefficient equal to (0.92427) and (0.94467) in order. It indicated a very high level of measure consistency. Moreover, it has depended on these high levels of inter-item correlation to calculate C. alpha to show minimum values - if all items included - in the two cases equal to (0.99592) and (0.99904) respectively. Other details could be shown in Parts (1 & 2) of the Table (2).

It has come out that the highest values of alpha if item excluded from the sub-groups number (A1),(A2), (A3), (A4), (A5), (B1), (B2), (B3), and (B4) were (0.99613), (0.99611), (0.99600), (0.99617),

(0.99591), (0.99607), (0.99604), (0.99638), and (0.99587) in order. Those were lower than the parallel values of alpha if all items included in the same sub-groups which respectively were (0.99622), (0.99616), (0.99603), (0.99621), (0.99594), (0.99609), (0.99606), (0.99650), and (0.99597) in each case of comparison. It has been found as well that the maximum values of alpha if item deleted from the groups number (A) and (B) were (0.99922), and (0.99902) in order. Those were lower than the values of alpha if all items have not been deleted from the same groups, which were (0.99923), and (0.99904) respectively. A comparison in each case could be obviously shown by reviewing the same two parts of the Table (2). This indicated that there is no need for item-excluding and the whole research questionnaire is properly valid and reliable as an instrument for primary data collection.

Given that validity means establishing the measure properly to fit the examination of the concept for which it has initially been developed to examine while reliability means the capability of the measure to give similar or even identical results concerning the certain concept measurement when repetitiously used for so. It could be argued that questionnaire cannot be proved by just one of them. As shown above, this research questionnaire was dually proved by both.

Table (3): Distributed, Responded and Corrected Questionnaires

Field-work	Faculties	No of Staff over Sixty	No of Staff over seventy	No of Distr. Quest.	No of Respo. Quest.	No of Right Quest
Menoufia University	1 Faculty of Arts	21	1	22	20	19
	2 Faculty of Home Economic	7	1	8	5	5
	3 Faculty of Commerce	16	3	19	15	14
	4 Faculty of Education	4	1	5	4	3
	5 Faculty of Law	11	2	13	10	10
	6 Faculty of Agriculture	87	40	127	100	98
	7 Faculty of Medicine	47	5	52	40	39
	8 Faculty of Engineering	50	5	55	41	39
	9 Faculty of Electronic Engineering	30	2	32	25	24
	10 Faculty of Genetic Engineering	4	1	5	3	2
	11 Faculty of Computing	1	-	1	1	1
	12 Faculty of Commerce - Sadat	2	-	2	1	1
	13 Faculty of Sport Education	5	-	5	2	2
	14 Faculty of Specific Education	4	-	4	1	1
	15 Faculty of Education -Sadat	1	-	1	3	2
	16 Faculty of Nursing	4	-	4	2	2
	17 Faculty of Law - Sadat	1	-	1	1	1
	18 Faculty of Tourism	1	-	1	1	1
	19 Faculty of Sciences	41	7	48	32	31
	20 Faculty of Veterinary Medicine	1	-	1	1	1
	21 Institution of Desert Environment	1	-	1	1	1
	22 Institution of Liver	5	-	5	3	2
Total		344	68	412	312	300

Source: Based upon the Questionnaire Administration Process

Questionnaire Administration:

Deeming the easier of using each, a dual way that's in conjunction employs both the personal and electronic processes of the research questionnaire administration has preferably been used. This was happened not only for the questionnaires distribution but also in collecting them back.

Distribution of questionnaire was essentially fitting to the number of academic staff members in every faculty or single section of research population. This could be shown in detail by Table (3).

The process of getting questionnaire administered has been carried out in about forty days – including non-working days – ten days for questionnaires distribution, ten days for being left with the respondents, ten days for collection and another ten days for delay after the deadline time.

This was initially considered in advance so as to allow a highest level of responding, although the time required by the respondents to deal with the questionnaire, according to their views, was actually ranged between (45 and 70) minuet.

It should be noted as well that every single investigated unit or academic staff, in the different sections of the research population, has been given two copies of questionnaire one was in Arabic language while the other was in English language.

The reason was to allow optionally all the respondents to choose the language that's more convenient to each one of them. Respondents have clearly been asked to answer just one copy of the questionnaire either in Arabic or in English.

Research Limits:

The substantial academic point covered by this research subject has precisely been specified in evaluating whether the Menoufia university management was fairly sensitive/insensitive - when practicing the motivation function – to the change occurs in staff motivation impact factors during the five phases of academic staff members' work-life cycle. Hence, there were to dimensions to consider concerning this research limits.

One is the academic aspect within which, there was a triple-spot focus. First, in dependent variable the focal point was to identify the management success or failure to motivate properly the academic staff. Second, in independent variable the mile stone was to know whether the management was sensitive or insensitive to target the impact factors those precisely related to four types of motives, the individual self relevant motives, the individual-to-job relevant motives, the individual-to-organization motives, and the individual-to-environment motives. Third, in evaluating both the dependent and

independent variables within the context of examining the hypothetical relationship between them, the importance has exactly been devoted to cover separately the five decades of the academic staff work-life cycle, those start around 20 and finished around 70 years.

So any other variables out of these above highlighted three axes were considered as research academic concern irrelevant.

The other is the practical aspect within which, there was a triple-spot focus as well. First, the research has only applied on Menoufia University as a working real entity. Second the target population inside such a university was only the academic staff members formally working in this university. Third the concentration was only on those academic staff members whose age over sixty to over seventy.

Thus, other universities, other administrative visitor academic staff members, other administrative staff members, and other academic staff members whose age lower 60 years are research field-study irrelevant.

Research Field Study:

Two aspects were emphasized on in this portion; one is the approach that was espoused in tackling the statistical testifying of the research varied hypotheses, the other was the methodical orientation that was adopted in addressing the discussion or comment on the results of the statistical examination output. In terms of the statistical examination, it was depended on an aggregate approach. So as to allow the hypothetical relationships, those are claimed by the research hypotheses, to be fully attested. As a consequence these relationships was examined at the level of significance, so as to show whether it is able to be generalized on the whole research population or not. And then it was examined at the level of denotation in order to find out its type, direction, form, and strength. Regarding, the discussion of results and/or making the after statistical testing comment, it was seen that there is no need for getting into analytically far explanations. Therefore, being methodically positivist rather than functionalist or even phenomenologist, only the interpretation of the gotten statistical results was the maximum to target. Thus, the focus of the discussion was entirely within what has been asked for through the research data collection instrument or questionnaire, without going into an analytical demonstration to the researcher's point of view. The reason to this is actually based on the view that analysis is tend to be subjective rather than objective. It is no way affected with the researcher's personal prospect, whatever the precautions that may be taken into consideration by

him in this regard. This may in turn come on the account of his required neutrality or detachment.

Testifying the Hypothesis (1/1):

Statistical Examination:

The compound or five-dimensional relationship statistically examined herein, was between; the variable (B1) represented in detail by the single sub-variables contained by it, which are (B1/1), (B1/2), (B1/3), (B1/4), (B1/5), (B1/6), (B1/8), (B1/9), (B1/10), (B1/11), (B1/12), (B1/13), and (B1/14) on the one hand, and the variables (A1), (A2), (A3), (A4) and (A5), each collectively represented in particular by the mode of its included sub variables, those in order were (A1/1-1/14), (A2/1-2/14), (A3/1-3/14), (A4/1-4/14), and (A5/1-5/14) on the other hand. The same relationship has thoroughly been shown before by the sub-sub-hypotheses (1/1/1), (1/1/2), (1/1/3), (1/1/4), and (1/1/5) respectively, for simply expressing every single case concerning each of the varied five phases of the Menoufia university academic staff work-life cycle, those are from age (21 to 30), (31 to 40), (41 to 50), (51 to 60) and (61 to 70) years.

As a consequence, the null sub-hypothesis (1/1) that was based upon the non-existence of any statistically indicative significant relationship between; the failure of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle on the one hand and the failure of the university management to target, trigger, stimulate, energize or particularly hit, though the motivation function the academic staff self-relevant changing motivates' impact factor during such different phases of their work-age, has been rejected.

On the contrary the alternative one that was based upon the existence of such a relationship has been accepted. This was shown by the Table (4) that has been solely developed - due to the room

unavailability - to replace in brief through its five rows, another extended five tables each contains fourteen lined up rows. Those could be separately used in detail to express each of the sub-sub-hypotheses included in this sub-hypothesis. The verification of the contradicting hypothesis was statistically justified according to many phases through two main steps.

At the level of significance, or generalization on the whole population - that's considered herein, despite of using the enumeration or census, because of the short or lack of achieving all the responses of the full research population target members - this relationship in all the different phases of the staff work life cycle has significantly been certified. As the minimum calculated value of (Chi)² according to both person and likelihood were (105.450) and (114.231) > the equivalent tabulated ones those were (26.3) and (32.00), at level of sig. (0.05) and (0.01) respectively, and (DF) equal to (16). The sig. or (P) value was approximately (0.00) in all times.

At the level of denotation, this relationship, in all the different phases of the staff work life cycle, has been confirmed as statistically indicative one as well. In terms of the **type** it represents sort of causality, since the lowest values of both the calculated (F) and (T) were (604.836) and (24.593) in order > their parallel tabulated values, which were for (F) and (T) equal to (3.92) and (1.98) in order at the level of sig. (0.05), with a (DF) equal to (1,298) and (299) respectively. The highest sig. or (P) of both (F) and (T) was approximately (0.00) in all cases. Moreover, this relationship concerning the **form** was linear. Since the lowest value of linear by linear (Chi)² was (111.948) > its tabulated one that's previously mentioned, at the same level of sig. or (0.05), with a (DF) equal to (16) while sig. or (P) was approximately (0.00) in all times as well. The **direction** of this relationship has been proved to show a directly proportional one, the values of the regression coefficient or (β), those previously

Table (4): The Relationship Between the Failure to Get the Academic Staff Properly Motivated and the Failure to Target Effectively the Self-Relevant Motives' Impact Factor, During The Five Phases of The Work-Life Cycle.

Code of Phase & Age	Code of Hypo. & Var.	Testifying the Relationship						Testifying its Denotation						
		Pearson (Chi) ²		Likelihood Ratio (Chi) ²		Linear by Linear (Chi) ²		Type, Direction, Form and Strength						
		Cal. value	Sig. (P)	Cal. value	Sig. (P)	Cal. value	Sig. (P)	Cal. (F)	Sig. (P)	Reg. Co.(β)	Cal. (T)	Sig. (P)	R	R ²
F1 Age (21-30)	H0 1/1/1 B1&A2	528.323	0.000	416.751	0.000	206.901	0.000	685.037	0.000	0.658	26.173	0.000	0.836	0.699
F2 Age (31-40)	H0 1/1/2 B1&A2	409.640	0.000	343.718	0.000	207.765	0.000	604.836	0.000	0.707	24.593	0.000	0.819	0.671
F3 Age (41-50)	H0 1/1/3 B1&A3	107.222	0.000	114.231	0.000	112.526	0.000	917.691	0.000	0.596	30.293	0.000	0.869	0.755
F4 Age (51-60)	H0 1/1/4 B1&A4	146.592	0.000	128.686	0.000	111.948	0.000	790.802	0.000	0.614	28.121	0.000	0.853	0.727
F5 Age (61-70)	H0 1/1/5 B1&A5	105.450	0.000	116.061	0.000	115.243	0.000	1374.49	0.000	0.735	37.074	0.000	0.907	0.822

Source: Based upon Empirical Study.

confirmed by the significance of both F-ratio and T-test, were positive-signal ones and ranging between (+0.596) and (+0.735). With regard to the **strength**, it was strong in terms of the direction as well as the form, since the lowest values of both (R) and (R)² were (0.819) and (0.671) respectively. Those were positive and > (0.80) in the case of (R), while they were far > (0.65) in the case of (R)². All these values could be relatively shown in detail by the Table (4).

Interpretative Discussion:

Committing with the positivism orientation prelude hinted up, the results gotten above through the statistical examination to the above mentioned hypothesis could be realistically justified, just within the context of what has been asked for before, by the research questionnaire. When considering that Menoufia University management has failed to hit the impact factors relevant to the **academic staff self motives**. In other words, it was not able through the workable motivation function and/or process - in terms of; the incentive system bases of establishment, incentive system contents or included incentives and incentive system conditions of application - to be that sensitive in targeting the impact factors relevant to such motives. As a consequence, it was not that fairly effective to simulate, trigger, energize, or even properly move these motives toward the correct directions, which may lead to better levels of staff performance, as it should normally occur. The failure of Menoufia university management to target the individuals' self relevant motives' impact factors could practically return to its lack of consideration to these motives impact factors vulnerability to change, throughout the phases of the staff work life cycle. Not only from just one phase to another, as the focused on in this research, but also could be during the one or single certain phase. Some of these failure aspects are shown below:

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between looking forward just to gain sort of fair income and getting a certain level of prosper.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between getting self-actualized and helping others to be self-actualized.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between gaining the esteem of relatives' community and gaining the esteem of publics' community.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between attempting to achieve economic sufficiency and striving to reach the economic independency.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between the personally-based individual liability and the collectively-based sharing liability.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between the reserved self-stability and the proactive striving to social stability.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between the legally minimum social responsibility and the voluntarily maximum societal responsibility.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between the natural orientation to work and the orientation to work evolution and development.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between the searching for just a safe future and searching for a very promising future.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between just taking the available opportunity and the selecting amongst many alternatively allowed opportunities.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between utilizing the one's gains (for instance education) and looking forward to investing on or enrich these gains.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between striving to get just the very primary historical hope and striving to generate other more rationally future ones.

▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work=life cycle, between getting the objectives attained rapidly and getting the objectives attained effectively.

▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between staying at work only within the formal time hours and being ready for spending more extended overtime.

Table (5): The Relationship Between the Failure to Get the Academic Staff Properly Motivated and the Failure to Target Effectively the Individual-to-Job Relevant Motives' Impact Factor, During The Five Phases of The Work-Life Cycle.

Code of Phase & Age	Code of Hypo. & Var.	Testifying the Relationship						Testifying its Denotation						
		Pearson (Chi) ²		Likelihood Ratio (Chi) ²		Linear by Linear (Chi) ²		Type, Direction, Form and Strength						
		Cal. value	Sig. (P)	Cal. value	Sig. (P)	Cal. value	Sig. (P)	Cal. (F)	Sig. (P)	Reg. Co.(β)	Cal. (T)	Sig. (P)	R	R ²
F1 Age (21-30)	H0 1/2/1 B2&A1	461.842	0.000	400.883	0.000	207.754	0.000	683.836	0.000	0.670	26.150	0.000	0.835	0.697
F2 Age (31-40)	H0 1/2/2 B2&A2	537.873	0.000	436.241	0.000	226.317	0.000	694.505	0.000	0.613	26.353	0.000	0.838	0.702
F3 Age (41-50)	H0 1/2/3 B2&A3	511.786	0.000	430.575	0.000	220.300	0.000	908.259	0.000	0.716	30.137	0.000	0.868	0.754
F4 Age (51-60)	H0 1/2/4 B2&A4	488.554	0.000	411.945	0.000	225.137	0.000	875.546	0.000	0.580	29.590	0.000	0.864	0.747
F5 Age (61-70)	H0 1/2/5 B2&A5	504.788	0.000	404.076	0.000	223.999	0.000	1219.41	0.000	0.704	34.920	0.000	0.897	0.804

Source: Based upon the Empirical Study

Testifying the Hypothesis (1/2):

Statistical Examination:

The compound or five-dimensional relationship statistically examined herein, was between; the variable (B2) represented in detail by the single sub-variables contained by it, which are (B2/1), (B2/2), (B2/3), (B2/4), (B2/5), (B2/6), (B2/8), (B2/9), (B2/10), (B2/11), (B2/12), (B2/13), and (B2/14) on the one hand, and the variables (A1), (A2), (A3), (A4) and (A5), each collectively represented in particular by the mode of its included sub variables, those in order were (A1/1-1/14), (A2/1-2/14), (A3/1-3/14), (A4/1-4/14), and (A5/1-5/14) on the other hand. The same relationship has thoroughly been shown before by the sub-sub-hypotheses (1/2/1), (1/2/2), (1/2/3), (1/2/4), and (1/2/5) respectively, for simply expressing every single case concerning each of the varied five phases of the Menoufia university academic staff work-life cycle, those are from age (21 to 30), (31 to 40), (41 to 50), (51 to 60) and, (61 to 70) years.

As a consequence, the null sub-hypothesis (1/1) that was based upon the non-existence of any statistically indicative significant relationship between; the failure of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle on the one hand, and the failure of the university management to target, trigger, stimulate,

energize or particularly hit, throughout the motivation function the academic staff individual-to-job relevant changing motivates' impact factors during such different phases of their work-age, on the other hand, has been rejected. On the contrary, the alternative one that was based upon the existence of such a relationship has been accepted.

This was shown by the Table (5) that has been solely developed - due to the room unavailability - to replace in brief through each one of its single five rows, another extended five tables each contains fourteen lined up rows. Those could be separately used in detail to express each of the sub-sub-hypotheses included in this sub-hypothesis. The verification of the contradicting hypothesis was statistically justified according to many phases through two main steps.

At the level of significance, or generalization on the whole population - that's considered herein, despite of using the enumeration or census, because of the short or lack of achieving all the responses of the full research population target members - this relationship in all the different phases of the staff work life cycle has significantly been certified. As the minimum calculated value of (Chi)² according to both person and likelihood were (461.842) and (400.883) > the equivalent tabulated ones those were (26.3) and (32.00), at level of sig. (0.05) and (0.01)

respectively, and (DF) equal to (16). The sig. or (*P*) value was approximately (0.00) in all times.

At the level of denotation, this relationship, in all the different phases of the staff work life cycle, has been confirmed as statistically indicative one as well. In terms of the **type** it represents sort of causality, since the lowest values of both the calculated (F) and (T) were (683.836) and (26.150) in order $>$ their parallel tabulated values, which were for (F) and (T) equal to (3.92) and (1.98) in order at the level of sig. (0.05), with a (DF) equal to (1,298) and (299) respectively. The highest sig. or (*P*) of both (F) and (T) was approximately (0.00) in all cases. Moreover, this relationship concerning the **form** was linear. Since the lowest value of linear by linear (Chi)² was (207.754) $>$ its tabulated one that's previously mentioned, at the same level of sig. or (0.05), with a (DF) equal to (16) while sig. or (*P*) was approximately (0.00) in all times as well. The **direction** of this relationship has been proved to show a directly proportional one, the values of the regression coefficient or (β), those previously confirmed by the significance of both F-ratio and T-test, were positive-signal ones and ranging between (+0.580) and (+0.716). With regard to the **strength**, it was strong in terms of the direction as well as the form, since the lowest values of both (R) and (R)² were (0.835) and (0.697) respectively. Those were positive and $>$ (0.80) in the case of (R), while they were far $>$ (0.50) in the case of (R)². All these values could be relatively shown in detail by the Table (5).

Interpretative Discussion:

Committing with the positivism orientation prelude hinted, the results gotten above through the statistical examination to the above mentioned hypothesis **number (1/2)** could be realistically justified, just within the context of what has been asked for before, by the research questionnaire. When considering that Menoufia University management has failed to hit the **impact factors relevant to the academic staff Individual-to-job motives**.

In other words, it was not able through the workable motivation function and/or process - in terms of; the incentive system bases of establishment, incentive system contents or included incentives and incentive system conditions of application - to be that sensitive in targeting the impact factors relevant to such motives.

As a consequence, it was not that fairly effective to simulate, trigger, energize, or even properly move these motives toward the correct directions, which more likely lead to better levels of staff performance, as it should normally occur.

The failure of Menoufia university management to target the **individual-to-job relevant motives' impact factors** could practically return to its lack of consideration to these motives impact factors vulnerability to change, throughout the phases of the staff work life cycle. Not only from just one phase to another, as the focused on in this research, but also could be during the one or single certain phase. Some of these failure aspects are shown below:

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between considering the job sort to be more fitting to education and considering it to be more fitting to experience.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between considering the Job nature to be more technical and considering it to be rather more administrative.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between estimating job importance according to personal view and evaluating the job importance according to an organizational view.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between judging job attractiveness in terms of very self-biased tendencies and going into perceiving its attractiveness in terms of others' externally objective eye.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between reading the job duties as theoretically formal dictated by the description and reading them in terms of practically value added through practicing.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between job commitment at the minimum of legal caution and the maximum feeling of job as self-responsibility.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between running job affairs dependently or under others' supervision and being relatively more independent or self-performing.

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between having a big room of job relations' interfaces and having a big room of job relations' integrations.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between the less significance given to the job position and the more significance given to it later on.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between performing job with more resistance to the deficiencies and performing it with more acceptance to them.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between the job cooperation through individual work and the job cooperation within a team and/or group work.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between accepting the job less contribution in organization objectives at the beginning of work and looking for a gradually bigger job contribution in achieving such objectives.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between judging the job value depending on tangible basis and judging its value depending on intangible criteria.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between one who is showing flexibility concerning the decision of the job path changing and one who is showing big rigidity in taking such a decision.

Testifying the Hypothesis (1/3):

Statistical Examination:

The compound or five-dimensional relationship statistically examined herein, was between; the variable (B3) represented in detail by the single sub-variables contained by it, which are (B3/1), (B3/2), (B3/3), (B3/4), (B3/5), (B3/6), (B3/8), (B3/9), (B3/10), (B3/11), (B3/12), (B3/13), and (B3/14) on the one hand, and the variables (A1), (A2), (A3),

(A4) and (A5), each collectively represented in particular by the mode of its included sub variables, those in order were (A1/1-1/14), (A2/1-2/14), (A3/1-3/14), (A4/1-4/14), and (A5/1-5/14) on the other hand.

The same relationship has thoroughly been shown before by the sub-sub-hypotheses (1/3/1), (1/3/2), (1/3/3), (1/3/4), and (1/3/5) respectively, for simply expressing every single case concerning each of the varied five phases of the Menoufia university academic staff work-life cycle, those are from age (21 to 30), (31 to 40), (41 to 50), (51 to 60) and, (61 to 70) years. As a consequence, the null sub-hypothesis (1/3) that was based upon the non-existence of any statistically indicative significant relationship between; the failure of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle on the one hand, and the failure of the university management to target, trigger, stimulate, energize or particularly hit, throughout the motivation function the academic staff **individual-to-organization relevant changing motivates' impact factor** during such different phases of their work-age, has been rejected. On the contrary the alternative one that was based upon the existence of such a relationship has been accepted. This was shown by the **Table (6)** that has been solely developed - due to the room unavailability - to replace in brief through each one of its single five rows, another extended five tables each contains fourteen lined up rows. Those could be separately used in detail to express each of the sub-sub-hypotheses included in this sub-hypothesis. The verification of the contradicting hypothesis was statistically justified according to many phases through two main steps.

At the level of significance, or generalization on the whole population - that's considered herein, despite of using the enumeration or census, because of the short or lack of achieving all the responses of the full research population target members - this relationship in all the different phases of the staff work life cycle has significantly been certified. As the minimum calculated value of (Chi)² according to both person and likelihood were (424.626) and (401.508) > the equivalent tabulated ones those were (26.3) and (32.00), at level of sig. (0.05) and (0.01) respectively, and (DF) equal to (16). The sig. or (*P*) value was approximately (0.00) at all times.

At the level of denotation, this relationship, in all the different phases of the staff work life cycle, has been confirmed as statistically indicative one as well. In terms of the **type** it represents sort of causality, since the lowest values of both the calculated (F) and

(T) were (563.892) and (23.746) in order > their parallel tabulated values, which were for (F) and (T) equal to (3.92) and (1.98) in sequence at the level of sig. (0.05), with a (DF) equal to (1,298) and (299) respectively. The highest sig. or (*P*) of both (F) and (T) was approximately (0.00) in all cases. Moreover, this relationship concerning the **form** was linear. Since the lowest value of linear by linear (Chi)² was (194.334) > its tabulated one that's previously mentioned, at the same level of sig. or (0.05), with a (DF) equal to (16) while sig. or (*P*) was approximately (0.00) in all times as well. The

direction of this relationship has been proved to show a directly proportional one, the values of the regression coefficient or (β), those previously confirmed by the significance of both F-ratio and T-test, were positive-signal ones and ranging between (+0.581) and (+0.683). Regarding the **strength**, it was strong in terms of the direction as well as the form, since the lowest values of both (R) and (R)² were (0.810) and (0.667) respectively. Those were positive and > (0.80) in the case of (R), while they were far > (0.50) in the case of (R)². All these values could be shown in detail by the same Table (6).

Table (6): The Relationship Between the Failure to Get the Academic Staff Properly Motivated and the Failure to Target Effectively the Individual-to-Organization Relevant Motives' Impact Factor, During The Five Phases of the Work-Life.

Code of Phase & Age	Code of Hypo. & Var.	Testifying the Relationship						Testifying its Denotation						
		Pearson (Chi) ²		Likelihood Ratio (Chi) ²		Linear by Linear (Chi) ²		Type, Direction, Form and Strength						
		Cal. value	Sig. (<i>P</i>)	Cal. value	Sig. (<i>P</i>)	Cal. value	Sig. (<i>P</i>)	Cal. (F)	Sig. (<i>P</i>)	Reg. Co. (β)	Cal. (T)	Sig. (<i>P</i>)	R	R ²
F1 Age (21-30)	H ₀ 1/3/1 B3&A1	424.626	0.000	401.508	0.000	194.334	0.000	668.509	0.000	0.651	25.856	0.000	0.832	0.692
F2 Age (31-40)	H ₀ 1/3/2 B3&A2	552.399	0.000	452.855	0.000	216.919	0.000	937.689	0.000	0.657	30.622	0.000	0.871	0.759
F3 Age (41-50)	H ₀ 1/3/3 B3&A3	547.185	0.000	445.906	0.000	216.638	0.000	563.892	0.000	0.581	23.746	0.000	0.810	0.657
F4 Age (51-60)	H ₀ 1/3/4 B3&A4	517.481	0.000	421.423	0.000	222.518	0.000	763.434	0.000	0.683	27.630	0.000	0.849	0.721
F5 Age (61-70)	H ₀ 1/3/5 B3&A5	493.893	0.000	407.988	0.000	214.020	0.000	1255.99	0.000	0.661	35.440	0.000	0.900	0.809

Source: Based upon the Empirical Study.

Interpretative Discussion:

Committing with the positivism orientation prelude hinted, the results gotten above through the statistical examination to the above mentioned hypothesis **number (1/3)** could be realistically justified, just within the context of what has been asked for before, by the research questionnaire.

When considering that Menoufia University management has failed to hit the **impact factors relevant to the academic staff Individual-to-organization motives**. In other words, it was not able through the workable motivation function and/or process - in terms of; the incentive system bases of establishment, incentive system contents or included incentives and incentive system conditions of application - to be that sensitive in targeting the impact factors relevant to such motives.

As a consequence, it was not that fairly effective to simulate, trigger, energize, or even properly move these motives toward the correct directions, which more likely lead to better levels of staff performance, as it should normally occur. The failure of Menoufia university management to target the **individual-to-**

organization relevant motives' impact factors could practically return to its lack of consideration to these motives impact factors vulnerability to change, throughout the phases of the staff work life cycle. Not only from just one phase to another, as the focused on in this research, but also could be during the one or single certain phase. Some of these failure aspects are shown below:

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between the committed to organization and being in loyalty to it.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between tending to the follow the organization formal communication and tending to have wider zoon of informal relations.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between tending to the

reserved interpersonal relations and tending naturally to a very friendly open form of interpersonal relations.

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between considering the organization entity in terms of its goodwill to considering the organization entity in terms of its good reputation.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between considering organization size in terms of its very tangible existence and considering organization according to its environmental effect.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between looking forward to a relatively dynamic organizational climate and looking forward to a relatively stable organizational climate.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between considering the appearance of the organization as an attractive building and considering its layout, rooms, and facilities as a comfortable place.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between looking at the organization site as an easy reachable place of work and looking at the site as an electronically most accessible place of work.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between classifying organization activity as purely technical and classifying it as socially based technical activity.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between interesting in organization support in the form of essential pay and interesting in it as pay plus some other provided services as well.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between considering organization stress as relatively resulted from

tangible work aspects and considering organization stress as relatively resulted from intangible work aspects.

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between supporting acute radical forms of organizational change and supporting the gradually chronic form of organizational change.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between interesting in organization work-life technical quality and interesting in its work-life societal quality.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between keeping the organization success and pushing toward the development of organization gains.

Testifying the Hypothesis (1/4):

Statistical Examination:

The compound or five-dimensional relationship statistically examined herein, was between; the variable (B3) represented in detail by the single sub-variables contained by it, which are (B4/1), (B4/2), (B4/3), (B4/4), (B4/5), (B4/6), (B4/8), (B4/9), (B4/10), (B4/11), (B4/12), (B4/13), and (B4/14) on the one hand, and the variables (A1), (A2), (A3), (A4) and (A5), each collectively represented in particular by the mode of its included sub variables, those in order were (A1/1-1/14), (A2/1-2/14), (A3/1-3/14), (A4/1-4/14), and (A5/1-5/14) on the other hand. The same relationship has thoroughly been shown before by the sub-sub-hypotheses (1/4/1), (1/4/2), (1/4/3), (1/4/4), and (1/4/5) respectively, for simply expressing every single case concerning each of the varied five phases of the Menoufia university academic staff work-life cycle, those are from age (21 to 30), (31 to 40), (41 to 50), (51 to 60) and, (61 to 70) years. As a consequence, the null sub-hypothesis (1/3) that was based upon the non-existence of any statistically indicative significant relationship between; the failure of Menoufia university management to get the academic staff properly motivated throughout the various phases of their work-life cycle on the one hand, and the failure of the university management to target, trigger, stimulate, energize or particularly hit, throughout the motivation function the academic staff **individual-to-environment relevant changing motivates' impact factor** during such different phases of their work-age,

has been rejected. On the contrary the alternative one that was based upon the existence of such a relationship has been accepted. This was shown by the **Table (7)** that has been solely developed - due to the room unavailability - to replace in brief through each one of its single five rows, another extended five tables each contains fourteen lined up rows. Those could be separately used in detail to express each of the sub-sub-hypotheses included in this sub-hypothesis. The verification of the contradicting hypothesis was statistically justified according to many phases.

At the level of significance, or generalization on the whole population - that's considered herein, despite of using the enumeration or census, because of the short or lack of achieving all the responses of the full research population target members - this relationship in all the different phases of the staff work life cycle has significantly been certified. As the minimum calculated value of $(\text{Chi})^2$ according to both person and likelihood were (485.792) and (394.923) > the equivalent tabulated ones those were (26.3) and (32.00), at level of sig. (0.05) and (0.01) respectively, and (DF) equal to (16). The sig. or (*P*) value was approximately (0.00) at all times.

Table (7) The Relationship Between the Failure to Get the Academic Staff Properly Motivated and the Failure to Target Effectively the Individual-to-environment Relevant Motives' Impact Factor, During The five Phases of the Work-Life Cycle.

Code of Phase & Age	Code of Hypo. & Var.	Testifying the Relationship						Testifying its Denotation						
		Pearson (Chi) ²		Likelihood Ratio (Chi) ²		Linear by Linear (Chi) ²		Type, Direction, Form and Strength						
		Cal. value	Sig. (<i>P</i>)	Cal. value	Sig. (<i>P</i>)	Cal. value	Sig. (<i>P</i>)	Cal. (F)	Sig. (<i>P</i>)	Reg. Co.(β)	Cal. (T)	Sig. (<i>P</i>)	R	R ²
F1 Age (21-30)	H ₀ 1/4/1 B4&A1	565.816	0.000	477.381	0.000	247.328	0.000	792.472	0.000	0.622	28.151	0.000	0.853	0.727
F2 Age (31-40)	H ₀ 1/4/2 B4&A2	576.799	0.000	448.380	0.000	245.050	0.000	842.070	0.000	0.632	29.018	0.000	0.860	0.739
F3 Age (41-50)	H ₀ /4/3 B4&A3	509.772	0.000	436.610	0.000	239.635	0.000	794.580	0.000	0.630	28.188	0.000	0.853	0.728
F4 Age (51-60)	H ₀ 1/4/4 B4&A4	521.387	0.000	424.556	0.000	240.355	0.000	1306.532	0.000	0.715	36.146	0.000	0.903	0.815
F5 Age (61-70)	H ₀ 1/4/5 B4&A5	485.792	0.000	394.923	0.000	225.966	0.000	941.604	0.000	0.694	30.686	0.000	0.872	0.761

Source: Based upon the Empirical Study.

At the level of denotation, this relationship, in all the different phases of the staff work life cycle, has been confirmed as statistically indicative one as well. In terms of the **type** it represents sort of causality, since the lowest values of both the calculated (F) and (T) were (792.472) and (28.151) in order > their parallel tabulated values, which were for (F) and (T) equal to (3.92) and (1.98) in order at the level of sig. (0.05), with a (DF) equal to (1,298) and (299) respectively. The highest sig. or (*P*) of both (F) and (T) was approximately (0.00) in all cases. Moreover, this relationship concerning the **form** was linear. Since the lowest value of linear by linear (Chi)² was (225.966) > its tabulated one that's previously mentioned, at the same level of sig. or (0.05), with a (DF) equal to (16) while sig. or (*P*) was approximately (0.00) in all times as well. The **direction** of this relationship has been proved to show a directly proportional one, the values of the regression coefficient or (β), those previously confirmed by the significance of both F-ratio and T-test, were positive-signal ones and ranging between (+0.622) and (+0.715). With regard to the **strength**, it was strong in terms of the direction as well as the

form, since the lowest values of both (R) and (R)² were (0.853) and (0.727) respectively. Those were positive and > (0.85) in the case of (R), while they were far > (0.50) in the case of (R)². All these values could be relatively shown in detail by the Table (7).

Interpretative Discussion:

Committing with the positivism orientation prelude hinted, the results gotten above through the statistical examination to the above mentioned hypothesis **number (1/4)** could be realistically justified, just within the context of what has been asked for before, by the research questionnaire. When considering that Menoufia University management has failed to hit the **impact factors relevant to the academic staff Individual-to-environment motives**. In other words, it was not able through the workable motivation function and/or process - in terms of; the incentive system bases of establishment, incentive system contents or included incentives and incentive system conditions of application - to be that sensitive in targeting the impact factors relevant to such motives.

As a consequence, it was not that fairly effective to simulate, trigger, energize, or even properly move these motives toward the correct directions, which more likely lead to better levels of staff performance, as it should normally occur.

The failure of Menoufia university management to target the **individual-to-environment relevant motives' impact factors** could practically return to its lack of consideration to these motives impact factors vulnerability to change, throughout the phases of the staff work life cycle. Not only from just one phase to another, as the focused on in this research, but also could be during the one or single certain phase. Some of these failure aspects are shown as follows:

- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between; adopting a generally known societal look at the job fieldwork and having a personally particular look at the job fieldwork.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between the self satisfaction concerning the job performance and others' satisfaction concerning such a job performance.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between being highly tended to base the job value upon the payment and highly tended to base its assessment upon considering the value-added.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, between considering the pay for work and considering the competitive pay for similar work.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between unnecessarily excessive use of technology and the required level of using it further to people.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of the work-life cycle, between regularly applying laws and bylaws as text and fixed wording and applying these laws with too much consideration to the soul and meanings beyond words.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between just avoiding falling personally in legal mistakes and positively supporting the wide fulfillment of the legal rules for being collectively safe.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between considering only the orientation taken by the organization and considering the whole country orientation as the course within which the former works.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between considering the performance of job in politically stable circumstances and being ready for performing it even in politically unstable ones. Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between considering the artificially specified environment of work and considering the effect of vulnerability to naturally obligatory factors.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between adopting safely the traditional values in practicing the job and adapting these practices to fit the currently modern trends.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between committing with the people bases artificially made for performing the work and the conscientiously committing with the work duties due to a deeper background of religious and other cultural origins.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change that's ranging throughout the five phases of the work-life cycle, between trying to make the demographic aspects fitting to the job and trying oppositely to fit satisfactorily the job to demographic aspects.
- ▶ Management has failed to be sensitive in considering the motivation's impact-factor change, that's ranging throughout the five phases of their work-life cycle, Between considering the role to be done by the individual toward his community is separable from his role in

organization and considering both the individual's roles are actually inseparable.

Conclusions and Recommendations:

To sum up, In the light of the tautological establishment of the alternative hypothesis that contradicts with the research main null hypothesis number (1), normally through the statistical proving of the correction of the alternative sub-hypotheses that are opposing to those five null hypotheses numbers (1/1), (1/2), (1/3), (1/4) and (1/5), which have included by the latter, there have been three obvious conclusions to reach:

- ▶ First, the Menoufia University management has failed to get the academic staff members properly motivated in all the different phases of their work-life cycle. This was indicated by its insensitivity to those academic staff members' perceptions, tendencies, attitudes, aptitudes, capabilities, achievements, orientations, benefits, needs, requests, concerns, desires, interests, and ambitions.
- ▶ Second, the Menoufia University has failed to target through motivation function and/or process - at the level of incentive system, included incentives, and conditions of application - the academic staff motivates' impact factors, those relevant to the individual himself, individual-to-job, the individual-to-organization, and the individual-to-environment. This occurs during all the five phases of their work-life cycle as well.
- ▶ Third, the failure of Menoufia University to get the academic staff members properly motivated is statistically - at the level of significance and/or denotation - return to its failure to target effectively the academic staff members motives' impact factors, those relevant to the individual himself, individual-to-job, the individual-to-organization, and the individual-to-environment. This case is withdrawn on all the five phases of their work-life cycle.

As so, there were three axes to recommend through, as a bit extendedly shown below:

At the level of means or incentives:

Herein we highlight the initial conditions those generally should be considered in motivating people out and in, or in other words generally in life outside the organization and specifically in life inside them. They are collectively representing the base line or prerequisite for building the incentive systems, which are expected to target the people's motive impact factors. These conditions could be argumentatively suggested as follows:

- ▶ Incentive systems no way should be full; it is a matter of must to contain two types of incentives the positive and negative ones with two deferent natures in each type which are tangible and intangible.
- ▶ Some people used to have a positive base in motivation, those automatically doing the work regardless of the consequences. They pray for god because they should do.
- ▶ Some of those positively-based in motivation, will be exceptionally in need for being motivated according to negative basis.
- ▶ Some people used to have a negative base in motivation, those doing the work because they feel frightened of failure consequences. They pray to god because they are frightened of hell.
- ▶ Some of those negatively-based in motivation, will be exceptionally in need for being motivated according to positive basis.
- ▶ When motivating people according to the type - positive or negative - we should consider the individual himself first and then the surrounding environmental circumstances affecting him.
- ▶ When motivating people according to the nature, tangible or intangible, we should consider the environmental circumstances surrounding and/or affecting the individual first and then considering the individual himself.
- ▶ Between applying the type and nature of motivation manager has a big magnitude and/or room for estimation, this was pointed out in the previous two items by saying "and then".
- ▶ As a base, poor people used to be motivated according to tangibles, this is may occur due to the urgent need for money to satisfy the priory basic needs.
- ▶ Some poor people exceptionally will never be motivated but through intangibles, those, as said in Koran, despite of their poorness and in dire need, look to the one who does not know them, as if they are rich because they feel satisfied and refuse to beg people or ask for money.
- ▶ Those poor people, who are exceptionally motivated through intangibles, may return to the base, or become tangibly motivated due to some urgently intangible reason, i.e. they are able to be patient concerning their needs but unable to be patient concerning their kids' needs.
- ▶ As a base rich people used to be motivated according to intangibles, this may occur due to the lack of formally social positioning, i.e. some rich people go to the election competition just to be known as a member of parliament, one of the state governors, or even republic president.
- ▶ Some rich people exceptionally will never be motivated but through tangibles, those, as said in

Prophet Mohamed Hadith, despite of their richness, if they got two mountains or valleys of gold they will ask for another one to utilize in earning their living.

- ▶ Those rich people, who are exceptionally motivated through tangibles, may return to the base, or become intangibly motivated due to some urgently tangible reason, i.e. they give money for charity to get the people's eyes blind concerning the big wealth they have.
- ▶ People could be motivated according to positive and negative incentives together. For example, saying to some one that he is excellent in every thing but nervousness. Or promising with a prize of 200 \$ to the employee who can accomplish a certain task, then when he was partially able to achieve just a half of such a task, he was given only 100 \$. So he will feel positive as well as negative motivated, due to the 100 \$ he got and the 100 \$ he lost.
- ▶ People could be motivated simultaneously according to intangibles in conjunction with tangibles and vice versa, this happened when making a party for someone's success and giving him a material prize.

Without these prelude conditions it is hardly to establish an incentive system that could be able to hit the motives' impact factors.

At the level of fitting or review:

Some indicators have to be proficiently actualized to check periodically, if not continually, whether the incentive function and/or process - at the level of, the incentive system, the conditions of applying it, and the type and nature of incentives - is successfully targeting throughout the staff's work-life years and decades, the changing in both the individual and group motivation factor change.

This shouldn't be looked at as an ignorable task. Rather it has to be considered as the core task to actualize effective motivation systems in our contemporary and modern organizations those very vulnerable to the human resource characteristics' fast change.

Future Research:

Within the context of considering this research highly related subjects, which could be academically as well as practically important in the future, the following topics would have the priority to propose:

- ▶ Evaluating management sensitivity/insensitivity to the gender-based motivation impact factor change.

- ▶ Evaluating management sensitivity/insensitivity to the nationality-based motivation impact factor change.
- ▶ Evaluating management sensitivity/insensitivity to the social status-based motivation impact factor change.
- ▶ Evaluating management sensitivity/insensitivity to the education level based motivation impact factor change.

Evaluating management sensitivity/insensitivity to the learning and/or experience-based motivation impact factor change.

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