

Institutional Performance of Scientific Research Deanships in Private Jordanian Universities and their Relationship to the Motivation of Scientific Achievement among Faculty Members

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Abstract

The study aimed to identify the institutional performance of scientific research deanships at Jordanian private universities and its relationship to the motivation of scientific achievement among faculty members, using the descriptive correlation method through a questionnaire distributed to a sample of (219) by (5%) of the study community of (4386) faculty members selected randomly from Jordanian private universities from the governorate of the capital Amman, and after conducting statistical analysis, the study concluded that the level of institutional performance of scientific research deanships in Jordanian private universities among faculty members came at an average level, and that the level of motivation for scientific achievement among the faculty members was to a degree. The study recommended to work on improving the strategies of the institutional performance level because of its impact on improving motivation to work in universities, and to conduct more studies dealing with institutional performance and achievement motivation and linking them with other variables.

Keywords: *institutional performance, deanships of scientific research, Jordanian private universities, motivation of achievement.*

Introduction

Institutions in the Twenty-First Century face a lot of technical, political, social and cultural challenges imposed by the data in the work environment, as these challenges impose more research and development on them in order to address them according to a thoughtful scientific approach, and universities are one of the institutions that operate in a dynamic environment that is constantly changing, and the world is facing multiple changes in all fields of education, scientific, economic and cultural; as a result of technological, scientific and administrative developments, and given that education does not live in isolation from these developments, but is directly affected by them, Management in educational institutions had to be prepared, qualified and trained Academically, scientifically, behaviorally and educationally to perform this role very

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effectively, and to be highly aware of modern educational and Organizational Developments.

Performance directly reflects the efforts of employees to get the organization's objectives, the experience, capabilities and skills of employees, which follow a set of requirements that include scientific qualifications, inclinations, interests, the degree of administrative delegation and other factors that fall under the job description necessary to design jobs and the requirement of the availability of qualifications and experience necessary to fill them; good performance is based on a scientific background and practical for the foundation. To achieve high levels of performance, this can only be done by raising the level of performance of employees and paying attention to them with training, motivation, etc., which ensures survival and continuation in a highly competitive environment (Mansour and al-Abed, 2016).

Since the beginning of the current century, progress and development have been growing rapidly as competition has become covering all business sectors, industries and others, as speed, flexibility and the ability of organizations to interact are the most important factors in order to obtain high levels of institutional performance and the performance of employees to achieve success and excellence (Qalbo, 2016).

The concept of corporate performance:

Institutional performance depends on the level of its individuals of institution and in achieving its goals, linked to the availability of competent capable of fulfilling their functions with a high degree of efficiency and quality.

performance is one of the fundamental concepts, which has received wide attention in those institutions, and the efficiency of institutions in performing functions, achieving goals for which they were established, so following up on the management of the resources of these institutions brings them to their objectives to raise the level of institutional performance (Jawad, 2015).

Qalbo, (2016). indicated that it is the efforts made by employees which are efficient and effective, as it works to develop the work environment in those institutions, as the human element is the most important part of the institution's environment, as it affects and is influenced in all levels

Researchers believe that the diversity of its meaning comes from difference in its criteria and standards, which are used in educational institutions in general by university departments, and this is due to the changes of their objectives, trends in it.

Evaluation of the performance defined as: an organized and continuous management process to measure and compare actual results with Planned results, and evaluate the performance of employees according to work-related performance criteria and how to develop performance in the future " (Ghabbour, 2013, 416).

Corporate the levels of performance:

Several levels of institutional performance, such as levels of it are represented by exceptional institutional performance: it reflects the extent of the organization's superiority in the long term, outstanding institutional performance: it means the possibility of organizations to get more contracts and competent employees, very good institutional performance: it indicates the strength of the organization's performance, the extent of its excellence, and good institutional performance: it shows the strengths and weaknesses of the services., Moderate institutional performance: represents a below-average level of performance of administrative institutions, poor institutional performance: represents a poor level of performance and visibility of weaknesses, and committed institutional performance: a performance that reflects a large number of problems in administrative institutions. (Jiang, Zhao & Ni, 2017).

Corporate performance:

Performance of institutions is restricted by two dimensions, as reported by Al-Azi (2019):

1. Efficiency: a relationship between the resource and result, connected with amount of inputs of raw resources, funds, and human resources necessary to get levels of outputs.
2. Effectiveness: connected with strategic objectives of organizations, or the ability of management organizations to achieve strategic objectives of Service growth and maximize the service aspect compared to the competition.

Importance measuring institutional performance:

It provides great benefits, including: focusing on the achievements of organizations, urging them saving time and effort, providing progress of organizations, to give explanations about the programs provided, it can show organizations how to address the needs of society, and it provides information for making decisions, increases the impact of the it, and improvement cannot be made without the presence of measurement Solak, 2015)).

Achievement motivation:

Achievement motivation refers to the individual's ability to have something difficult, the ability to organize and perform it quickly and independently, overcome all the difficulties facing him, surpass himself and others and overcome them, love for himself, his ability to endure , persevere, as well as the person's readiness and perseverance to reach success, and the challenge is greater if the level of the individual's abilities is lower than the level of situations that need good performance (shawahin and Khatib, 2020).

This is due to the great interest in studying motives due to the close link between motives and learning, and it can lead to seriously considering the importance of motives in improving the learning process among learners, as motivation is what creates behavior, motivates it, keeps it going and directs it, as there is no learning without motivation; therefore, motives are a source of human energy and causes, monitoring of these sources and determining their nature (Al-attawneh, 2019).

The motivation for achievement is described by excellence over others in different competitive areas and willingness to share with others for the sake of big objectives. This leads to the cohesion and progress of the group, as we see in the so-called First World compared to the third world. thus, we see that the motivation for achievement satisfies the individual for certain goals or his behavior can be developed, also leads to the growth and development of the group socially and economically (shawahin and Khatib, 2020).

The concept of achievement motivation:

Motivation for achievement is defined as" a fixed predisposition in the personality that determines the extent to which an individual strives and persists in order to achieve an end in order to achieve success that entails a certain type of satisfaction, in situations that involve evaluating a specific level of excellence " (Al-atawneh, 2019: 79).

The researchers conclude from the above that: the motivation for achievement is the desire for the sovereignty of things, people and ideas to reach the required levels; one of the characteristics of the motivation for achievement is that the individual develops a sense of responsibility and the ability to be independent, enjoy competition to strive for mastery, and not rely on social praise as he strives to achieve a self-level of excellence and work on work proficiency.

The Study Problem and its questions:

Many institutions suffer from a low level of performance both at the level of work and employees, and this is shown by the level of services provided, as shown by a study (attawneh, 2019) and a study (shawahne and Khatib, 2020), and this is due to the lack of effectiveness of universities that care about profitability and competitiveness, with little interest in training and qualifying employees or providing tools and devices that help them in their work and increase their motivation for achievement, in addition to the constantly changing and updated regulations and laws related to deanships of scientific research, which affects them from providing an infrastructure that takes into account these regulations and decisions, which in turn it strains them financially and administratively, especially what they need from qualified human elements This, in turn, is directly reflected on the faculty members because the work requires a lack of resources that would put it on the road in light of this research competition, citations and international rankings of journals, in addition to the burden of the job: administrative, teaching, scientific research and community service, and researchers, within the limits of their knowledge, found a lack of studies that address the relationship between these two variables, which justifies conducting such a study.

The problem of the study The study's problem can be highlighted through the following questions:

1. What is the level of institutional performance of scientific research Deanships at private universities in the capital Amman governorate from the faculty members point of view?
2. What is the level of motivation for scientific achievement in Jordanian private universities in the capital Amman governorate from the point of view of faculty members?
3. Is there a correlation between the institutional performance of scientific research deaneries in Jordanian private universities in Amman governorate and the motivation of scientific achievement?

Study's objectives:

The study aimed in general to demonstrate relationship between institutional performance of scientific research deanships and the motivation of achievement at private universities in Jordan from the faculty members point of view.

The study also comes to carry out sub-objectives

4. Statement level of institutional performance of scientific research Deanships at private universities in Jordan from the faculty members point of view.
5. Revealing the level of motivated scientific achievement at private universities in the capital Amman from the faculty members point of view.

The importance of study

This study is only an attempt to contribute to measuring the institutional performance of scientific research deanships in Jordanian private universities in the capital Amman governorate and its relationship with the motivation of scientific achievement among faculty members.

The importance of this study is due to the following:

- 1-this study highlights whether there is a role for the institutional performance of scientific research deaneries in Jordanian private universities in the capital Amman governorate and its relationship with the motivation of scientific achievement among faculty members.

2-this study is applied to Jordanian private universities, which are important in achieving the quality of the work environment in order to achieve local and global competitiveness.

Previous studies

Mohammad and Abdul Rahman (2022) indicated that the completion of scientific research is the main reason that encourages faculty members to search for digital information and faculty members in Saudi universities master the skills and strategies of scientific research, while the study of Hamza (2020) showed in the results of the study that the degree of availability of planning indicators Strategic planning and university performance were medium. The study also showed that there was a strong direct correlation between indicators of strategic planning and university performance, while the study of Shawahna and Al-Khatib (2020) showed that the average response of the sample members on the achievement motivation scale was medium, while the study of Al-Kabeer and Al-Ghawil (2019) showed that the degree of scientific achievement among faculty members at the Faculty of Arts at Asmariya University was high and that the field of scientific research was average, while Hatamla and Darawsheh (2019) found that the degree of effectiveness of institutional performance at private universities in northern Jordan from the academic leaders point of view came to a large degree, while the study of Al-Atawneh (2019) found that the degree of achievement motivation for students of the intensive program at Hebron University was moderate and that there was a weak, statistically significant direct relationship between guidance needs and achievement motivation for students of the intensive program at Hebron University. As for the results of Al-Azzi (2019) study found a weakness in the level of application of information services according to ISO standards, the results also showed that the performance in the presidency at Diyala University in Iraq through achieving the goals which reached a value of (22%), while Ahmed's study (2015) reached a number of results, the most important of which are: There were differences between the averages of the sample responses depending on the type variable in the study domains, and there weren't differences in the sample responses due to the experience variable in the tool as a whole, while the results of the study. (Solak, 2015) indicated that most motivational factors had a significant difference in the academic achievement of Turkish EFL learners. Moreover, gender and academic specialization have a direct effect on motivational factors. Steinmayr; Weidinger; Schwinger and Birgit, (2019), found that achievement motivation is not a single concept, but includes a number of different concepts, such as self-concepts of ability, values, goals, and achievement motives.

The current study is distinguished from previous studies as it is the first study within the limits of researchers' knowledge, which dealt with the institutional performance of scientific research deanships at private Jordanian universities and their relationship to the motivation of scientific achievement among faculty members.

Method and procedure

Study methodology:

The descriptive-associative approach was used, to suit the objectives of the current study and its questions.

The study community:

The study community consists of all 4386 faculty members at Jordanian private universities in Amman governorate (Ministry of Higher Education, 2023).

Sample study:

The study sample consisted of (219) (5%) of the study community of faculty members selected by a simple random method from Jordanian private universities from

the governorate of the capital Amman; (the tool was distributed electronically via Google Drive Technology), where all questionnaires were retrieved, and were valid for statistical analysis.

Study tool:

The researchers developed the study questionnaire by referring to the theoretical literature and previous related studies, such as the study of: Al-Azi (2019), the study of Hatameh and Darawsheh (2019) and shawahin and Al-Khatib (2020).

Validity of the study tool:

The authenticity of the study tool was confirmed by presenting it in its initial form to (10) arbitrators from the faculty members of Jordanian universities with competence and experience in the faculties of Educational Sciences and business, in order to identify the suitability of the paragraphs for the scale, the integrity of their wording and the clarity of their meanings from the linguistic point of view. The paragraphs that were unanimous by the arbitrators were kept at (80%) and the paragraphs of the scale were answered using a five-point Likert gradient (very high, high, medium, low, very low).

Stability of the study tool:

To verify the stability of the study tool, Cronbach's Alpha internal consistency method was applied (Cronbach's Alpha), and the test and retest-retest method), as the study tool was applied in its final form to a sample consisting of (30) individuals from outside the study sample and from within the community from private Jordanian universities in Amman governorate, as the study tool was applied to them for the first time, and after (two weeks) it was applied to the same sample again, and Table(1) shows the results of the application.

No	Domains	Cronbach`s Alpha(test-retest
1	the institutional performance	0.85	0.84
2	motivation of scientific achievement	0.92	0.82

Table (1) Reliability coefficients for the two internal consistency methods, Cronbach's Alpha and the Test-retest method.

It is noted from the results of Table (1) that the consistency values of the study instrument ranged between (0.85-0.92), and the stability values by the retest-retest method ranged between (0.82) and (0.84) and all these values are suitable for the purposes of the current study.

Statistical processors:

-The Cronbach-Alpha equation (Cronbach-Alpha) was used to find the coefficient of internal consistency of the two instruments.

- To answer the first and second question: arithmetic averages and standard deviations were used.

- To answer the third question, the Pearson correlation coefficient was used.

Study results:

The following is a review of the results of the study:

The results of the first question, which states: what is the level of institutional performance of scientific research deaneries in Jordanian private universities in the capital Amman governorate from the point of view of faculty members

To answer the question, arithmetic averages and standard deviations were extracted

Table (2) Arithmetic averages and standard deviations of institutional performance

no	items	means	Standard deviation	Rank	level
2	clarity in the institutional objective	3.11	0.73	1	medium
1	care for institutional performance	2.68	0.78	2	medium
3	adequacy of institutional resources	2.43	0.82	3	medium
	Overall corporate performance score as a whole	2.74	0.69		medium

The above table represents the values of the arithmetic mean and the standard deviation of the institutional performance, where the overall total was (2.74) with a standard deviation (0.69) and at an average level.

The highest value of the arithmetic mean was due to the clarity dimension of the institutional goal, where the value of the arithmetic mean was (3.11) with a standard deviation (0.73), and also came after taking care of the institutional performance in the second rank with an arithmetic mean of (2.68) with a standard deviation of (0.78) and at an average level, and came in last place after the sufficiency of institutional sources where the value of the arithmetic mean was (2.43) and with a standard deviation of (0.82) and at an average level.

The following is a presentation of the dimensions of institutional performance:

- Taking care of the institutional performance

Table (3) Arithmetic averages and standard deviations for the dimension of concern for institutional performance

no	items	means	Standard deviation	Rank	level
1	Taking into account the promotion system of other universities.	3.03	0.786	3	medium
2	Ensuring the effectiveness of training courses for the skill of publishing in various journals	3.28	0.682	1	medium
3	adequacy of institutional resources	3.24	0.956	2	medium
4	care for institutional performance	2.33	0.716	4	Low
5	Exclude magazines that lack classification from its system.	2.13	0.740	5	Low

6	Accreditation of the magazine affiliated to its university for promotion purposes.	2.04	0.727	6	Low
	The overall degree of the dimension of concern for institutional performance	2.68	.078		medium

The above table represents the values of the arithmetic mean and the standard deviation of the dimension of concern for institutional performance, where the overall total was (2.68) with a standard deviation (0.78) and at a low level.

The highest value of the arithmetic mean was for Paragraph (2), which states "ensuring the effectiveness of training courses for the skill of publishing in various journals", where the value of the arithmetic mean was (3.28) with a standard deviation (0.682), and the lowest arithmetic mean was for paragraph (6), which states "to proceed according to the established bases for the purposes of (promotion and research arbitration)", whose arithmetic mean was (2.04) with a standard deviation (0.727) and at a low level.

This can be explained by the fact that universities lack an appropriate mechanism through which deans are trained to adhere to standards of professional behavior in all circumstances. Which requires them to have a commitment to the standards of professional conduct, these standards by which employees can adapt to the nature of the work they do so that they have a functional commitment to students and to achieve the benefit of universities, and these universities do not adhere to the international standards for training deans to enable them to do the tasks required of them

- Clarity of the institutional objective

Table (4) means and standard deviations of the clarity dimension of the institutional objective

No	Items	Means	Standard Deviation	Rank	Level
7	Raising the awareness of faculty members about the importance of achieving career goals.	3.10	0.757	3	medium
8	Ensuring the achievement of career goals through training programs.	3.02	0.775	5	medium
9	Attach faculty members to training programs that suit their needs.	3.20	0.665	1	medium
10	Hold seminars to discuss the latest updates in the work environment.	3.04	0.774	4	medium
11	Develop a plan that	3.19	0.694	2	medium

	ensures the achievement of the goals you seek to achieve.			
	The overall degree of clarity of the institutional objective	3.11	0.73	medium

The above table represents the values of the arithmetic mean and the standard deviation of a variable after clarity in the institutional goal, where the highest value of the arithmetic mean was for Question (9), which states "enrolling faculty members in training programs that suit their needs", where the value of the arithmetic mean was (3.20) with a standard deviation (0.665) and at an average level, and the lowest arithmetic mean was for Paragraph (8), which states "ensuring all the achievement of career goals through training programs", whose arithmetic mean was (3.02) with a standard deviation of (0.775), the overall average was (3.11) and with a standard deviation of (0.73) and an average level.

This can be explained by the fact that the ultimate goal that universities should work on is for deans to achieve career goals at the universities where they work, as achieving these goals leads to the continuity of these universities in performing their work and providing distinctive services, and it also leads to employees feeling job satisfaction from the work they do towards the institution where they work, which achieves job security, which requires these universities to improve the level of their formulation of goals so that they can perform the tasks required of them.

- Adequacy of institutional resources:

Table (5) Arithmetic averages and standard deviations for the adequacy of institutional sources

No	Items	Means	Standard Deviation	Rank	Level
12	Providing modern equipment for faculty members.	2.32	0.715	1	Low
13	Provide departments with constantly updated manuals to improve the level of corporate performance.	2.99	0.819	3	medium
14	Develop a reward system based on performing the required tasks effectively.	2.10	0.771	2	Low
15	Sending faculty members to attend external courses.	2.29	1.144	4	Low
	The overall degree of adequacy of institutional res	2.43	0.82		medium

The above table represents the values of the arithmetic mean and the standard deviation for the adequacy of institutional sources, where the highest value of the arithmetic mean was for Question (12), which states "provision of modern equipment for faculty members", where the value of the arithmetic mean was (2.32) with a standard deviation (0.715), and the lowest arithmetic mean was for Paragraph (15), which states "sending faculty members to attend external courses", whose arithmetic mean was (2.29) with a standard deviation (1.144), either the overall average was (2.43) with a standard deviation of (0.82) and an average overall level.

This can be explained by the fact that distinguished universities seek to achieve a good and distinctive reputation among other universities, and hence it is trying to subject deans to training programs based on modern training methods to enable employees to gain appropriate expertise that reduces or ends complaints directed against them from any side whatsoever.

This means that the level of institutional performance of scientific research deaneries in Jordanian private universities from the point of view of faculty members was low.

This result differs with the result of a study by Hatamleh and Darawsheh (2019), which found that the degree of effectiveness of institutional performance in private universities in northern Jordan from the point of view of academic leaders came to a large degree, and agrees with the result of Hamza's study (2020), the results showed that the degree of availability of indicators of strategic planning and university performance

The results of the second question, which states: what is the level of scientific achievement in private Jordanian universities in the capital Amman governorate from the point of view of faculty members

To answer the question, arithmetic averages and standard deviations were extracted to answer this question:

Table (6) Arithmetic averages and standard deviations of the dimension of motivation of scientific achievement

no	items	means	Standard deviation	Rank	level
7	I take a long time to perform the functional tasks assigned to me.	3.63	0.88	1	medium
2	I am financially exhausted by publishing in international magazine	3.60	0.49	2	medium
5	It bothers me to check the approved journals and so on during the publishing process.	3.51	0.50	3	medium
1	I make an effort while performing my research duties.	3.41	0.49	4	medium
10	I repeat the attempt when performing high-level research work.	3.40	0.49	5	medium

3	I follow everything that is new in research in my specialty.	3.32	0.63	6	medium
4	I am collaborating on research with other colleagues at the University.	3.20	0.98	7	medium
9	I am constantly pursuing my research work even if it is difficult.	3.13	0.93	8	medium
6	I take into account all the conditions when writing my research.	2.60	0.49	9	Low
8	I plan the task assigned to me before doing it.	2.20	0.98	10	Low
The total degree of the dimension of motivation of scientific achievement		3.20	0.65		medium

It is clear from Table (6) that the average performance on his paragraphs ranged between (3.63 – 2.20), where paragraph number (7), namely "I take a long time to perform the job tasks assigned to me" received the highest average (3.63) with a standard deviation (0.88), while paragraph number (8), namely "I plan the task assigned to him before doing it" received the lowest average in this axis, as it reached (2.20) with a standard deviation (0.98) and an average level, but the overall average was (3.20) with a standard deviation of (0.65) and an average overall level.

This can be explained by the fact that the deans of the faculties are keen on outstanding performance, which indicates that the faculty members ' ability was a high degree of knowledge of the motivation for achievement through mastering the tasks they perform, but what hinders them is the lack of modern devices, equipment, programs, training courses and the University's interest in enabling them to improve their performance and achieve a high level of motivation for achievement.

This result is consistent with the result of a study by Hatamleh and Darawsheh (2019), which found that the degree of effectiveness of institutional performance in private universities in northern Jordan from the point of view of academic leaders came to a large degree, and differs with the result of the Atawneh study (2019), which found that the degree of achievement motivation for students of the intensive program at Al-Khail University was average.

The results of the third question, which states: is there a correlation between the institutional performance of scientific research deaneries in Jordanian private universities in the governorate of the capital Amman and the motivation of scientific achievement

To answer this question, the Pearson correlation coefficient was extracted, and Table (7) shows this.

Table (7) Pearson correlation coefficient of the relationship between the institutional performance of scientific research deanships in Jordanian private universities and the motivation of scientific achievement

Tool and sub-Dimensions		Motivation of scientific achievement
Pearson Correlation	Taking care of institutional performance	**0.66
Sig. (2-tailed)		.000
Pearson Correlation	Clarity of the institutional objective	**0.65
Sig. (2-tailed)		.000
Pearson Correlation	Adequacy of institutional resources	**0.43
Sig. (2-tailed)		0.00
Pearson Correlation	Corporate performance as a whole	**0.68
Sig. (2-tailed)		0.00

To answer this question, the Pearson correlation coefficient was calculated from the faculty members' point of view on the study tool (institutional performance of scientific research deanships and motivation for scientific achievement among faculty members), and the correlation coefficient was calculated between each dimension of the tool, as the Pearson correlation coefficient was between the dimension of concern for institutional performance and motivation for scientific achievement (0.66), between the dimension of clarity in the institutional goal and motivation for scientific achievement (0.65), and between the adequacy of institutional sources and motivation for scientific achievement (0.43), this indicates a statistically significant strong correlation at the level of significance ($0.05 = \alpha$), and the correlation coefficient between the level of institutional performance also reached The motivation of scientific achievement is (0.68), which is a statistically significant value at the level of significance ($0.05 = \alpha$), which means that there is a positive correlation between the two variables.

This can be explained by the fact that the improvement of institutional performance depends heavily on the achievement motivation of the faculty members, the higher the achievement motivation, the greater the institutional performance, and this leads to improving the level of university services provided by universities to many entities and obtaining these universities high performance levels and achieving an appropriate level of excellence in performance.

This result is consistent with the result of Hamza's study (2020), which concluded that there is a strong direct correlation between strategic planning indicators and university performance, and differs with the result of a comprehensive study and a study (2019), which concluded that there are no statistically significant differences in the impact of variables (gender, University, academic rank, number of years of experience, job title) except for the college variable.

Recommendations

1. Work on improving the strategies of the level of institutional performance because of its impact on improving motivation to work in universities.

2. Developing the expertise of faculty members on the use of achievement motivation improvement strategies, directing the attention of university officials, and developing such studies for recruitment and approval in education by faculty members after their training on them, with the inclusion of curricula and school manuals for this strategy.
3. The need to simplify procedures regarding many things within the university, including finances, admission and registration issues, and some other procedures.
4. The need for Jordanian private and public universities to benefit from the expertise and experiences of international universities in the field of providing university services to enable the development of these services.
5. Conducting training forums for professors to introduce them to scientific research methods and advanced technological means.
6. Conduct further studies on institutional performance and link it to other variables such as a safe university environment.

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