



*The effectiveness of the moral incentive system on job performance*  
*Professor at the University of Djelfa*

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**Abstract ;**

*The individual always seeks to satisfy his needs and his desires, and this per the work he accepts, to meet some of his needs, whether physical or moral, is to satisfy these desires and these needs is the engine and the engine that drives.*

*the individual to the production of this potential internal force, enhances the perofmance which changes and becomes the owner wants to obtain some sort of satisfaction from this person.*

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## 1. Introduction

Incentives are one of the motives that affect the individual in the performance of his work, through which he is able to provide and satisfy the needs of the individual, and the incentives work to develop the love of belonging to the organization by giving the appropriate status and appreciation of his work, the incentives are matched by a distinguished performance

The organization seeks to satisfy the desires of working individuals and create motivation for them in order to obtain effort, productive work and correct behavior through approved means such as reward, bonuses, and others, as well as satisfying their needs.

- ✓ What is the effectiveness of moral incentives on the level of job performance of a university professor at the University of Djelfa ?

### \_ Incentives:

We find another definition of incentives as “unfulfilled desires, needs, or wishes that the individual tries to satisfy, so managers must motivate their subordinates to work. or desired behaviour.

## 2- Incentive Theories:

Many scholars and researchers have been interested in the issue of incentives since the emergence of the organization, and there are many research methods and results, which were reached, and due to the

critical importance of the issue of the incentive system, many theories appeared that dealt with different aspects of studying the worker and the organization and ways to link between the objectives of each of them, and finding Methods and methods that motivate worker performance. Among these theories, we mention the following:

### 2-1 The Scientific Theory of Management by Frederick Taylor:

This theory is concerned with exploiting the effort of workers and how to motivate them, and increase the amount of production, and "Taylor" is considered the founder of this movement, as he focused on the material aspect, and sees that the individual worker is lazy by nature and his performance can be stimulated through wages and material (financial) incentives, and this is what he showed In his study of movement and time, his goal was to increase production through optimal utilization of human energies among workers, and reached the necessity of dividing work and tasks on individuals.

- ✓ Access to the best technical ways to perform the work.
- ✓ Attention to efficiency and setting standards to control work in the organization

There is a direct relationship between wage and production, the piece-wage incentive increases production.

Paying attention to the material factor, leaving the distinguished working

individuals in their positions, while transferring or dismissing the less qualified working individuals.

- ✓ Through this theory, you notice that it was concerned with the material aspect only and neglected the human aspect, and made the working man as a machine, stripping him of all feelings and feelings.
- ✓ This theory was not concerned with the psychological and social variables and their impact on the behavior of workers.
- ✓ Taylor did not care about moral incentives and their impact on the effort of workers and considered that the only factor to motivate workers is wages, because he considers the worker an economic creature, and his needs are in the material aspect.
- ✓ The use of supervision and pressure on workers to reach a specific performance, which created a kind of tension between workers.

## **2-2\_ Human Relations Theory "Elton Mayo":**

This theory is concerned with the human element and the individual's relationship with his superiors and the work group, and the creation of an atmosphere of understanding and cooperation among workers, and "Elton Mayo" is one of the most important researchers who established this theory in the "Hawthorn" factory of

Westernelectric Company in 1924 in the United States of America, where

This theory sees that motivating individuals in certain situations achieves the established goals and increases human satisfaction, that is, higher production and increased organizational effectiveness. This theory is concerned with the following aspects:

A\_ The social aspect: It means cooperation and collective participation in achieving the goals of the organization.

B\_ Ethical aspect: The organization must have values and principles that it follows to achieve its goals.

C \_ Behavioral aspect: It means the ability of the organization to influence the behavior of individuals and change it according to the needs of the organization in order to reach its established goals.

D \_ The psychological aspect: the organization must find solutions to the problems of employees, and achieve the factor of equality among them, especially with regard to wages, employment and punishment .

## **2-3\_ Theory of Human Needs "Abraham Maslow ":**

"Needs are the reasons behind every behavior and every person has a number of needs competing with each other for the strongest need or the strongest motive that will determine the behavior. And the needs that a person finds impossible to fulfill weaken their strength over time.

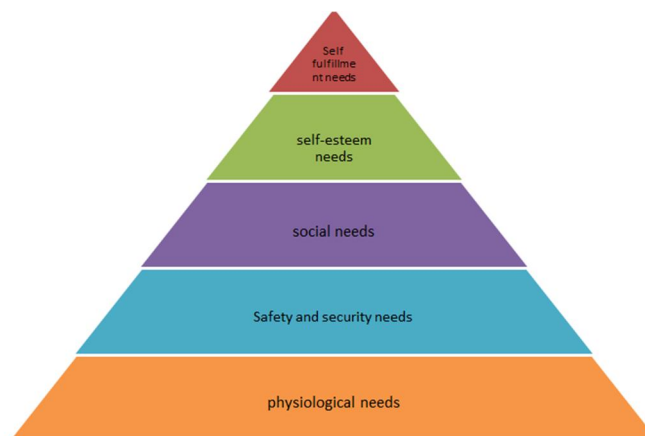
And one of the pioneers of this theory is "Abraham Maslow," who spoke about motives in his book "Introduction to the Theory of Motivations" in 1943, and in order to understand human behavior, he analyzed human needs.

The ideas of this theory are as follows:

The psychological need is what drives the behavior of the working individual, and it is his need for self-realization.

These needs are arranged in a hierarchy from lowest to highest, as shown in the following figure:

**Figure No. 02: Human needs according to "Maslow"**



Source: Medhat Mohammed Abu Al-Nasr, Management with Incentives: Methods of Job Motivation, The Arab Group for Training and Publishing, Cairo, 2012, p: 118.

According to the figure and what Maslow concluded, we find that human needs are as follows:

**1- Physiological needs:**

They are represented in the needs related to the physiological and biological formation of the human being, such as water, air, food, etc., and these needs work to maintain bodily balance and maintain the individual for survival and continuity in his life, and as Maslow believes, the strongest motivator for

\_ This theory considers that a person has a set of needs necessary to prove himself, and they are represented in five levels:

1. Physiological needs.
2. The need for safety.
3. The need for love and belonging.
4. The need for social appreciation.
5. Self-needs.

the individual, as They are satisfied, after which other needs begin to appear.<sup>1</sup>

**2- Security and safety needs:**

It is to secure the individual's life, protect him from dangers and accidents, and protect his physiological needs, which generates a sense of stability and security for him.<sup>2</sup>

**3- Social Needs (Belonging):**

Since man is social by nature, he must exist within a group that deals and lives among them.<sup>3</sup>

#### 4- Assessment needs:

It is the recognition of others' competence and merit of the individual, and giving him the opportunity to work and assume responsibility.

#### 5- The need for self-actualization:

Satisfying the individual's desire for innovation and creativity, and the formation and development of his abilities.<sup>4</sup>

#### 4-2 Theorem "x" and "y" Douglas Mac Gregor:

McGregor divided the theories related to man and motivation into two theories "x" and "y", the first is traditional and the second is positive, where he compared the schools of traditional attitude and schools of behavioral attitude in their practical situations, leadership and communication, and understanding the relationship between the individual and organization, and that each managerial behavior has its own philosophical framework.<sup>5</sup>

#### A- Theorem "x": The theory includes the following:<sup>6</sup>

Man does not like to work and is characterized by a negative nature.

People are lazy and do not like to work.

A person likes to be directed and led by someone and instructed him what to do.

Punishment and threats are among the means that affect the behavior of the individual and motivate him to act.

Oversight is necessary at work.

Pay is one of the most important incentives that motivate an individual to work.

#### B- Theory "y": the organization's assumptions came in contrast to the assumptions of "x" theory, which included the following assumptions:<sup>7</sup>

The needs of the individual are not against the needs of the organization.

Everyone has the ability to take responsibility and direct the behavior of the individual, to achieve the goals of the organization.

The management must provide the individual's needs, and provide the appropriate atmosphere, so that working individuals can achieve their goals and the goals of the organization together, and this is by giving opportunities and encouraging workers.

The individual always prefers to be free and unfettered, and to be a leader without being subservient to others.

- Through what was addressed by Douglas Mac Gregor, we find that if the manager deals with his subordinates on the basis that they are lazy and do not feel responsible, and this is what the "x" theory borrowed, the results of the work will be negative, but in the case of the opposite, the results will be positive. Therefore, Gregor prefers to go to the assumptions of theory .

#### 2-5\_ McClelland's theory of needs:

This theory focused on the conditions that allow the development of achievement motivation among workers, as "Mc Leland" presented a scale to measure the strength of need in order to study the needs in societies and the conditions that helped increase the strength of needs, and he and his colleagues reached:

#### A - Need for achievement:

Individuals who are highly motivated accomplish work effectively in order to achieve the desired results, and like to participate in solving problems, while those who are less motivated are less accomplished and less interested in results.<sup>8</sup>

**B - the need for power:** means to exercise control, influence and influence over other individuals.<sup>9</sup>

**C - the need for affiliation:** the successful manager is interested in dealing with his subordinates, being with them, working to help them, and trying to develop them.<sup>10</sup>

### 2-6\_ Expectation Theory "Victor Fromm":

This theory is considered the most explanation for the behavior of the individual and his motives, and the reasons why individuals choose certain behaviors, and to reach specific results, and that the individual behavior that he performs is based on personal benefit, and this theory sees that the working individual makes a greater effort if it is noticed that this will It leads to the evaluation of its performance, and this theory focuses on:

Expectation : That is, the person's knowledge of the effort he exerts and its relationship to the performance to be reached, and in this case, this relationship is strong and clear.

Performance is the means that enables the working individual to obtain the goal he wants to reach, which is the wage, as the organization takes advantage of that to reach its established goals.<sup>11</sup>

Attractive returns: It is the result that the individual obtains after exerting effort in performance.<sup>12</sup>

### \_7-2Skinner's reinforcement theory:

This theory is concerned with studying the relationship between the stimulus and the response. The individual's behavior is affected by the external stimulus, especially those that have positive results on him, and in this case it is characterized by persistence<sup>13</sup>.

Among the enhancements that were proposed to the officials:<sup>14</sup>

- There should be a difference between the reward received by the working individuals.
- Clarify and explain to the managers the required performance and the corresponding reinforcements.
- Not punishing the worker in front of others.
- The results obtained from performance, whether punishment or reward, must be equivalent to the behavior of the worker.

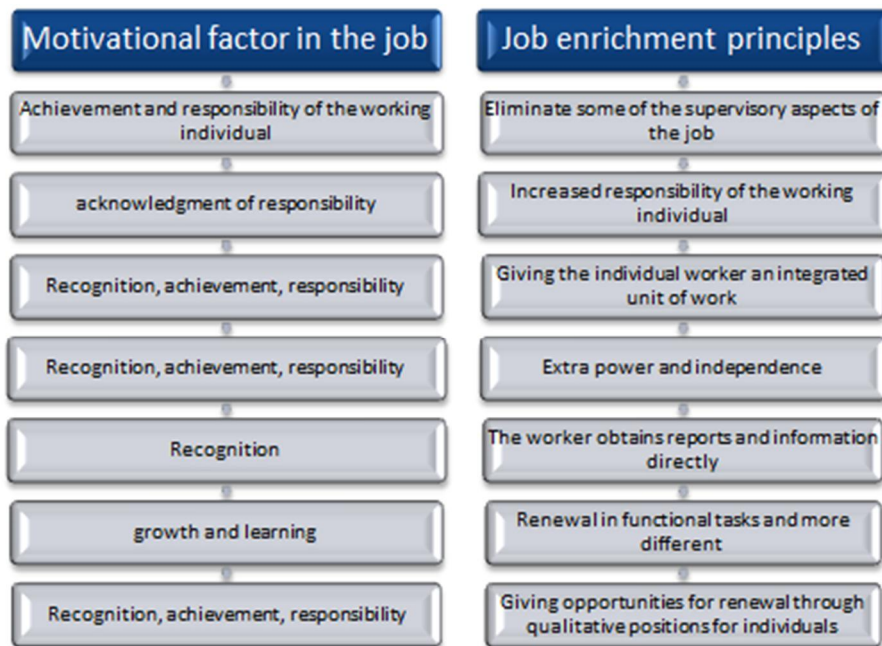
### 2-8\_ Herzberg's theory focused on the nature of work:

Hezberg studied the nature of work and concluded that there are two types of factors that affect the behavior of the working individual, and they are the protective factors, which are the factors related to the internal work environment, that is, the physiological needs, which are represented in safety and stability, and at the same time they are It is not sufficient to achieve satisfaction for the working individual and does not motivate him to increase production.

As for the other factors, they are the driving factors, which are considered an incentive for the working individual, and we find them in the hierarchy of "Maslow's" and are represented in the higher needs, the availability of these factors increases the enthusiasm and push the individual to make more effort.<sup>15</sup>

In this theory, Herzberg came to the idea of job enrichment, and this is illustrated by the following table:<sup>16</sup>

**Table No. (03): Herzberg's Principles for Job Enrichment and its Motivational Side.**



**2- 90\_ “Z” Theory “William Ochey”:**

This theory is an extension of the "Y" theory. "William Uchi" presented this theory to the Americans as new ideas that increase production and efficiency at work, focusing on the organizational climate, and trust between workers and management.<sup>17</sup>

And through William Oshi's observation of the Japanese production, which increased rapidly over the American production after World War II, which was in a slow improvement, and I found that the solution is in the management of human modernization, which produces intimacy and love between individuals and working as a team efficiently<sup>18</sup>

Trust: William believes that production is linked to trust and that they are both necessary, and this is what the Japanese company depends on.

- Objective and skill: Management in Japanese institutions is distinguished from management in American institutions by accuracy and unity, and this is the result of experience and long practice in the field of the job.
- Intimacy and affection: which is the support and concern of others, and the lack of

selfishness. Japanese management relies on the following principles:

**Lifetime job**

- Evaluation and slow promotion, which takes place every ten years.
- Lack of specialization in the profession, as we find that the worker practices more than one profession.

Implicit and regular monitoring.

Make business decisions collectively.

**\_ Functionality:**

It is “the individual’s carrying out the various activities and tasks that make up his work, and we can distinguish between three partial dimensions on which the individual’s performance can be measured, and these dimensions are the amount of effort expended, the quality of effort and the pattern of performance.”<sup>19</sup>

Job performance can also be defined as “the degree of achievement and completion of the tasks that make up the job, and it reflects how the individual achieves the requirements of the job and often there is confusion or interference between performance and effort, effort refers to

the energy spent, while performance is measured on the basis of results.”<sup>20</sup>

- The table shows the arithmetic averages, standard deviations, and approval levels for the dimension of moral incentives

| direction | standard deviation | M     | Strongly Agree | Agree      | neutral    | not agree  | Strongly Disagree | Paragraphs related to the moral incentives dimension  |    |
|-----------|--------------------|-------|----------------|------------|------------|------------|-------------------|---|----|
|           |                    |       | Repetition     | Repetition | Repetition | Repetition | Repetition        |   |    |
|           |                    |       | The ratio      | The ratio  | The ratio  | The ratio  | The ratio         |   |    |
| neutral   | 1,075              | 3,306 | 20             | 117        | 12         | 80         | 3                 | Participation in making decisions made me make a better effort  | 01 |
|           |                    |       | 8,6            | 50,4       | 5,2        | 34,5       | 1,3               |   |    |
| Agree     | ,7550              | 3,965 | 42             | 175        | 19         | 11         | 3                 | The Foundation sends professors on missions abroad in order to keep pace with progress and development                          | 02 |
|           |                    |       | 18,1           | 67,7       | 8,2        | 4,7        | 1,3               |   |    |
| Agree     | 1,031              | 3,530 | 36             | 109        | 29         | 58         | 0                 | Working in groups within the institution motivated me to provide the best (according to the hierarchical system of the faculty) | 03 |
|           |                    |       | 15,5           | 47,0       | 12,5       | 25,0       | 0                 |   |    |
| Agree     | 1,081              | 3,512 | 32             | 123        | 15         | 56         | 6                 | The Foundation encourages communication between professors (forums, scientific symposia, .....)                                 | 04 |
|           |                    |       | 13,8           | 53,0       | 6,5        | 24,1       | 2,6               |   |    |
| Agree     | ,6340              | 4,090 | 49             | 164        | 10         | 9          | 0                 | Holding conferences, seminars and scientific courses that contributed to improving its performance level                        | 05 |
|           |                    |       | 21,1           | 70,7       | 4,3        | 3,9        |                   |   |    |

Through the data of the table, we reached the following results:

- Paragraph No. (01): It included “participation in decision-making made me do a better effort”, as the direction of the respondents was in the “neutral” field with an arithmetic mean estimated at (3.306) and a standard deviation estimated at (3.806), which indicates that the University of Djelfa gives to the professor University opportunity to participate in decision-making.

The participation of the employee in the decision-making within the organization has a significant impact on the individual and his performance, and this is confirmed by 50.4% of the sample members for the phrase “agree” and 8.6 of the sample members who strongly affirm this, as this individual contributes to the management of the institution And his acquisition of greater experience in his field of work, as well as the individual's sense of belonging and interest in his ideas and exploiting them to serve the goals of the institution.



- While we find 34.5 % of the sample members to say “disagree” for not participating in the decision-making, so this factor has no effect on their performance.

- Paragraph No. (02): included “The institution sends professors missions abroad in order to keep pace with the progress and development taking place,” where the direction of the respondents was in the field of “agree” with an arithmetic mean estimated at (3.965) and a standard deviation estimated at (0.755), which indicates However, the University of Djelfa sends professors to missions abroad in order to keep pace with the development and progress that is taking place, and this is confirmed by 67.7 % of the sample members for “agree” and 18.1 % of the sample for the phrase “strongly agree”, which contributes to motivating employees and improving Their performance and their quest for renewal and development of their performance, while we find that 8.2 % of the sample members abstained from answering because they did not undertake missions abroad and that the university system does not obligate the professor to do so, and they are satisfied with the teaching process only and participation in forums and seminars organized by the university.

- **Paragraph No. (03):** it included “working in groups within the institution motivated me to provide the best (according to the hierarchical system of the college)” where the direction of the respondents was in the field of “agree” with a mean of (3.965) and a standard deviation of (0.755). , which indicates that the work at the University of Djelfa among professors is collectively and, and this is confirmed by 47 percent of the sample for “agree” and 15.5 percent of the sample for “strongly agree.” Participation of the individual within the organization encourages him to perform better. While we find that 25 % of the sample members express “disagree” with their work individually

and working in groups has no effect on their performance. The professor has specific tasks that he must perform.

- **Paragraph No. (04):** It included “The institution encourages communication between professors (forums, scientific symposia...),” where the respondents’ trend was in the “agree” field, with a mean of (3.512) and a standard deviation of (1.081). ), which indicates that the University of Djelfa is working to encourage communication between university professors.

Communication is a process of exchanging information and ideas between employees, which has an impact on the behavior of the individual, and this process makes it easier for the individual employee to see information that is related to his job and the prevailing systems within the organization, where we find 53 % of the sample members for the phrase “” Agree” and 13.8% of the sample members for “strongly agree” confirm that the institution works to encourage communication between professors, through seminars, forums and other activities that contribute to creating communication between professors.

- While we find 24.1 % of the sample members for the phrase “disagree”, and 2.6 % of the sample members for the phrase “strongly disagree” stress that the institution does not encourage communication between professors, because the professor is the one who seeks to establish forums, seminars and other things. Activities in order to obtain certificates that contribute to his promotion and increase his business.

**Paragraph No. (05):**

-It included "the holding of conferences, seminars and scientific courses that contributed to improving its performance", where the trend of the respondents in the field of "agree" with an arithmetic mean of (4.090) and a standard deviation of (0.634), which indicates that the University of Djelfa is conducting conferences, seminars and scientific courses In order to improve the performance of the university professor

- We find that 70.7 %of the sample members express “agree” and 21.1 %of the respondents “strongly agree” confirm this, as these activities contribute to giving the university professor the opportunity to present his ideas and express his point of view that is based on a scientific basis.

- While we find a small percentage of the sample, estimated at 3.9, do not agree with this and that these actions do not affect their performance.

**- The table shows the arithmetic averages, standard deviations, and approval levels for the dimension of moral incentives :**

| direction | standard deviation | M     | Repetition  | Repetition | Repetition | Repetition | Repetition | Paragraphs related to the moral incentives dimension  |    |
|-----------|--------------------|-------|---|------------|------------|------------|------------|---|----|
|           |                    |       | The ratio   | The ratio  | The ratio  | The ratio  | The ratio  |   |    |
| Agree     | 1,068              | 3,663 | 47  | 116        | 16         | 50         | 3          | Praise at work motivate me to do better   | 06 |
|           |                    |       | 20,3  | 50,0       | 6,9        | 21,6       | 1,3        |   |    |
| Agree     | ,9380              | 3,607 | 28  | 131        | 27         | 46         | 0          | The exchange of roles at work contributed to my acquisition of new experiences and the development of the spirit of cooperation | 07 |
|           |                    |       | 12,1  | 56,5       | 11,6       | 19,8       | 0          |   |    |
| Agree     | 1,166              | 3,047 | 18  | 92         | 22         | 83         | 17         | The Foundation presents certificates of appreciation and holds honoring ceremonies to motivate teachers                         | 08 |
|           |                    |       | 7,8   | 39,7       | 9,5        | 35,8       | 7,3        |   |    |
| Agree     | 1,186              | 3,112 | 30  | 70         | 45         | 70         | 17         | Getting the trust and delegation of authority from the manager motivated me to do my tasks better                               | 09 |
|           |                    |       | 12,9  | 30,2       | 19,4       | 30,2       | 7,3        |   |    |
| Agree     | ,7810              | 4,146 | 75  | 131        | 11         | 15         | 0          | The manager's possession of practical experience and skills is a motivating factor for working individuals                      | 10 |
|           |                    |       | 32,3  | 56,5       | 4,7        | 6,5        | 0          |   |    |
| medium    |                    | 504,3 | The general trend of the moral incentives dimension |            |            |            |            |   |    |

Through the data of the table, we reached the following results:

**- Paragraph No. (06):** it included “praise and praise at work motivates me to perform better,” as the trend of the respondents was in the

“agree” field, with an arithmetic mean estimated at (3.663) and a standard deviation estimated at (1.068), which indicates that the system gives Part of the attention to this factor because of its effective impact on the job

performance of the working individual, and this is confirmed by 50 % of the sample members for the expression “agree” and 20.3 % of the sample for the expression “strongly agree”. Great in raising the morale of individuals and pushing them to exert greater effort and perform better, because this appreciation and praise serve as an encouraging incentive for the working individual.

- While we find 21.6% of the sample members for the expression “disagree” confirms that praise from their superiors is not of great importance and that they perform their job duties without the need for that.

- **Paragraph No. (07):** it included “the exchange of roles at work contributed to my acquisition of new experiences and the development of the spirit of cooperation,” where the trend of the respondents in the field of “agree” with an arithmetic mean estimated at 3.607 and a standard deviation estimated at (0.938), which indicates that the exchange of The roles within the university system are in some rare cases, and it is between some professors without the intervention of the administration.

- Where we find 56.5 % of the sample members for “agree” and 12.1 % of the sample for “strongly agree” stress the importance and necessity of this because it contributes to acquiring new experiences for the university professor and creates a kind of cooperation between them, which encourages work Collective and eliminating routine and boredom. Also, we find 19.8 % of the sample members believe that the university professor has one role to play and does not need to practice other roles and is satisfied with perfecting his work only because that carries multiple responsibilities.

- **Paragraph No. (08):** it included “the institution presents certificates of appreciation and holds honoring ceremonies to motivate the professors,” where the direction of the respondents was in the field of “agree” with an arithmetic mean estimated at (3.047) and a standard deviation estimated at (1.166), which indicates a, the institution It does not hold honoring ceremonies for professors only, and that honoring is among some occasions in which only a very small group of professors are honored, although all professors are enthusiastic to obtain certificates of appreciation for their efforts, and in return, not obtaining that creates a kind of frustration and The arbitrariness of the individual and this reduces his desire to work, as we find 39.7% of the sample members for the phrase “agree” And 7.8 % of the sample members for the phrase "strongly agree" stress the importance of honoring and appreciating the efforts of the university professor because it is one of the basic elements in the university and has a great role and importance in preparing human energies capable of providing a lot to society. - And we also find 35.8 % of the sample members for the phrase “disagree” and 7.3 % of the sample members for the phrase “strongly disagree” confirm an estimate by the institution and holding parties for them does not affect their performance and that the institution does not do so as customized for them.

- **Paragraph No. (09):** it included “obtaining confidence and delegating authority from the manager motivates me to do my tasks better.” The respondents’ trend was in the “agree” field, with a mean of (3.112) and a standard deviation of (1.186), which indicates However, the delegation of authority by the manager is in some cases within the organization, 30.2 % of the respondents say “agree” and 12.9 % of the sample say “strongly agree” that the delegation of authority encourages the employee to perform his tasks better. A manager who does

not trust the capabilities of his employees, and always seeks to constantly review their work and criticize them, results in a work team that lacks desire and enthusiasm at work. It has a positive effect on the individual and the organization.

- As for the percentage of 30.2 % of the respondents for the phrase "disagree" and the percentage of 7.3 % of the respondents for the phrase "strongly disagree" they confirm that they do not need to delegate authority because this holds them responsible and that the manager does not give them the powers to do so.

- Paragraph No. (10): it included "the director's possession of practical experience and skills is a motivating factor for university professors," as the respondents' trend was in the "agree" field with a mean of (4.146) and a standard deviation of (0.781), which indicates that the director He has experience and practical skills due to his seniority in this field, and this is confirmed by 56.5 % of the respondents for the expression "agree" and 32.3 percent of the sample for the expression "strongly agree." The way he listens to his employees and the type of discussion with them, and his use of special skills in dealing and paying attention to the ideas and aspirations of the employees, all of these things push the employee to improve his performance and raise his level, and the individual's sense of interest and impartiality on the part of the manager to certain people.

- While we find a small percentage of the sample members estimated at 6.5 % for the phrase "disagree" confirms that the manager's possession of experience and skill has no effect on their performance and that this affects the manager's exercise of his duties only.

- Also through the table, we find that the sample members agree to a moderate degree on the total statements of the moral incentives

dimension, as the weighted arithmetic mean was (3.504) and the standard deviation is estimated at (0.473), which means that there is a discrepancy in the answers of the study sample about what came in this dimension.

### Conclusion :

With regard to the moral incentives and their relationship to the job performance of the university professor at the University of Djelfa, we came to the following:

- The university system in Djelfa gives the university professor the opportunity to participate in decision-making, given the experience he gained in his field of work, which results in a sense of belonging and interest in the university professor's ideas and exploiting them to serve the goals of the system, and this confirms 59 % of the sample members.

- The University of Djelfa sends professors missions abroad in order to keep pace with the progress and development taking place, as well as encourage professors to work in groups and this is confirmed by 62.5 % of the sample members. It also encourages communication between professors in order to exchange information and ideas among them, which contributes to improving The level of job performance of the university professor by presenting his ideas based on a scientific basis, and this is confirmed by 91.8 % of the sample members.

- The university professor receives praise and praise for his efforts at the University of Djelfa from his superiors, which contributes to raising the morale of the professor and motivating him to make a greater effort, and this is confirmed by 70.3 % of the sample members.

- Professors at the University of Djelfa are allowed to exchange roles, which contributes to gaining new experiences, and encourages

cooperation between professors. In some rare cases, the exchange of roles is between professors without the intervention of the administration, and this is what is shown by 68.6 % of the sample members.

- The university system in Djelfa is interested in presenting certificates of appreciation to the university professor on some occasions in which some few groups of professors are honored despite the fact that all professors are enthusiastic to obtain certificates of appreciation for their efforts, in addition to some professors getting delegated authority by the director in some cases, which encourages them and It motivates them to provide better performance, which results in a positive impact within the university system in Djelfa, and this is confirmed by 43.1% of the sample members.

- The director's possession of practical experience and skills contributes to motivating the university professor at the University of Djelfa, which motivates the professor to improve his performance, and this is demonstrated by 88.8 % of the sample members.

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