

The Key Factors Determine to the Lecturers' Work Motivation

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Abstract

The study's objective is to identify, measure, and evaluate the factors influencing on the lecturers' work motivation in Dong Nai and Binh Duong provinces. The survey yielded 175 valid responses out of 196 questionnaires. After assessing the reliability of the measurement scales through Cronbach's Alpha test, the study conducted the following analyses: Exploratory Factor Analysis (EFA), KMO analysis for dependent variables, correlation analysis, linear regression analysis, ANOVA analysis, Scatterplot test and standard deviation error test. Based on the research's findings, five factors influencing on the lecturers' work motivation were identified, including: Income and benefits, training and development, leadership style, work environment, and job characteristics. Consequently, the study suggests managerial implications to assist universities in formulating recruitment strategies, maintaining and developing a suitable faculty team.

Keywords: work motivation, lecturer, leadership style, training and development

1. Introduction

The role of university professors is diverse and crucial for the success and development of the institution. Faculty members are responsible for providing quality instruction, serving as a resource, teaching experts, and curriculum coordinators (Ramirez et al., 2022). They also play a significant role in conducting research, contributing to the reputation and educational quality of the university. Although each environment has different educational goals and requirements, training different fields and professions with unique characteristics (Sundaram & Buitrago-González, 2017). Furthermore, faculty members are expected to be continuously updated experts and committed to providing ethical and professional training for students (Lozano & Lagla, 2018).

However, creating conditions for university faculty members to have work motivation is still an issue with many inadequacies, such as teaching hours, research hours, etc. To develop the faculty team of universities to meet the demand for higher education quality, many comprehensive solutions are needed. The motivation of faculty members for universities is not only an important factor in ensuring high-quality education and enhancing the competitiveness of the institution, but also to unleash the role of the faculty team in education and training as a system of factors that promote lecturers' active self-learning, self-research, and overall competence improvement, especially in teaching and scientific research tasks assigned (Isaeva & Malishevskaya, 2020; Mynzhanova et al., 2018). However, there is still a lack of research on faculty motivation, especially in the context of current diverse educational development and

integrating sustainable development into university education programs (Thi et al., 2018; Brahm & Kühner, 2019). Most current studies focus on determining the factors influencing the productivity of lecturers and applying theories of work motivation (Ziar et al., 2016). Further research approaches the issue of lecturer work motivation through studying and evaluating the factors influencing lecturer work motivation at private universities in Dong Nai and Binh Duong provinces, Vietnam, with the theme “Factors influencing on the lecturers’ work motivation: A study at the private universities in Dong Nai and Binh Duong provinces of Vietnam”.

2. Literature Review

2.1 Concept of Work motivation

According to Herzberg (1959), work motivation is the desire and willingness of employees to enhance efforts towards achieving organizational goals. Creating work motivation entails guiding employees to achieve set goals with the utmost effort. Work motivation is defined as the willingness to work, assessing the extent to which employees are willing to engage in work. Willingness to work can be reflected in voluntary actions or the importance of the job to an individual, enthusiasm to return to work after a vacation. Meanwhile, Vroom (1964) suggested that motivation is a state that forms when employees expect that they will receive desired outcomes, rewards if they exert effort in performing tasks. Creating motivation essentially means encouraging employees to work hard to increase the organization's output quality. For Mitchell (1982), work motivation is the desire and willingness of employees to enhance efforts towards achieving organizational goals; it is the drive, perseverance, and resilience in the work process. Pinder (1998) further elaborates that work motivation is a set of external and internal factors leading to behaviors related to setting, directing form, time, and intensity of action. In a recent study, Vandana et al. (2022) define work motivation as a set of energy sources originating from both internal and external factors of individual human beings to initiate work-related behavior and determine its form, direction, intensity, and duration. Additionally, work motivation is also defined as encompassing the direction, intensity, and persistence of work-related behaviors as well as goal setting and striving to achieve goals (Diefendorff et al., 2022).

2.2 Research Hypothesis and Research Model

According to Tran Kim Dung (2015), compensating labor is always one of the most challenging issues for managers in all enterprises. Enterprises often have different perspectives and goals when setting up a compensation system, but overall, they all aim for four basic objectives: Attracting labor; Retaining skilled labor; Motivating and encouraging labor; and Complying with legal requirements. Benefits demonstrate the company's concern for the lives of workers and have the effect of stimulating worker loyalty and attachment to the enterprise. Business benefits include: Social insurance and health insurance; retirement benefits; leave, holidays; lunch provided by the company; allowances for workers with many children or difficult circumstances; gifts from the company to workers on occasions such as birthdays, weddings, and parents' longevity (Tran Kim Dung, 2015). Depending on the nature of each organization, there are many initiatives regarding different types of benefits, but all have a common purpose

of encouraging employees to work, feeling secure in their work, and being more attached to the enterprise. From there, the hypothesis is formed:

Hypothesis H1: Perceptions of income and benefits positively impact the work motivation of lecturers at private universities in Dong Nai and Binh Duong provinces.

Some researchers argue that career development opportunities are closely related to the work motivation of employees. Tran Kim Dung (2015) considers factors such as promotion opportunities and career development from various perspectives, including: the relevance to employees' perceptions of training opportunities, personal skill development, and advancement opportunities within the organization. Training and career development not only directly help employees perform better, update their skills and knowledge, avoid obsolete management practices, and address organizational issues, but also satisfy employees' career development needs, encourage employee loyalty and dedication to the enterprise, and reduce employee turnover rates. Employees will be more attached to an organization when they perceive opportunities for training and self-development within that organization. Working for an organization where there are no opportunities for self-development or where the future is unclear makes it difficult for employees to stay committed in the long run; they will wait for a suitable opportunity to leave the company. Therefore, the study proposes the hypothesis:

Hypothesis H2: Perceptions of training and development policies positively impact the work motivation of lecturers at private universities in Dong Nai and Binh Duong provinces.

Tran Kim Dung (2015) argues that the work environment is where employees work, and it is where they always desire a safe and comfortable working environment to enhance their work motivation. Most people prefer to work close to home, in clean facilities with appropriate equipment, and with adequate personal protective equipment. Good working conditions include a safe environment, sufficient tools for work, reasonable working hours, a cheerful workplace, labor hygiene, absence of risks, adequate personal protective equipment, and good organization. Good working conditions will positively impact employee satisfaction. The factor of working conditions belongs to the second group, the work environment. This factor will prevent employee dissatisfaction and indirectly contribute to increasing employee satisfaction and motivation in their work.

Hypothesis H3: Perceptions of the work environment positively impact the work motivation of lecturers at private universities in Dong Nai and Binh Duong provinces.

According to the job characteristics model proposed by Hackman and Oldham (1974), a job will bring general satisfaction and result in good job performance if it satisfies the following characteristics: it requires the use of various skills, the employee understands the beginning and end of the job, and the job is significant for the overall business operations of the enterprise; it allows the employee to exercise certain discretion to complete their tasks, and the employee is accountable for their decisions; the job provides feedback from superiors on the employee's performance to learn from for future endeavors. Additionally, to achieve satisfaction, employees need to be matched with jobs that align with their abilities (Bellingham, 2004).

Hypothesis H4: Perceptions of job characteristics positively impact the work motivation of lecturers at private universities in Dong Nai and Binh Duong provinces.

A good leader will develop effective strategies and structures to support employees, implement policies and rewards that recognize and reward employee commitment and contributions. Leadership style influences employee engagement. The authors suggest that effective leaders must serve as positive role models for employees to follow. Leaders must foster unity and teamwork among employees to achieve work efficiency. Muharrem Tuna and colleagues (2011) indicate that inspirational leadership style enhances employee engagement and loyalty to the organization. There is a close relationship between inspirational leadership style and standards-based engagement. Inspirational leadership style motivates employees through vision, organizational values, priorities, instilling trust, and confidence in the organization.

Hypothesis H5: Perceptions of leadership style positively impact the work motivation of lecturers at private universities in Dong Nai and Binh Duong provinces.

Based on theoretical and empirical research findings, the research model of factors influencing the work motivation of lecturers at private universities in Dong Nai and Binh Duong provinces is presented in Figure 2.1 as below.

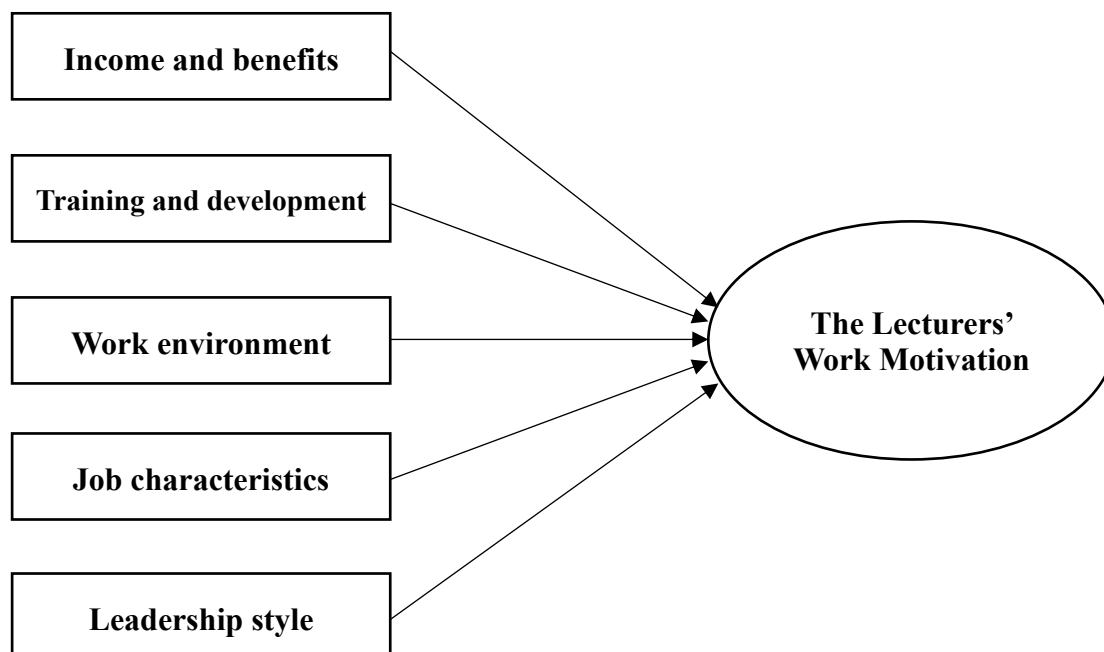


Figure 1. Research Model

3. Research Method

The research was conducted through a survey of lecturers working at private universities in Dong Nai and Binh Duong provinces of Vietnam to test hypotheses and address research issues. We developed the questionnaire based on relevant research literature. The survey questions

were selected and synthesized based on studies by accessing research concepts (Income and benefits, Training and development, Work environment, Job characteristics, and Leadership style). Questions that were not suitable for the research context in Vietnam were excluded. Furthermore, the original English scales were localized through expert interviews, group discussions, and then pilot testing with a small sample size. During the qualitative research phase to refine the scales, interviewees and group discussants made many contributions regarding language, grammar, and questionnaire construction. After finalizing the questionnaire, we conducted a pilot survey with 30 participants to check responses to wording and phrasing before proceeding with formal data collection.

The survey was implemented online through mobile phone messages and social media tools for eligible participants. After hearing the research objectives presented by the author team, the survey participants were very supportive and actively engaged in the survey. University leaders also supported and facilitated our access to their lecturers for the survey. With the online survey method, we set up tools to ensure that all important questions were answered and filtered correctly according to the research population. Towards the end of the survey period, we received 196 responses out of a total of 200 questionnaires sent out. After reviewing and filtering incomplete responses, responses with no valuable answers, and responses not suitable for the research population, we were left with 175 valid responses.

To demonstrate the level of agreement of the survey participants regarding their perceptions of the criteria, we designed a factor scale based on the 5-point Likert model. Subsequently, we used SPSS 20.0 to process the data and produce research results. In addition to testing the reliability of the scale using Cronbach's Alpha coefficient, we also conducted exploratory factor analysis (EFA) and multiple linear regression analysis.

4. Finding and Discussion

Statistical Research Results. The study was conducted with 200 survey questionnaires distributed, yielding 175 responses meeting the requirements. Among them, 48.9% of the participants were male lecturers, and 51.3% were female. Educational background: 2.86% of the lecturers held the Associate Professor - PhD degree; 12% held a PhD; 85.14% held a Master's degree. Regarding work experience: 3.43% of the lecturers had work experience from 1-3 years; 14.86% had work experience from over 3 years to 5 years; 81.71% had work experience of over 5 years. Regarding income: 58.86% of the lecturers had incomes ranging from 6 - 9 million VND/month; 26.29% had incomes ranging from over 9 million to 12 million VND/month; 14.85% had incomes over 12 million VND/month.

Reliability Test Results of the Scale. From the summarized test results in Table 4.1 below, the Cronbach's Alpha reliability coefficient is >0.6 for all variables, and the observed variables all have inter-item correlations >0.3 , indicating that the observed variables meet the reliability condition and can be used for factor analysis.

Table 1. To Summarize the results of Cronbach's Alpha for each factor

No.	Name of variables	Initial number variables	Number of remaining variables	of Cronbach's Alpha
1	Income and benefits (TN)	5	5	0,873
2	Work environment (MT)	5	5	0,847
3	Leadership style (LD)	5	5	0,889
4	Job characteristics (DC)	5	5	0,891
5	Training and development (DT)	5	5	0,921
6	Work motivation (DL)	6	6	0,992

Exploratory Factor Analysis (EFA). The results of the exploratory factor analysis for the independent variables using the Principal Component extraction method and Varimax rotation showed that there were 05 factors extracted with Eigenvalues greater than 1 (the smallest being 1.588) and the variance explained was 59.638%. The results of the analysis were consistent with the factors in the original research model. This indicates that six factors explain 59.638% of the variance in the dataset. The Kaiser-Meyer-Olkin (KMO) measure was 0.888 ($0.5 < \text{KMO} < 1$), and Bartlett's Test had a significance value of 0.000. The loading coefficients of all observed variables were above 0.5. The specific results are presented in Table 4.2 as below.

Table 2. The results of the KMO test for independent variables

Evaluation criteria	Computed value	Threshold value
KMO coefficient	0,888	$0,5 < \alpha < 1$
Sig. value in Bartlett's test	0,000	$0,000 < 0,05$
Variance extracted	59,638%	$59,638\% > 50\%$
Minimum Eigenvalues value	1,588	$1,588 > 1$

After the factor analysis process, there were 25 observed variables remaining, which were grouped into five clusters. The grouping table and cluster names for the six clusters are presented in Table 4.3. The final outcome consists of 25 observed variables on the scale and is divided into five factors that align with the proposed initial research model. The identified factors include: Income and benefits, Training and development, Work environment, Job characteristics, and Leadership style.

Table 3. Results of the EFA analysis for the independent variables

Encode	Factors				
	Leadership style	Job characteristics	Income and benefits	Training and development	Work environment
LD1	0,833				
LD5	0,797				
LD3	0,766				
LD2	0,754				
LD4	0,735				
DC5		0,849			
DC2		0,800			
DC3		0,776			
DC4		0,754			
DC1		0,723			
TN2			0,811		
TN1			0,801		
TN4			0,799		
TN5			0,788		
TN3			0,725		
DT4				0,844	
DT3				0,842	
DT2				0,833	
DT5				0,800	
DT1				0,789	
MT2					0,855
MT3					0,842
MT1					0,799
MT5					0,780
MT4					0,760

The results of the exploratory factor analysis for the dependent variable Work motivation indicate that one factor has been formed corresponding to the concept of Employee's work motivation.

Table 4. Results of KMO test of dependent variable

Evaluation criteria	Computed value	Threshold value
KMO coefficient	0,899	$0,5 < \alpha < 1$
Sig. value in Bartlett's test	0,000	$0,000 < 0,05$
Variance extracted	71,321%	$71,321\% > 50\%$
Minimum Eigenvalues value	4,122	$4,122 > 1$

The Eigenvalue is 4.122; the variance extracted is 71.321%, and the KMO coefficient is 0.899; Bartlett's Test has a Sig. = 0.000.

All factor loadings are greater than 0.50.

These test values indicate that the factor analysis is consistent with the research model.

Table 5. Results of the EFA analysis for the dependent variables

The lecturers' work motivation	
DL1	0,888
DL5	0,876
DL2	0,871
DL6	0,862
DL3	0,841
DL4	0,832

Therefore, after exploratory factor analysis, the research model comprises 01 dependent variable, which is the Work Motivation of lecturers. The independent variables in the research model include: Leadership style, Job characteristics, Income and benefits, Training and development, Work environment.

The research concepts in the research model are measured by 31 observed variables. All observed variables used in the research model are sufficiently reliable in measuring the research concepts, and none of them are excluded compared to the original research model.

Hypothesis Testing. The adjusted R^2 of the model = 0.786 indicates the model's compatibility of 68.6%, or in other words, about 78.6% of the variation in the dependent variable, Lecturers' Work Motivation, is explained by the five independent variables: Income and benefits, Training and development, Leadership style, Work environment, Job characteristics.

Table 6. Results of Regression Analysis

Model	R	R ²	R ² adjusted	Standard Error of Estimate	Durbin-Watson Coefficient
1	0,845a	0,793	0,786	0,43010	1,894

Based on the analysis of variance results in Table 4.7 below, the F value is 119.997 (Sig. = 0.000), indicating statistically significant evidence to reject the hypothesis that the regression coefficients are equal to 0 (except for the constant). Therefore, the multiple linear regression model being considered is appropriate for the dataset and can be used for predicting work motivation of employees.

Table 7. Result of ANOVA Analysis

	Total Variance	Degrees of Freedom	Mean Square	F Value	Sig. level
Regression	87,494	5	16,229	119,997	0,000
Residuals	33,526	254	0,155		
Total	121,020	259			

Additionally, the results of the regression coefficient analysis indicate that all five independent factors have a positive impact (positive Beta coefficients) on the work motivation of employees with a significance level of 1%. The Variance Inflation Factor (VIF) associated with the independent variables is highest at 1.637, which is less than 5, indicating no multicollinearity issue in the research model.

5. Conclusion

The human factor is crucial to the survival and development of any organization. Motivating faculty members at private universities in Dong Nai and Binh Duong provinces is a very important issue that helps enhance productivity, quality, and work efficiency, thereby contributing significantly to the success and sustainable development of the organization. In recent years, private universities have implemented many policies to create a good working environment for employees, retain talented faculty members, and improve labor productivity. However, the results have not been entirely satisfactory as the turnover rate remains high, especially among doctoral-level faculty members, indicating stagnation in the faculty workforce and a lack of motivation among some faculty members to contribute to the institution. Therefore, it is essential to study the factors affecting the work motivation of faculty members at private universities in Dong Nai and Binh Duong provinces.

The study was conducted using both qualitative and quantitative research methods, divided into preliminary and formal research stages. The sample size used in the quantitative study was 175 observations. A 5-point Likert scale was used with 31 observed variables measuring 06 research

concepts, including 01 dependent variable and 05 independent variables. Data collection tools included structured questionnaires for quantitative research and group discussion outlines for qualitative research. The data analysis tool used was SPSS 20.0 statistical software. The results of regression analysis showed that there are 05 factors influencing the work motivation of faculty members at private universities in Dong Nai and Binh Duong provinces, namely: Income and benefits, Training and development, Work environment, Job characteristics, and Leadership style.

The analysis of differences in work motivation among faculty members at private universities in Dong Nai and Binh Duong provinces showed no differences in demographic factors such as gender, educational level, faculty department, and work experience. Based on the research results, the thesis has proposed managerial implications to maintain and enhance work motivation for faculty members at private universities in Dong Nai and Binh Duong provinces for the next developmental stages.

Improving income and welfare policies. According to the research results, salary and welfare factors have the strongest influence on work motivation. Therefore, fluctuations in these policies will affect the teaching staff. Thus, private universities need to establish regulations and procedures for a suitable and stable salary and reward mechanism, avoiding disruption. Salaries should be commensurate with job positions and responsibilities to retain and further develop training capabilities, focus on professional work, devote enthusiasm and creativity, and contribute to the ongoing improvement of educational quality at the institution. To ensure that welfare policies effectively serve the goal of promoting the sustainable development of the organization and motivate all faculty members, welfare policies should be established based on the following principles: Changes in benefits should have a significant impact to encourage faculty members to increase productivity and efficiency. These policies should be transparent so that all members understand the institution's welfare mechanism. They must be fair, reasonable, easy to implement, and competitive with other similarly sized private institutions in the same field of education. Universities can implement measures such as performance-based pay, promotions or additional responsibilities, performance-based bonuses, recognition programs, awarding certificates of merit, life insurance, enriching job content, programs supporting the purchase of valuable assets such as houses and cars, improving the work environment, offering travel or special vacation programs. Policies regarding insurance, regular health check-ups, annual leave, travel, and recreational activities need to be maintained and enhanced. Additionally, universities should organize various recreational activities to help faculty members better understand and bond with each other. Furthermore, universities should provide additional support services and welfare benefits for faculty members' relatives and families. For example, providing financial support for annual travel expenses, covering health insurance costs for relatives and family members. Revamping the reward process is also essential. In addition to the current practice of recognizing outstanding achievements, universities should promptly reward faculty members after they achieve success. Encouragement, commendation, awarding certificates of merit, and presenting memorabilia should be done publicly in front of the community.

Improving Training and Development Policies. Building and nurturing the workforce should be given even greater emphasis. Private universities need to plan for more frequent overseas training and development opportunities for faculty members, organize on-site training courses, develop pedagogical skills enhancement programs, and create opportunities for faculty members to strive for career advancement. The institution should establish and promptly implement short-term and long-term training policies for faculty members, ensuring that 100% of faculty members undergo professional training both domestically and internationally, quickly bringing about qualitative changes in their work. Provide favorable conditions and prioritize individuals with sufficient capability and qualifications for studying abroad. The opportunity for exchange and learning abroad greatly enhances faculty members' specialized skills. Each faculty member should be supported to conduct dissertations or research in an international environment, which not only enriches knowledge but also provides practical experiences. To perfect human resource development training, the university needs to create opportunities for all faculty members to undergo professional and specialized training, study in countries within the region and worldwide. Managers need to prioritize training and development to maintain and enhance the quality of the workforce. Training reflects the organization's concern for faculty members, thereby fostering trust and attachment to the organization, motivating them to fully utilize their abilities to serve the organization. Additionally, it provides opportunities to implement technical and managerial advances.

Enhancing Leadership Style. Attention to building and strictly implementing the appointment process for departmental/unit managers based on their professional competence and ethical qualities will determine fairness in attitudes and fairness in issuing or enforcing their decisions. According to research findings, this will positively influence the motivation of faculty members. Developing a leadership style for managers aims to foster a close relationship and narrow the gap between leaders and faculty members. To achieve this, leaders must be willing to change their leadership styles, with measures in place for regular monitoring and encouragement from senior leadership. Leaders who respect their subordinates, seek their opinions on work-related issues, treat them sincerely and trustingly, make subordinates feel valued. The leader's task is to help faculty members feel that their work aligns with their expertise and skills, and that it can help them develop professionally and in their future. At the same time, making faculty members feel like integral parts of the organization. University leaders need to further fulfill their roles by increasing contact and diversifying dialogue methods with faculty members. Additionally, private universities need to improve and innovate dialogue content to meet the urgent needs of faculty members, and conversely, for faculty members to understand the situation of the university, what has been achieved in the year, and what needs to be accelerated to achieve the set goals.

Improving the Working Environment for Faculty Members. To implement this solution, private universities need to: Help faculty members understand how their work contributes to the university's goals and development strategy. Involve faculty members in decisions that affect their work, encourage them to develop their work professionally, delegate appropriate authority corresponding to responsibilities in their work. Build a friendly work environment, enhance faculty creativity. To achieve this, it's necessary to build a cohesive, cohesive relationship within

the team, foster innovation, ideas, and honor contributions to the institution. Establishing organizational culture: Enforce rules and regulations effectively, helping employees set goals in their work, creating a good cultural environment. The relationship between colleagues plays a significant role in building the quality of education and research. To develop scientific research activities among faculty members, it is not only about encouraging faculty members to access research worldwide but also about implementing policies that support research groups to exchange and share their research, mutual support is the strength to solve large and difficult research issues. Thereby, it helps develop and enhance the knowledge and research capacity of faculty members. Therefore, leadership needs to create a collaborative work environment to coordinate and support faculty research processes, so that faculty members not only have the opportunity to learn from each other but also bond better with each other.

Enhancing the Job Analysis System and Job Design to Suit Job Characteristics. The research results indicate that the factors influencing faculty members' work motivation are related to the teaching job characteristics. Faculty members need to have adequate tools for teaching and in-depth research. At the same time, passion for teaching needs to be closely linked to working conditions, so enhancing passion and maintaining it in work for faculty members through creating favorable conditions for individuals to express their passion in work is crucial. Private universities should regularly listen to the desires of faculty members, while also creating conditions to help address faculty members' issues. This will make faculty members feel more at ease and able to focus better on teaching and research. Creating a friendly learning environment by reducing class sizes fosters close relationships between faculty members and students. Additionally, private universities need to improve the job analysis process more actively. The job analysis and design work at the University still face some issues, such as focusing only on constructing job descriptions, which only outline faculty members' rights and responsibilities without providing standards to evaluate their performance levels.

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