

## Higher education in Lebanon: an empirical investigation on the academic reward system

*Высшее образование в Ливане: эмпирическое исследование системы вознаграждений в академической среде*

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### Аннотация

В статье представлено исследование системы вознаграждений в академической среде Ливана. Осуществлен обзор системы высшего образования в Ливане в целом, раскрыта природа вознаграждений и системы вознаграждений в академической среде на основе аналитического обзора литературы. Способы вознаграждения разделены на две группы: внутреннее вознаграждение и внешнее вознаграждение. Основываясь на результатах опроса 265 преподавателей, работающих в учреждениях высшего образования Ливана, проанализирована система вознаграждений с использованием метода описательной статистики. В результате исследования подтверждена гипотеза об отсутствии сформировавшейся системы вознаграждений в академической среде Ливана. Выявлено, что преподаватели обладают высоким потенциалом, который остается неиспользованным; стремятся развивать и совершенствовать свои профессиональные навыки, но этот процесс не организован; знают об основных направлениях академической деятельности, но их участие в ее совершенствовании не вознаграждается; наконец, преподаватели ориентированы на успех университета, в котором работают, несмотря на довольно низкую заработную плату. Кроме того, спорным остается вопрос равенства и справедливости.

**Ключевые слова:** академическая система вознаграждений, преподавательский состав, высшее образование, мотивация, решение о вознаграждении, SPSS.

### Abstract

The study discussed in this article investigates the fact of the academic reward system in Lebanon. We first present an overview on the higher education system in Lebanon, and then we examine the nature of rewards and academic reward system in the relevant literature. After related literature review, reward practices have been handled in two groups as intrinsic rewards and extrinsic rewards. In the sample, which consists of 265 academic staff working for higher education institutions in Lebanon, academic reward system practices of universities on staff results have been analyzed. The results of this survey are analyzed through descriptive analysis. As the main finding of the research, it has been determined that in the Lebanese higher education industry, a well-defined academic reward system is absent. The higher education staffs are promising but are not appreciated, willing to grow and develop but are not recognized, ambitious but are not involved, aware of academic objectives but are not appraised, intrinsically oriented although they are not compensated well. Additionally, equality and fairness are highly questionable.

**Keywords:** academic reward system, academic staff, higher education, motivation, reward decision, SPSS.

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### Introduction

The academic staff of higher education institution is a critical resource to institutions' success. Academic staff, in particular, accounts for a substantial constituent of the budget of higher education institutions and has a key role to play in achieving the mission of the institution. The performance of academic staffs (instructors, researchers, managers, and other human resources aspects of the university) determines to a large extent, the quality of the student experience of higher education and has a significant impact on student learning and thereby on the contribution that such institutions can make to the society.

According to Rowley [45], most higher education institutions have an implicit or explicit mission statement to offer a high quality learning experience to all their students. For him, academic staffs manage this learning experience and are the main interface with students. Consequently, their motivation is crucial in determining the quality of this interface. Similarly, Lapsley and Mitchel [32] argued that the quality of academic staff and how they are trained, recruited, rewarded, utilized and motivated are crucial to the effectiveness of a higher education institution. As the motivation is concerned, reward system is an important tool for management use to channel employees' motivation in desired ways [39].

### Higher Education System in Lebanon

Lebanon's higher education is the oldest in the region and dates back to 1866 when the American University of Beirut (AUB) was founded, followed by the University of Saint Joseph (USJ) in 1875, then by the Lebanese American University (LAU) in 1947 as a Beirut College for Women. The

Lebanese University (LU) was founded in 1951. Haigazian University (HU) was founded in 1955, followed by the Beirut Arab University (BAU) in 1960 in collaboration with the Egyptian University of Alexandria [28].

By the academic year 2013–2014, there have been 42 higher education institutions operating in Lebanon [14]. Of these institutions of higher education, the Ministry of Education and Higher Education classified thirty two (32) as universities, seven (7) as university colleges, and three (3) as religious university colleges. The Lebanese University is the only public university; the remaining institutes are private. Approximately 192 522 students are enrolled in the institutes of higher education, with foreign students and females comprising around 13.6% and 53.9% respectively of the higher education cohort [15]. Around 38% of students are enrolled in the Lebanese University [15]. About 25 664 staff members are working in the institutes of higher education, with teaching and research staff around 74.75% and administrative staff around 25.24%, while 41% of the overall staffs are females [15].

The higher education establishments offer a variety of programs with Arabic, French and English being the medium of instruction. The educational programs offered at most of the universities are geared toward satisfying the local and regional labor market needs. Although the Lebanese government does not recognize degrees attained through distance learning from abroad, four universities opened their offices in Lebanon in 1999 and total enrolment was estimated at 200 students [42]. Higher education institutions are distributed geographically among Lebanese territory with 70% institutions located in the Greater Beirut area [42].

The government funds the Lebanese University, the only public institution in the country. Tuition fees and private donations usually fund private universities. The cost of education varies considerably depending on the type of institution, and the Anglo-Saxon universities seem to charge the highest fees [41].

According to Nauffal [42], the higher educational system in Lebanon is characterized by openness; this is reflected in the vast array of local and foreign, religious and secular institutes that exist in Lebanon. The diversity of the historical origins of these institutes is as substantial as the multiplicity of the organizational structures, the modes of institutional governance and management, the ethos of the academic profession, the rhythm of academic life, the language of instruction, the procedures for academic assessment and examination, and myriad other elements. The institutional patterns followed by the universities of Lebanon are derivatives of the French, American, and Egyptian referential models of the modern university with appropriate adaptations to particular circumstances [23].

There is no single governance model adopted in the Lebanese universities. Each institution has its own governance [28]. Building on the reported diversity of modes of governance, cultures and styles, there would be a vast array of rewarding patterns adopted by Lebanese universities [22].

A survey of the existing literature reveals that there is no previous research on the academic reward system undertaken in the context of Lebanon. This study aims at investigating the academic reward system in Lebanon, at making recommendations for change and reform in the reward schemes adopted by universities. Especially when designing new reward systems and modifying current ones, these recommendations can serve as guidelines for institutional reference and benchmark.

### *Relevant Literature*

#### The nature of rewards

Reward was defined by Minden (1982) as any strengthened behavior followed immediately by a positive reinforcement. According to Vroom [51], it is clearly stated that employees' effort is increased when rewards are offered. Likewise, Ballentine [3] stated that the purpose of reward is to recognize excellent job performance, provide feedback, make it easier to get work done, encourage employees to be more productive and help management achieve their goal. From the discussion of Cameron and Pierce [13], an effective reward system requires

- i) an experimental attitude;
- ii) continual fine-tuning of the system;
- iii) input from people within the system and
- iv) ongoing evaluation of the effectiveness of the system.

The authors also found that the effective reward system leads to

- i) increased satisfaction for employees;
- ii) recognition of accomplishments;
- iii) a desire to attain high standards;
- iv) a means to achieve personal and social goals;
- v) high productivity and
- vi) feeling of competence and freedom.

Rewards were defined to include all types of benefits, from cash payments to working conditions [19, p. 43]. And it is seen in the literature that reward practices of businesses are mostly analyzed under the classification

Table 1 – Distribution of students and staffs among the primarily established universities, (CERD 2012) [15]

Institution	Students				Total	Staff		Total
	M	F	L	F		T	A	
AUB	3945	3881	5993	1833	7826	1094	322	1416
USJ	3443	5919	8944	418	9362	1832	493	2325
LAU	3140	3180	5040	1280	6320	524	299	823
LU	25 430	48 268	66 289	7409	73 698	5163	2023	7186
HU	271	394	604	61	665	101	53	154
BAU	6700	4692	7828	3564	11 392	833	597	1430

Students: M – Male, L – Lebanese, F – Foreign; Staff: T – Teaching, A – Administrative

of intrinsic and extrinsic rewards [35, 40]. Organizations offer intrinsic and extrinsic rewards to members for the purpose of improving human resources outcomes [35]. Intrinsic rewards are those that exist in the job itself. Examples are achievement, variety, challenge, autonomy, responsibility, and personal and professional growth. They also include status, recognition, praise from superiors and co-workers, personal satisfaction, and feeling of self-esteem [35, p. 43]. Intrinsic rewards increase feelings of self-esteem and accomplishment [29, p. 261].

Intrinsic rewards are derived from the content of the task itself and include such factors as interesting and challenging work, self-direction and responsibility, variety, creativity, opportunities to use one's skills and abilities, and sufficient feedback regarding the effectiveness of one's efforts [40, p. 366]. Intrinsic rewards help reinforce team identity and esprit de corps. In addition, intrinsic rewards can be very reinforcing to team members because these rewards can be consumed immediately, unlike extrinsic rewards that are likely to be used to pay off debts or be put in the bank for future use [2, p. 44].

Extrinsic rewards are external to the job itself. They comprise such elements as pay, fringe benefits, job security, promotions, private office space, and the social climate. Other examples include competitive salaries, pay raises, merit bonuses, and such indirect forms of payment as compensatory time off [35, p. 43, 40, p. 366]. Extrinsic rewards are used to show that the company is serious about valuing team contributions to quality.

#### The Academic Reward System

The academic reward system acts as a source of motivation for faculty. Austin and Gamson [1] argued that reward systems operate as an important source of extrinsic motivation for faculty. As faculty receive professional development or travel funds, awards, merit pay, contract renewal, and tenure or promotion, they are receiving positive feedback that encourages them to behave in one

way or another, such as to continue a specific research agenda or to take on more advice for the department.

Likewise, Blackburn and Lawrence's [9] research showed that it is the dynamic interaction between social knowledge (what the faculty member sees his/her social environment valuing) and self-knowledge (what the faculty member believes he/she does best and wants to do) that shapes faculty behavior. Such research is consistent with studies on other highly autonomous professionals such as physicians, government personnel, and entrepreneurs who work in complex organizations for whom reward systems act as one of many potential motivators [11, 18, 47].

Several studies have been done which show that colleges and universities that put parental leave programs in place for faculty during the pre-tenure years increase faculty satisfaction and overall success of women faculty [43]. Recognition within the reward system and institutional support has been found important to faculty in their decisions about work activities [44].

Chism [16, p. 589] observes that "teaching awards have become a standard feature of the reward system at most colleges and universities." While most institutions also have research and service awards [38], teaching awards have been among the most studied. Menges observed that they may be seen as "an inexpensive way to satisfy an institution's commitment to honor teaching" [38, p. 6]. Appointment to editorial boards, disciplinary association awards, and award of federal and foundation research funding are also important elements of a reward system. They not only operate more as regard within a discipline but also impact how an institution regards the faculty members [12, 26, 34].

Researchers have also observed several kinds of stressors that contribute to faculty propensity to leave an institution. Many of the factors found important to retention, organizational commitment, and satisfaction are embedded in faculty experience of their reward system – such as dissatisfaction with pay, equity in rewards like merit pay, workload, and course release [17, 31, 48].

Intrinsic and intangible rewards must also be considered key outcomes of academic reward systems. For example, each year, faculty report in significant numbers that they remain satisfied with the autonomy that they experience in their work, the meaningfulness of their work, relationships with students, and the ability to contribute to social change [21, 43, 46]. This is a trend despite faculty dissatisfaction with other elements of their reward system such as pay, recognition from senior colleagues, or the politics of promotion and tenure [50]. In particular, autonomy has been widely considered a major source of satisfaction [25], among faculty and though intangible needs to be considered a key reward that motivates faculty behavior [49].

Smart and Paulsen [49] cited another example of intrinsic or intangible rewards or penalties in reward systems is psychological contracts. According to [30] Psychological contracts are in part about expectancy. If a faculty member is promised a certain level of resources, workload assignment, and rewards at the time of hire, they develop a psychological contract with their organization that these promises will be kept. If they are then let down by the organization, via academic leaders or colleagues, and they believe that the institution and leaders had the resources to fulfill the promises they made and simply decided not to, the psychological contract has been broken and this will have a negative impact on intent to stay, satisfaction, and productivity.

Drawing on organizational psychology, human development, and socio-organizational perspectives, motivational theories consider the internal and external, intrinsic or extrinsic factors that come together to motivate individuals toward specific behaviors. Latham and Pinder [33, p. 2] define work motivation as “a set of energetic forces that originate both within as well as beyond an individual being to initiate work related behavior and to determine its form, direction, intensity and duration”. Bess [7] identified four theories or schools of motivation theory that are particularly applicable to faculty: need theories such as those by Maslow [36] and Herzberg [27], motive theories [37], job enrichment theories of Hackman and Oldman [24], and equity theory (Adams, 1965). Most of these theories assume that individuals have innate needs, acquire other needs, and are motivated by institutions that help them meet needs and achieve personal and professional goals.

Cognitive motivational theories used most often in higher education research have been expectancy theory [51], self-efficacy [4], sense making [52], and job characteristics theory [24]. Expectancy theory [51] has been applied by Bess [8] and Daly and Dee [17] with the Price–Mueller model of turnover intent. The theory assumes that individuals have

certain expectations for the structural aspects of their work, and that when these expectations are met; individuals are more likely to stay at their institution. Job characteristics theory posits that workers, including faculty, will thrive in their jobs and reward systems if they experience three critical psychological states: experienced meaningfulness of the work, experienced responsibility for work outcomes, and knowledge of results [5]. Higher levels of motivation in these three states are activated by five core characteristics of the job: skill variety, task identity, task significance, autonomy, and feedback from the job itself [5]. These theories are consistent with research on the satisfaction of faculty taken from being given autonomy in their work-lives [25]. One of the best interdisciplinary examples of the application of motivational theory to faculty was completed by Blackburn and Lawrence [9].

System theory also has been used to consider change in higher education and overall organizational behavior and has the potential to help us understand the influence of environmental characteristics on elements and outcomes of reward systems. In addition, the subfield of social systems theory focuses on how individuals and their personal characteristics interact with aspects of their social environment to influence behavior [6]. Senge [47] observes that when leaders master “systems thinking” or “the use of cognitive frameworks that emphasize seeing the interrelationships rather than things, for seeing patterns of change rather than static snapshots” they are better able to respond to change effectively. However, the system theory is not useful for predicting behavior or direct relationships between an individual and environment.

#### Research Design and Methodology

The study was conducted in higher education institutions in Lebanon and the subject of the study was the academic reward system.

**Sample Size:** While determining the sample size the formula of Paler-Calmorin and Calmorin, 2006 was utilized. This method was used because it is one of the best methods in determining the sample size in probability sampling. By using this formula and assuming the sampling error of 1% and 99% reliability a sample of 257 academic staff members were stratified and randomly selected. It is assumed that the standard value at 1% level of probability is 2.58 with 99% reliability and a sampling error of 1% or 0.01. Then the sample size is computed as:

$$n = \frac{N \cdot Z + Se^2 \cdot (1 - p)}{N \cdot Se + Z^2 \cdot p(1 - p)} \quad (1)$$

Where  $n$  – sample size,

$N$  – total number of population,

$Z$  – the standard value (2.58) of 1% level of probability with 0.99 reliability,

$Se$  – Sampling error (0.01),

$p$  – the population proportion.

Therefore,

$$n = \frac{25664 \cdot 2.58 + 0.01^2 \cdot (1 - 0.5)}{25664 \cdot 0.01 + 2.58^2 \cdot 0.5(1 - 0.5)} = 256.3378 \approx 257$$

Concurrently, a questionnaire was administered to the majority of academic staff in higher education institutions in Lebanon to determine the overall satisfaction with the reward systems. Special attention was given to the equal representation in the sample of faculty members from all faculties and schools at each university with emphasis on equal gender representation whenever possible. A pilot study was also conducted on a group of faculty members to test the validity of the questionnaire prior to its actual administration.

**Data collection:** the instruments utilized to collect data from the sample are questionnaire and interview.

**Questionnaire:** the study used a questionnaire to explore the case of the reward system at different universities. The target group of the study was the academic staff. The questionnaire has three parts. The first part contains questions about demographic factors while part two was prepared and designed to gain an understanding of the staff's opinion relating to how they expect the university to recognize and reward them. Part three of the questionnaire was designed to gain an understanding of the university's current reward system and to what extent it meets the staff's expectations.

**Interview:** interviews were conducted with key faculty members (deans, heads of departments, and officers who have been doing activities related to staff appraisal. Hence, the key faculty members' opinion on the reward system is included. In addition to the primary data, secondary data from published and unpublished documents (pamphlet, calendar, and policy documents), books, universities' websites and other related resources supplemented the study.

**Data Analysis:** the data collected from the respondents via the questionnaire were analyzed by calculating mean, standard deviation and Chi-square (test result is significant if less than 5%), Cross-Tab, Correlation and Regression by using SPSS.

## Results

Although this study was introduced to the majority of Lebanese universities, some universities declined the participation request, and others (including the Lebanese University) adopted the study and the questionnaire was

administered officially via university defined system to all academic staff. The participation rate recorded 265 responses from different Lebanese universities.

The first part of the questionnaire reflects the academic staff overall opinion relating to how they expect the university to recognize and reward them for their efforts.

Accordingly, the highest appraised reward was 'Feeling that staff work is valued and appreciated'. This is obvious through the mean (1.8046) of this reward and its percentage of 82.4%, followed by 'Opportunities for career growth and other professional developments, with mean (1.7214) and percentage of 76.7%. This result might be a reflection of the academic staffs' eagerness to growth and development. And, the interpretation of the least mean (1.4788) of 'bonuses and other financial incentives' and comparing it to the mean (1.8046) of 'Feeling that staff work is valued and appreciated' reflect the state of intrinsic motivated academic staff.

Interpretations of the above results reflect a highly aware (1.7471/.50119) but not appreciated academic staff (.8108/.74639; .9961/.73011); this might be also a reflection of the absence of a formal reward system or lack of a well-defined reward system.

In this section, respondents were asked to rate the motivational effect of a variety of intrinsic / extrinsic rewards, the highest rated reward (mean = 4.1318) was "Opportunities for promotion" then "Possibility for training, seminars and further education supported by the university" (mean = 4.0643), this reflects an intrinsic motivational orientation of the academic staff. The mean (3.9846) of the variable "a personal "thank you" or note of appreciation from coordinator, dean or colleagues" might also reflect a not appreciated academic staff.

The discussion on table 4 clearly exhibits that higher education institutions are not committed well to their academic staffs. The mean (0.7027) and (0.7695) represent a very low formal recognition given to staffs for their efforts. As well, the mean (8281; 0.9537) demonstrates a case of unequal recognition and biased treatment behavior by universities.

This part of the study reflects the exactitude of the reward system experienced by staffs. The absence of clear reward criteria (mean = .8810), lack of understanding of employees' nomination procedure for an award (mean = .8008), ambiguity of awards and gifts associated with the reward system (mean = .7211) and the lack of staff involvement (mean = .9010). This case justifies an argument that there's no formal or well-defined reward system at the higher education institutions level in Lebanon.

In the above part (таблица 7), respondents were asked to rate the importance of specific criteria as qualifications for an award. They rate outstanding performance mean (mean = 1.8118) and outstanding student services

Table 2 – Representation of the importance of the dimensions of rewards to Academic Staff

How important are the following to you? (0 – not at all important; 1 – some importance; 2 – extremely important)	N	Mean	Std. Deviation
Receiving a formal recognition for your effort in making a difference	259	1.5521	0.64112
Being recognized by management for your effort	264	1.6402	0.57454
Being recognized by colleagues and students for your effort	262	1.5611	0.63285
Receiving recognition for team accomplishments	261	1.5172	0.64203
Feeling a spirit of teamwork and cooperation among colleagues	263	1.7148	0.53006
Feeling that your work is valued and appreciated	261	1.8046	0.44304
Independence and freedom to influence work content and methods	260	1.6308	0.52193
Bonuses and other financial incentives	259	1.4788	0.64289
Provision of advanced work tools (computer, software, library...)	194	1.5979	0.59636
Possibility to achieve promotion	260	1.6115	0.60807
Challenging work tasks	262	1.5038	0.60488
Support and guidance of coordinators and other seniors	261	1.5364	0.59777
Opportunities for career growth and other professional developments	262	1.7214	0.54196
Participation in decision making	262	1.6336	0.59636

Table 3 – Representation of the importance of the dimensions of rewards to Academic Staff

Do you agree or disagree with the following statements (0 – strongly disagree; 1 – Neither agree nor disagree; 2 – strongly agree)	N	Mean	Std. Deviation
I am well aware of what is expected from my work	261	1.7471	0.50119
I have the materials and equipments to do my work properly	261	1.3870	0.68477
At work, I'm given the opportunity to do my best	258	1.3372	0.64120
In the past seven days, I've received recognition and praise for my work	259	0.8108	0.74639
My supervisor cares about me as a person	259	1.3822	0.65639
At work, I am encouraged for my development	261	1.2529	0.72672
The objectives of my university make me feel my job is important	262	1.3969	0.65717
My opinions are taken into account at work	262	1.3397	0.64555
My colleagues are committed to doing a quality work	258	1.2636	0.59203
I do not have a best friend at work	259	0.9228	0.73784
In the last 6 months, I've been appreciated for my progress	258	0.9961	0.73011
Last year, I was given ample opportunities to grow	259	1.0077	0.70432

(mean = 1.7154) as the most important criteria for deserving an award. Then, consistently doing a good job (mean = 1.7043), Focus on innovation (mean = 1.6824) respectively. The least rated criterion is Exceeding performance objectives (mean = 1.5276).

#### Discussion

The Demographic section analysis reveals that the participation rate of instructors 36.4 % was the highest among respondents, 54.3 % of the universities accommodate above 251 faculty members, 55 % of the academic staff age average is between 41–50 years old. Full time and part time staff constitute for 40.4 % and 59.0 % respectively, females are 48.1 % and males are 50.6 % of the higher education staff constituents in Lebanon.

It has been determined that among the highly rated (extremely important) attributes of an Academic Reward

System, the respondents mainly expect that such system should consider the following: appreciate and value their work 82.4 %, give opportunities for career growth and other professional developments 76.7 %, allow staff to participate in decision making 69.5 %, formally recognize their efforts 68.9 %, help them achieve promotion 67.7 %, permit work autonomy 65.1 %, facilitate provision of advanced work tools 65.6 %, permit 360° evaluation 63.7 %, promote team spirit accomplishments 59.8 %, allow for effective guidance from coordinators and seniors and provide adequate financial rewards 56.0 %.

It has been noticed that the academic staff are more intrinsically than extrinsically oriented; respondents more highly rate intrinsic rewards of high motivational effect on them than extrinsic rewards. A cross-tab analysis was done to investigate the relation between: employment status (Full time: Part time), gender (Female: Male) and specific

Table 4 – The Academic staff preferences among the variety of Intrinsic and Extrinsic Rewards

<b>Rate of motivational effect:</b> <b>1 – no motivational effect, 2 – low motivational effect, 3 – average motivational effect</b> <b>4 – good motivational effect, 5 – high motivational effect</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Researcher of the year award	251	3.6454	1.41625
A financial reward of a well-done project/research	252	3.7460	1.40821
Staff of the Attendance award	188	3.2500	1.39374
Award ceremonies of 10, 20 and 30 years of service	251	3.5697	1.43879
An article of you at work, published in the university's magazine	252	3.4206	1.46868
Lunch with seniors & colleagues in the university cafeteria as a reward	256	2.9492	1.31707
A personal "thank you" or note of appreciation from coordinator, dean or colleagues	260	3.9846	1.13889
Verbal praise of appreciation from the manager in front of the colleagues	259	3.5907	1.23674
Allowed to purchase the work tools and software of choice	193	3.1917	1.38049
Car benefits (only taxable value each month to be paid)	190	3.0895	1.39818
Housing benefits (only taxable value each month to be paid)	187	3.0695	1.48848
Challenging new assignments regularly	255	3.5059	1.26077
Private office rooms	192	3.6771	1.41047
Flexible office hours	192	3.7500	1.33028
Free medical services	190	3.8632	1.47006
Opportunities for promotion	258	4.1318	1.26847
Relaxation room for lunch breaks at the university's facilities	249	3.2972	1.42558
Possibility for training, seminars, and further education supported by the university	249	4.0643	1.33346
University's benefit programmes to gyms, public swimming pools and other exercising	182	3.2473	1.52669
Free tickets to movies, theatres, and cultural events and sports events	183	2.7541	1.53697
Benefits of getting help in cleaning the house	179	2.2011	1.44712
Displaying your name on the research display board	196	3.3878	1.43318

Table 5 – Staff evaluation of the university's delivery of recognition

<b>How well does the university perform in delivering the following:</b> <b>(0 – not at all well; 1 – about average; 2 – extremely well)</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Giving formal recognition for staff efforts to make a "difference"	259	0.7027	0.68230
Management recognizing staff whose efforts make a difference	256	0.7695	0.67853
Colleagues recognizing employees who are making a difference	261	0.8506	0.65390
Recognizing individual team members equally for their efforts	256	0.8281	0.65809
Building a spirit of teamwork and cooperation among colleagues	258	0.9574	0.67337
Demonstrating that your work is valued and respected	261	0.9502	0.69158
Treating staff equally	259	0.9537	0.94714
Recognizing and appreciating outstanding attendance	255	0.9020	0.86614
Recognizing years of service to the university	254	0.9291	0.87279

Table 6 – The Academic staff evaluation of the university reward system

<b>When you think about university's staff recognition program,</b> <b>to what extent do you agree or disagree with the following statements?</b> <b>(0 – strongly disagree; 1 – Neither agree nor disagree; 2 – strongly agree)</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The criteria for the reward programs has been clearly explained to me	252	0.8810	0.93286
I'm aware of the procedures for nominating an employee for an award	251	0.8008	0.91660
It doesn't take much time and effort to nominate employees for an award	191	1.0209	0.95674
The recipients of the employee awards are adequately publicized	186	0.9409	0.96520
I am aware of the gift awards associated with the program	190	0.7211	0.93779
I can select an award, if recognized, that will have value to me	192	0.9010	0.98979
Employee(s) of the Month Awards should be issued	191	1.4346	0.91459

Table 7 – The Academic staff selected criteria's as qualification for an award

Rate the importance of the following criteria as qualification for an award	N	Mean	Std. Deviation
Outstanding performance	255	1.8118	0.46518
Focus on innovation	255	1.6824	0.52971
Consistently doing a good job	257	1.7043	0.52858
Exceeding performance objectives	254	1.5276	0.58744
Performing efficiently	253	1.6285	0.54582
Exceeding service expectations	258	1.6202	0.55364
Demonstrated teamwork	256	1.6289	0.55217
Outstanding student services	253	1.7154	0.50202

types of rewards, the findings reflect an approximate equal orientation among female and male staffs toward intrinsic / extrinsic rewards. And as was expected, part time staffs are more extrinsically oriented than full time staffs; this result might be a reflection of the varying financial compensation satisfaction among full time staff and part time staff at the Lebanese universities.

It is obvious that the absence of a formal and a well-defined reward system is a hallmark of the academic system in Lebanon. This characteristic is notable despite the high awareness level among academic staff of what is expected of their jobs. This argument is supported by the fact that 77.8 % of the respondents declare that they are aware of what is expected of their jobs, 49.2 % feel proud of their university's objectives, 47.9 % feel that their supervisors care about them, while only 20.1 % have received recognition and appraisal during the data collection period, 26.4 % have been appreciated for their progress in the last six months, 25.1 % were given ample opportunities to grow during this year.

Fairness and equality at the higher education institution's level in Lebanon seem to be questionable, the following chart obviously show the varied fairness level perceived among part time and full time staffs and among male and female staffs.

Academic staffs' satisfaction with the current university reward system is very low; the following tables show that only 10.3 % of the staffs are satisfied, and 10.8 % only have received an award from the university.

Furthermore, 5.6 % of respondents report that they have nominated someone for an award, 23.8 % consider that the criteria for the recognition programs have been clearly explained to them, 19.5 %, consider themselves aware of the procedures for nominating an employee for an award, 27.7 % consider that nominating someone for an award doesn't take much time, 14.7 % are aware of the gift awards associated with the reward system while 53.9 % strongly agree on the issuance of Employee(s) of the Month Awards

## Conclusion

This study demonstrated the general case of the academic reward system in Lebanon. The major findings from this research study include the following:

As a main finding of the research, it has been determined that in the Lebanese higher education industry, a well-defined academic reward system is absent. The higher education staffs are promising but are not appreciated, willing to grow and develop but are not recognized, ambitious but are not involved, aware of academic objectives but are not appraised, intrinsically oriented although they are not compensated well. Additionally, equality and fairness are highly questionable.

It has also been determined that current academic reward systems, proposed and planned ones, should take the following into consideration:

- Assume developing a reward system, not only to satisfy academic staff, but also for the university purposes.
- Involve staff in the reward decisions.
- Consider a variety of adequate intrinsic and extrinsic rewards that fulfill both full time and part time staffs.
- Monitor equality and fairness in reward system structure and allocation.
- Publicize expectations, standards and nomination criteria.
- Shorten "performance appraisal period" and launch monthly awards.
- Align between rewards and other human resources decisions especially promotion.
- Consider teaching and team awards.
- Provide growth opportunities and development.

The outcome of this study states that the academic reward system is instrumental in shaping staffs results. Hence,



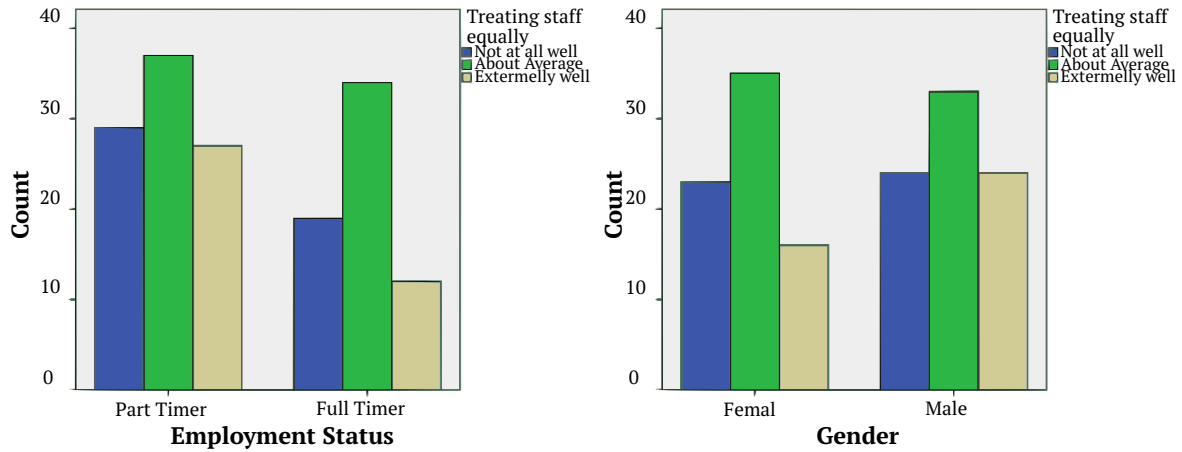


Figure 1 – Fairness and Equality according to employment status and gender

Table 8 – Staff overall satisfaction with the current rewards program offered by the university

		Frequency	Percent	Valid Percent	Cm. Percent
Valid	Very Satisfied	19	7.2	10.3	10.3
	Neither Satisfied nor Dissatisfied	88	33.2	47.6	57.8
	Not Satisfied	78	29.4	42.2	100.0
	Total	185	69.8	100.0	
Missing	No answer	80	30.2		
Total		265	100.0		

Table 9 – Rate of staff reception of awards by the university

Have you ever you received an award from the university	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Yes	21	7.9	10.8	10.8
	No	147	65.7	89.2	100.0
	Total	195	73.6	100.0	
Missing	No answer	70	26.4		
Total		265	100.0		

Lebanese universities’ seniors should identify performance related rewards and develop appropriate reward programs to reinforce these staffs’ results. In addition, they should consider allocating a specific budget to enhance employee and team morale, as well as to encourage and display higher people results.

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