

Motivational Factors Affecting Lecturers' Performance at Selected Universities of Economic and Administration in Hanoi, Vietnam

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Abstract

One of the most important factors that positively influence the performance of lecturers is the motivation toward work, which determines the self-discipline to improve the professional skills, morale, work attitude, and the performance of lecturers. This paper was conducted with the main purpose is to find out job motivational factors affecting on performance of lecturers with the application of reliable model in the situation of economic and administration in Hanoi, Vietnam. By surveying 490 lecturers at universities in Hanoi, the research has shown the relationship of seven motivational factors to lecturers' performance, of which the greatest impact is "assessment", followed by "incentives", "recognition", "colleagues", "superiors", "working conditions", and finally "works itself". Finally, based on the results, the research has proposed suggestions to help policymakers develop programs and action targets that enhance the motivation and performance of the teaching staffs in universities; step by step improving the quality of higher education according to the goals that Vietnamese Party and State have set for the higher education sector these days.

Keywords: Motivation; Performance; Lecturers; Universities; Economic and administration.



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1. Introduction

Human resource management (HRM) is the foundation, which plays a central role in the management of the organization, so that it can develop other management activities that will enable the organization to survive, grow and go up in competition these days. This central role comes from the human role, which is the constituent element of the organization, help to operate and determine the success of the business (Abonam, 2011). The role of HRM in organizations is to organize people so that they can effectively perform work activities (Bianca, 2018).

In the course of national development, the role and status of higher education in Vietnam has become increasingly important. Universities not only play a key role in the training of high-level human resources in science and technology, but have also become major research centers for new production and development of knowledge, transferring modern technology, contributing to sustainable development (Hoang and Hoang, 2013). Higher education in Vietnam has been innovating and reforming in the direction of diversifying, standardizing and establishing a quality assurance system with many criteria for quality assessment in terms of training, scientific research and technology transfer community development services. Decree No. 14/2005 / NQ-CP dated November 2nd, 2005 by the Government of Vietnam on basic and comprehensive reform of higher education in Vietnam for the period 2006 -2020 also set out the requirement: Modernizing the higher education system is based on inheriting the achievements of education and training of the country, bringing into full play the national identity, absorbing the quintessence of humanity, quickly approaching the development trend of higher education in the world.

Unlike the number of high school and elementary teachers, the number of lecturers at universities in Vietnam in general and in Hanoi in particular is very scarce. Many private schools do not even have enough faculty members, so that they have to contract with public school teachers; this problem in the big cities like Hanoi, Ho Chi Minh City, where the concentration of most universities in the country is worse. There are many causes for this scarcity problem, one of which is the lack of motivation in the policy of universities to ensure that lecturers are satisfied with their careers and income in order to work and dedicate to the duty of teaching and scientific research. There is even a tendency to retire from a faculty member's job to other occupations when these gray-collar staffs see that the treatment of these universities hasn't commensurated with their performance. Being aware of this problem, many universities in economics - business administration have been implementing solutions to motivate lecturers to work such as improving the welfare, working facilities, work environment, creating opportunities of promotion for lecturers. However, the motivation toward work at these universities is not high, therefore having the negative impact on the work performance. Studies to find out the source of the problem, thereby to orient solutions for the policy makers from then become urgent requirements in the current period in Vietnam. One of the most important factors that positively influence the performance of lecturers is the motivation toward work. The motivation toward work determines the self-discipline to improve the professional skills, morale, work attitude, and the performance of lecturers. Therefore, this paper was conducted with the main purposes: to research, analyze and evaluate the job motivational factors affecting on performance of lecturers with the application of reliable models, from which to propose suggestion for the motivational strategies for the better performance of lecturers at universities of economics and business administration in Hanoi, Vietnam.

2. Theoretical Background and Research Model

2.1. Work Motivation

According to Zahra *et al.* (2015), motivation is a process of governing choice by persons among alternative forms of voluntary activity. Motivation incorporate psychological processes that create the arousal, direction and persistence of voluntary actions that are goal oriented. According to two authors Gareth *et al.* (2008) in the book Contemporary Management, motivation is considered to be a powerful boost in psychology to determine the direction of behavior, level of effort and persistence of a person in a given organization. When employees are motivated, they will work harder and be more satisfied with their jobs comparing to demotivated employees (Elias *et al.*, 2012). There are two types of behaviors during motivation, they are intrinsical motivated behavior and extrinsical motivated behavior.

2.2. Motivation of Universities' Lecturers

The role of lecturers at universities is also reflected in contributing to raise the people's intellectual level, foster talents for the country, and create talented intellectuals through the transmission of advanced knowledge of human civilization (Sue and Burroughs-Lange, 2006) These intellectuals will contribute to the country's development, enhancing the internal strength of the country, creating the country's higher position in the international arena. Because the faculty members have such an important role, by motivating them, universities help to create an enthusiastic, dedicated, enthusiastic and enthusiastic lecturers. Motivated lecturers will help the school to consolidate and maintain high quality human resources, as all efforts by faculty members to improve themselves, improve their performance (Victor, 2014).

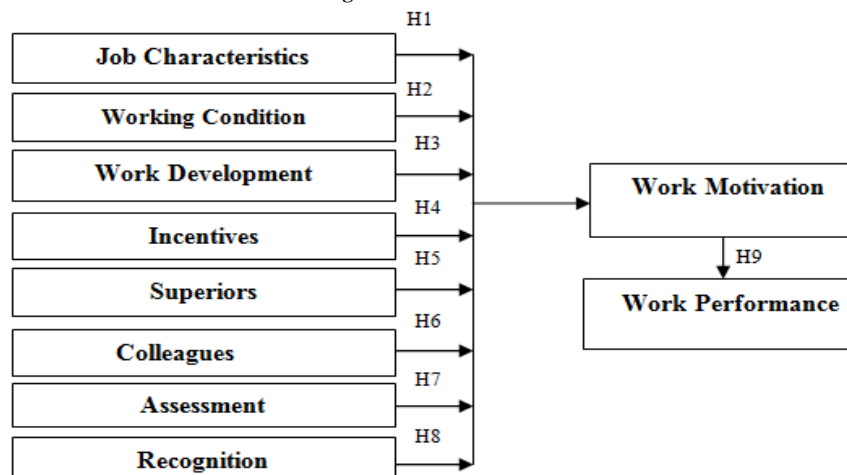
2.3. Lecturers' Performance

A lecturer's job performance is his or her ability to integrate the experience, teaching methods, instructional materials, knowledge, and skills in delivering the subject matter to students in and outside the classroom. The indicators on which the performance is assessed are: quality and relevancy of education at all levels, equitable access to education and effectiveness and efficiency in the delivery of education (Blaskova, 2007). When lecturers feel motivated to work they will be psychologically stable, productive and creative and able to develop work. On the other hand, those without motivation can spend less time working, avoid as much work as possible, leave the organization as soon as they have another opportunity and they create low quality jobs (Muhammad Imran *et al.*, 2010).

2.4. Determinants of Motivational Factors for Lecturers' Performance

Stacy Adams's theory of equality (1963) addressed the issue of employee perception of the level of fairness in the organization. The basic premise of the doctrine is that everyone wants to be treated fairly: individuals in the organization tend to compare their contributions and the interests they receive with the contributions and interests of the other people. Inputs such as capacity, experience, level, and talent are compared with the outputs: salary, increase of salary, recognition and other factors. Meanwhile, Herzberg's studies provided data to propose a two-factor model: demotivate factors such as policies, supervision, working conditions, incentives, relationships with supervisors and colleagues, and motivational factors such as achievement recognition, responsibility, advancement and growth (Joseph and Gawel, 1997). To demonstrate the significance of the relationship of work motivation, jod satisfaction and performance, Schermerhorn *et al.* (2008) introduced a model known as the "integrated model of individual motivation to work", providing the details of the interaction and interdependence of these three variables. They should not be considered as linear process of which each variable directly triggers or is triggered by one of the other, but rather as a circular process consisting of interdependent and interacting variables (Schermerhorn *et al.*, 2008). According to authors Jennifer and Jean (2009), McNall *et al.* (2010) and Abd Rahman *et al.* (2013), flexible working hours and promotion opportunities are factors that motivate the workforce of civil servants. Pham (2017) suggested that motivating employees depends on salary and fringe benefits, recognition, and communion.

Figure-1. Research model



On the basis of Stacy Adams's theory of equality, Herzberg's two-factor theory and other motivational models mentioned in the review of related researches, associated with current context of universities in Hanoi, the author developed the research model applied to the research with the dependent variable is the motivation of the lecturers and their performance, and 08 independent variables including:

2.4.1. Work Itself

Nguyen (2011) and Shah *et al.* (2012) have demonstrated the nature of teaching job has a significant impact on the motivation of the lecturers. If faculty members are pressured (not allowed to be active and creative in the workplace), they will lead to stressful mood, thereby limiting their work motivation and performance (Alam and Farid, 2011).

2.4.2. Working Conditions

According to Teck-hong and Waheed (2011), working conditions are the most important factor in influencing local motivation and this is also confirmed in the study by Luu and Bich (2013) in Ho Chi Minh City.

2.4.3. Work Development

Sharma and Jyoti (2010) pointed out that the opportunity of studying, developing professionally, and gaining status are the other elements of the job impact on motivation. If lecturers are aware of development opportunities in the workplace, they will be motivated to work better, be more accountable to their organization.

2.4.4. Incomes and Monetary Incentives

Paying wages commensurate with qualifications, accompanied with job incentives will motivate teachers to increase their knowledge and to continue to get better results. This will also affect other teachers with poor performance (Alam and Farid, 2011; George and Sabapathy, 2011; Stringer and Dihham, 2011).

2.4.5. Support from Managers and Superiors

Different leadership styles will lead to differences in the motivation of the teachers. Leadership style with supports, positive cooperation, greatly enhances the intrinsic motivation of faculty members and alleviates stress and fatigue in their work (Eyal and Roth, 2011).

2.4.6. Working Relationship with Colleagues

In the theory of self-determination, people seek external relationships to satisfy both practical goals (such as knowledge) and psychological needs. When these relationships are positive, the lecturers will see their needs satisfied and feel motivated and committed to their organization. When this relationship is negative, the demand is not satisfied, they will feel no motivation and seek alternative work (Lambert *et al.*, 2012).

2.4.7. Assessment of Students and Society

The attitude and proficiency level of the learners influences work motivation of teachers. Most lecturers believe that working with young people is a source of inspiration in their work. Ali Ahmad *et al.* (2014) argued that students' positive attitudes toward learning and classroom activities are motivational.

2.4.8. Recognition of Individual Contributions

Ali and Ahmad (2009) pointed out that reward and recognition are two important factors affecting the motivation and performance of lecturers. However, if the reward is not matched to a remarkable achievement and no recognition of people, it will lose its value.

3. Research Method

The respondents of the research survey are lecturers of 10 selected universities, which are experienced and ranked at the top in the sector of economic and business administration education in Hanoi including public and non-public universities. In terms of the sample size in the formal quantitative study, according to Hair (1998), for the exploratory factor analysis, the sample size must be at least five times the total number of indicators in the scales. The research consists of 51 variables used in factor analysis. Therefore, the minimum sample size needed is $51 * 5 = 255$ observations. Base on Slovin's formula, total observations are estimated about 500 with error 5% with the number of lecturers of about 5,000. Combining the sampling patterns, a survey with 600 questionnaire was conducted to ensure the reliability of the research. Based on the scale of lecturers of the universities, the sample was divided in proportion of each university compared to the overall Then the researcher continued to use the convenient sampling method to select the respondents which is often used in exploratory research to determine the practical significance of the research problem (Dinh Phi Ho, 2013). Respondents answering questionnaires had to meet the criteria: (1) is lecturers officially working in selected universities; (2) has worked for the university for at least 3 years. With 600 questionnaires sent out, there were 518 questionnaires getting back accounted for 86.33%. Questionnaires after collection were checked to avoid errors and inconsistent information. The number of usable questionnaires was 490, of which 318 lecturers from 07 public universities (64.9%) and 172 lecturers from 03 non-

public universities (35.1%). After that, all questionnaires were encoded and entered into SPSS 20.0 and AMOS 20 software to filter for subsequent studies.

4. Results and Discussion

4.1. Description Analysis

Table 1 is the summary for all the variables to show the grand mean. From the result, we can see that variable “assessment”, “monetary incentives” and “working condition” are not highly assessed by the respondents. Meanwhile, 2 variables of “colleagues” and “development” are highly appropriated by the lecturers at universities in Hanoi.

Table-1. Summary for all the variables to show the grand mean

No	Indicators	Mean
1	Work characteristics	3.61
2	Working condition	3.54
3	Work development	3.69
4	Income and monetary incentives	3.49
5	Support from managers and superiors	3.57
6	Working relationship with Colleagues	3.78
7	Assessment	3.46
8	Individual contribution recognition	3.62

It is explained by the fact that there is no such place as in Vietnam when the starting salary for a trainer regardless of starting point of training is almost the same. Basic salary is considered low, discouraging and dis-attracting talented people to work at educational institutions. At the same time, in Vietnam, the lecturer is not only forced to teach enough hours but also to teach the excess teaching volume due to the lack of teachers and schools do not want to recruit more due to limited human resource policy or saving salary and welfare funds. On the other hand, the infrastructure system with tight working conditions in Hanoi is not in accordance with the law on higher Education and some guiding documents leading to the low assessment and suction of career of the university’s lecturer.

4.2. Exploratory Factor Analysis - EFA

The reliability testing shows that the JC4, INCOME6, SUPER4, MOTIV3, PERFORM11 and PERFORM12 variables were excluded in the EFA step. The result shows that the scales both have a reasonable strong Cronbach’s Alpha coefficient and the Corrected item - Total correlation of items are all more than 0.3. Thus, the proposed items measure the same concepts and the scales are reliable for using. Exploratory Factor Analysis (EFA) eliminates scales that are not sufficiently reliable, retaining high consistent scales. In the study, the factor analysis was conducted twice (Table 2).

Table-2. Result of exploratory factor analysis

EFA	KMO	P-value	Explanatory variance	Number of factor	Result
First	.847	.000	62.393	12	Eliminated 2 variables: JC1 and ASSES1
Second	.846	.000	63.726	12	Accepted for next analysis

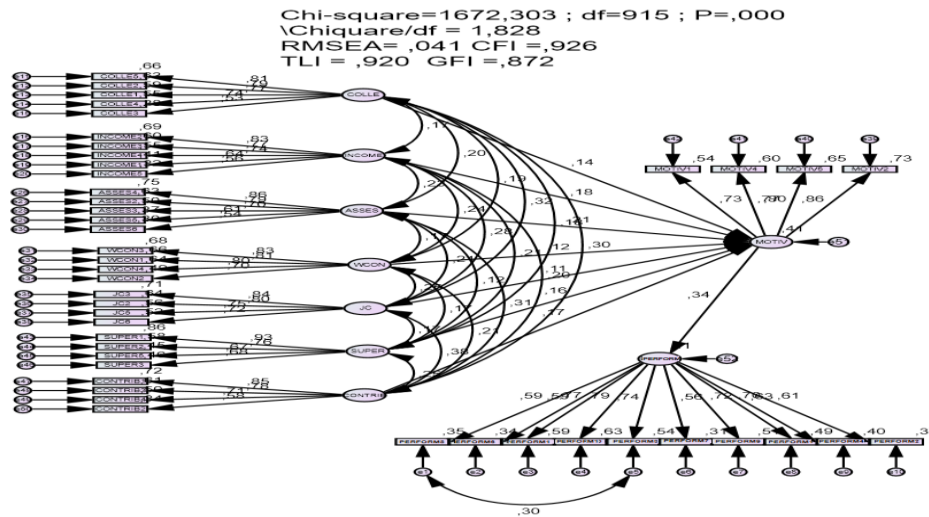
4.3. Confirmatory Factor Analysis (CFA)

Variable WDEV is excluded in the first CFA. Results of the second CFA showed that: Chi square/df = 1.802 < 3 (Carmines and McIver, 1981), CFI = 0.929, TLI = 0.923 > 0.9 (Bentler and Bonett, 1980) và RMSEA = 0.041 < 0.8 (Steiger, 1990). Factor loadings of observations are more than 0.5; all independent variables are correlated with dependent variable, so the model is accepted for next testing.

4.4. Structural Equation Modeling (SEM)

The study uses Structural equation modeling to assess the relevance of the research model and test the relationships in the initial model. The results of the SEM with df = 915, Chi-square = 1672.303 with p-value = 0.000 < 0.05, Chi-square / df = 1.828 < 3, CFI = 0.926 and TLI = 0.920 > 0.9; GFI = 0.872 > 0.8; RMSEA = 0.041 < 0.8 should confirm the model consistent with the market data (Figure 2).

Figure-2. The standardized results of testing relationships in the model



The researcher confirmed the correlation of the independent and dependent variables because of the Estimate value of all variables both greater than 0 at correlation coefficient at statistically significant 95% (sig <0.05). Therefore, hypotheses H1, H2, H4, H5, H6, H7, and H8 are accepted. This means working conditions, work itself, income, colleagues, superiors, student and society appraisals, and individual contribution recognition have a positive relationship with lecturers’ work motivation; in which “assessments” has the strongest impact, followed by incentives, recognition of individual contribution, colleagues, superiors, work itself and working conditions. In addition, the results showed that work motivation is positively correlated with work performance. Hypothesis H3 is rejected; it means there is no evidence to confirm that “development” has a positive impact on lecturers’ work motivation.

4.5. Discussion and Recommendation

The results of the study have confirmed the positive relationship between work motivational factors and performance of lecturers. The finding has supported by a lot of previous studies in which teaching is a two-way activity between lecturers and students, so the motivation of the lecturers are strongly influenced by students (Ali Ahmad *et al.*, 2014; Sinclair, 2008). In Vietnam, although the policy of salary, bonus and allowances for lecturers is still low, lecturers are highly appreciated by the student and society. Teaching is regarded as a noble profession, is highly respected so the motivation of the teacher is influenced the most by the assessment of student and society. Besides, incomes and monetary incentives also highly impact on work motivation of lecturers at economic schools. According to interviews of some lecturers, income is an important factor because when their income is stable and enough to cover their living expenses, they will feel secure and have peace of mind with their teaching and research work. Many studies have shown that income is a positive factor which improve work motivation and work efficiency (Le Van, 2006). The study by Nguyen (2009) argues that as salary and fringe benefits are provided guaranteedly, teachers have higher work motivation and work performance. Other factors such as recognition of contribution, relationship with colleagues, superiors, work itself and working conditions have been proved to have a significant influence on work motivation, which are insistant with the previous researches by Fey *et al.* (2009), Ali and Ahmad (2009), Adam (2010), Teck-hong and Waheed (2011), and Rahman *et al.* (2013).

The key to success of a university is human resources, with the core of motivational policy to mobilize the effort and scientific creativity of faculty members. The selection and application of motivational models in schools today is of great practical significance. Therefore in order to improve work performance of lecturers in the economic - business administration field of training in selected universities, it is necessary to have more activities to create work motivation of lecturers. Teachers' contributions should be often recorded and evaluated in a variety of ways so that they can be seen in a fair and objective manner. In addition, universities need to apply financial and non-financial measures flexibly, directly affecting the mentality of the teacher to create a good impression on the organization. Building salary scales and payrolls, and appropriate remuneration policies so as to ensure that the incomes are worthy of the lecturers' capacity are necessary to create favorable conditions for them. When schools implement equitable, objective and developing compensation mechanisms, recruiting talents, applying measures with many different emphases on the use of motivational tools, they can make sure that the teaching profession becomes a noble and desirable career of Vietnamese talent.

5. Conclusion

The research has answered original objectives. On the assessment of the lecturers, the fact is that lecturers are not highly evaluated with the whole situation provided by the universities, meaning that there is a need to improve the current situation of motivating them for their better performance in the future. To do this, the research has shown the relationship of motivating factors to lecturers' performance, in which seven factors were found to be influenced; they are: working conditions, work itself, incentives, colleagues, superiors, assessment, and the individual

contribution recognition, in which the greatest impact is the assessment factor, followed by incentives, individual contribution recognition, colleagues, superiors, working conditions, and finally work itself. Finally, based on the results, the research has proposed a system of suggestions to help policymakers develop programs and action targets that enhance the motivation and performance of the teaching staffs in universities; step by step improving the quality of higher education according to the goals that the Party and State have set for the higher education sector these days. There are many factors that affect the motivation of lecturers, but depending on the time and space, they will be influenced by the different factors because the needs of the lecturers may change and depending on the circumstances. Therefore, managers should regularly research of appropriate motivational policies and explore motivational issues in different universities to improve their own, making the better quality of labor, promoting the current source of labor of the universities in Vietnam.

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