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Enhancing Work Motivation for University Lecturers in Vietnam: Current Measures and Priorities

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Abstract

Work motivation of lecturers in educational institutions is a crucial issue that significantly impacts the development of education within universities. The research objective of this study is to propose measures for creating work motivation among university lecturers. The research methodology involves examining both domestic and international studies on lecturer work motivation, while also drawing from the university lecturer training program conducted by the Ministry of Education and Training in Vietnam. The research findings shed light on the role of work motivation and strategies for fostering work motivation among university lecturers. It is concluded that current university lecturers should be encouraged in their work motivation through various means, including economic incentives, job enrichment, improving work environments, providing professional development and training opportunities, and implementing fair and objective performance evaluations.

Keywords: *work motivation, creating work motivation, lecturers, university.*

1. Introduction

Motivation is a psychological concept that holds great importance in life and has a significant impact on work quality. During the process of work, lecturers undergo a phenomenon known as motivational decline, which has a reverse effect on motivation. Given the contrasting effects of this educational process, it requires significant attention from leadership and the education system to strike a balance between these phenomena, as they affect the primary subject, which is the education of the younger generation. For lecturers to achieve effectiveness in their work, they require work motivation. Relying solely on the basic needs outlined in motivational theories, various studies have shown that to achieve educational objectives from the lecturer's perspective, their needs must be fulfilled promptly through analysis and specific implementation strategies. Moreover, when lecturers possess the necessary knowledge and skills to manage learning outcomes and create motivation, students' academic achievements improve. Lecturers who lack sufficient knowledge of motivation and lack motivation itself face difficulties in fostering student motivation.

In practice, it is observed that the motivation of university lecturers is influenced by various factors, with economic factors being considered an important issue that leads to an increase or decrease in work motivation among lecturers. Additionally, factors such as the work environment and fairness in development opportunities also contribute to the enhancement or reduction of work motivation among university lecturers.

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This research will focus on the following aspects: providing knowledge on work motivation, highlighting the primary role of motivation in the educational process for lecturers, and exploring the factors influencing work motivation among university lecturers today. Based on these findings, measures for creating work motivation among university lecturers will be proposed to meet the demands of the current Higher Education Program in Vietnam.

2. The Theoretical Framework

2.1. Motivation and the Importance of Motivation for Lecturers in Education

Motivation is a psychological concept that drives individuals to perform certain actions. Various perspectives on motivation exist: Bedeian (1993) argues that motivation is the effort to achieve individual goals; Kreitner (1995) defines motivation as a psychological process that directs individual behavior towards specific objectives; Higgins (1994) describes motivation as an internal drive to fulfill unmet needs. From a psychological standpoint, motivation consists of factors that stimulate actions to satisfy the subject's needs, thereby igniting positive work engagement. From a management perspective, motivation is the desire and willingness of individuals to exert effort and strive to achieve their personal and organizational goals.

In the realm of motivation, the author's stance converges with the perspective articulated by Kanfer (2009) and Kanfer et al. (2017), which posits motivation as a multifaceted psychological construct that underpins intricate processes of goal-oriented cognition and behavior. These intricate processes intricately orbit around the nexus of an individual's internal psychological constituents and the external ambient contextual factors, intertwined with the vigor and tenacity exhibited in the pursuit of specific objectives.

Within the domain of work, work motivation assumes the role of a phenomenon elucidated as "a reservoir of energies emanating from the inner recesses of individuals, as well as from their immediate surroundings, which instigate actions germane to work and shape the form, trajectory, intensity, and duration of these actions" (Pinder, 2008). Consequently, work motivation arises from the dynamic interplay between individual idiosyncrasies and their milieu, encompassing cultural, social, and organizational influences (Latham & Pinder, 2005). Additionally, work motivation stands susceptible to the influence of personality traits, needs, job suitability, and it can engender an array of consequences and dispositions, including but not limited to contentment and engagement (T'ziner et al., 2012).

Further delving into the intricate domain of work motivation, as envisaged within the self-determination theory, it frequently partitions into two principal structures: intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000b). On one facet, intrinsic motivation is indicative of internal impetus, wherein employees find motivation in the exhilaration, sense of achievement, gratification, and personal fulfillment derived from the tasks and outcomes associated with their work (Deci & Ryan, 1985; Bauer et al., 2016; Legault, 2016). Conversely, extrinsic motivation posits that the work motivation of individuals stands under the sway of external forces, including organizational, occupational, and environmental facets. These external forces encompass social norms, peer influence, financial requisites, promised rewards, among others. It is imperative to note, however, that the juxtaposition of extrinsic motivation against intrinsic motivation does not insinuate an inherent inferiority of the former (Deci et al., 1999). Moreover, Ryan and Deci (2000b) contend that each form of motivation occupies distinct poles on a continuum, as expounded by Rockmann and Ballinger (2017): "...there is accumulating evidence supporting the notion that intrinsic and extrinsic motivations exist

autonomously, each harboring its own causal antecedents and resultant consequences...within the organizational context, where monetary incentives coexist with engaging tasks, individuals can concurrently experience extrinsic and intrinsic motivations in the execution of their duties."

Creating Motivation: Work motivation is not inherent or pre-existing within individuals; individuals are not inherently motivated or unmotivated. Motivation needs to be fostered throughout life, learning, and work experiences. Creating work motivation for lecturers refers to all measures, policies, and techniques applied by management to generate the desire, voluntary dedication, and passion for work among lecturers, aiming to achieve educational outcomes and teaching objectives within the institution. Therefore, the essence of creating motivation is the process of influencing and stimulating the lecturer's motivational system, activating or transforming external stimuli into internal psychological drive that propels individual actions.

The Importance of Motivation for Lecturers in Education: Motivation of lecturers is an important concept in all educational institutions, especially in schools. When lecturers are motivated, their performance in the educational process is high. Schools are social institutions, and motivational phenomena play a significant role in academic development and the enhancement of education quality. Motivated lecturers need to fulfill essential needs that influence the development of the educational process, such as improving infrastructure conditions, ensuring up-to-date teaching materials and modern teaching methods, collaborative relationships and understanding among colleagues, societal recognition through salary increments, and feedback received from students.

Creating work motivation naturally encourages lecturers in their teaching. Work motivation stimulates and increases job satisfaction, enhances competitiveness to cultivate a sense of responsibility, improves teaching competence, and produces a timely supply of high-quality human resources. Kelly (1974) emphasized the relationship between motivation and job satisfaction, which is crucial for lecturers' performance and their ability to mitigate the impact of stress. Lecturers who have goals, a desire to explain and organize lessons affect the classroom atmosphere, fostering trust and adaptability in students. When lecturers feel motivated, they are more inclined to develop strategies, fostering a desire to learn and provide information to the younger generation. Various studies have indicated that motivation directly influences students' learning outcomes, as Brophy (1983) stated that the main reason for low academic achievement is weak motivation between lecturers and students.

Other research on the important role of lecturers in the learning process (Atkinson, 2000) supports this perspective. This situation can be explained by the relationship between lecturer motivation and job satisfaction. Reyes (1990) highlights the positive relationship between motivation and job satisfaction. Building on this idea, Anderson identifies the relationship between motivational factors such as autonomy, self-awareness, and enthusiasm of lecturers.

Based on research findings by Henderson-Sparks (1995) involving 135 schools in California, factors that contribute to a decrease in lecturer performance include lack of motivation, fatigue, and personal crisis. Different scholars have emphasized the importance of lecturer motivation in enhancing teaching quality. Another study conducted in a university setting identified a relationship between job satisfaction, fulfilled needs, the importance of motivation, and increased work performance. Therefore, to achieve performance in their work, lecturers need to be motivated by fulfilling their psychological and social needs, safety needs, needs for reality, and evaluative needs. Different aspects of behavioral, cognitive, human, and explanatory

motivation relate to external and internal factors that influence lecturer performance. American psychologist Abraham Maslow (1943; 1970) argues that lecturers need to feel motivated in their work, and this motivation can be stimulated by fulfilling their primary needs, which are crucial in educational settings.

2.2. The Role of Work Motivation for Lecturers in Higher Education

Creating work motivation and developing professional capacity for lecturers in Vietnamese universities in implementing higher education reforms is crucial for educational institutions due to its various roles. Specifically:

In the pursuit of objectives, each endeavor necessitates the allocation of various resources, including material assets, financial investments, and the indispensable contribution of human capital. The effective utilization of these resources hinges significantly upon the catalyst of motivation. In particular, the harnessing of human resources is contingent upon the cultivation of a proactive disposition among lecturers. By instilling within them a willingness to engage wholeheartedly in their roles and responsibilities, educational institutions can facilitate the attainment of optimal resource utilization.

Enhancing lecturer effectiveness: To achieve the best work performance, the gap between abilities and willingness must be filled, improving the level of lecturer performance. This will lead to: Improved educational quality, reduced educational operating costs, and enhanced overall effectiveness of education within the institution.

Achieving institutional goals: Institutional goals can only be achieved when the following factors are present: The ability to utilize resources effectively, a collaborative working environment, goal-oriented lecturers who take purposeful action. Goals can be achieved when coordination and cooperation occur simultaneously and effectively through motivation.

Building friendly relationships: Motivation is an important factor in bringing satisfaction to lecturers. This can be achieved by recognizing and planning incentives for the benefit of lecturers. This can include: Monetary and non-monetary incentives, promotion opportunities for lecturers, and discouraging ineffective work.

From the above analysis, it can be concluded that needs and desires are interrelated and serve as motivation for action. Educational managers can understand these needs and plan appropriate motivation. Therefore, motivation can be seen as a continuous process because the process of creating motivation is based on unlimited needs. This process should be continuous.

Creating work motivation helps lecturers maintain their job with resilience, develop their skills, and enhance their professional expertise to meet new requirements. Furthermore, it fosters creativity and stronger dedication to the profession.

2.3. Factors Influencing Work Motivation for Lecturers in Current Higher Education Settings

2.3.1. Factors Related to Lecturers Themselves

The essence of work motivation originates from needs and the fulfillment of those needs. However, needs only transform into work motivation when they encounter conditions and an environment that facilitate meeting those needs. The role of managerial staff is to identify needs, create an environment, and provide conditions that help lecturers work efficiently to meet their needs.

Human requirements exhibit a remarkable breadth of diversity, and they can be taxonomically organized in accordance with either Abraham Maslow's renowned hierarchy of needs, first introduced in 1943. This framework encompasses distinct strata of needs, specifically comprising biological prerequisites, safety imperatives, social affiliations, esteem requisites, and self-actualization aspirations. Alternatively, another taxonomy, developed by Clayton Alderfer, in 1969, posits a tripartite classification of human needs. This arrangement encompasses the categories of existence needs, relatedness needs, and growth needs, offering an alternative perspective on the multifaceted spectrum of human requirements.

According to the author, there are several fundamental factors, including:

Biological needs: Creating a sense of peace and comfort in the work environment.

Safety needs: A feeling of safety, security, and comfort in the workplace.

Relationship needs: Bonding and mutual support in work; Feeling loved and cherished; Strong attachment to the institution and class.

Esteem needs: Recognizing the significance of one's work and personal responsibilities; Enhancing self-confidence and commitment to work; Leveraging personal capabilities and strengths.

Self-actualization needs: Increasing creativity in work; Autonomy and self-assessment in work; Strengthening self-esteem and professional pride.

According to Maslow, higher-level needs only arise when lower-level needs are relatively satisfied. This suggests that school principals should pay attention to ensuring minimal working conditions for lecturers.

The suggestions mentioned above not only address the needs of lecturers but also have a profound impact on other psychological aspects, including emotions, interests, attitudes, and more. These suggestions aim to motivate lecturers to proactively improve their performance, enhance their professional capabilities, and meet the requirements for implementing Higher Education Development in Vietnam in the near future.

2.3.2. Job-Related Factors in Higher Education Affecting Work Motivation

Regarding job-related factors in higher education that influence lecturers' work motivation, based on (ETEP Program, 2020; Current Higher Education Curriculum, 2023), there are several fundamental factors:

Job attractiveness and acquiring new skills: If lecturers perceive the attractiveness of their work and the opportunity to acquire new skills and competencies, they will be more interested and engaged.

Job significance: The degree of impact that an individual lecturer's work has on colleagues, the institution, and the overall educational reform efforts. When lecturers recognize the significance of their work, they will make more effort to fulfill their responsibilities.

Job goals: Clear goals (knowing where they are heading and what level they need to achieve) and challenging goals (difficulties that can be overcome with effort) contribute to positive motivation among lecturers.

Autonomy in job performance: When given autonomy, lecturers tend to take on greater responsibilities, and as a result, the outcomes of their work are proportional to their efforts.

2.3.3. Institutional Factors Affecting Work Motivation

Regarding institutional factors that impact lecturers' work motivation, based on (ETEP Program, 2020; Current Higher Education Curriculum, 2023), the following fundamental factors can be identified:

Working conditions: Research evidence from both domestic and international sources indicates that the decreasing prestige of the teaching profession and dissatisfaction with working conditions are common reasons for lecturer turnover and attrition in the field. Additionally, inadequate working conditions in schools diminish the professional standing and pose recruitment challenges for new lecturers. Moreover, in accordance with the findings presented by Ronfeldt and colleagues in 2013, the processes of enlisting and preparing new educators are associated with substantial fiscal outlays. Such expenditures inevitably deplete resources that might otherwise be allocated towards the enhancement of the scholastic milieu within educational institutions—a critical element in the retention of proficient lecturers, as elucidated by Borman and Dowling in 2008. Hence, it is incumbent upon policy initiatives to focus their efforts on augmenting the levels of motivation and fervor for the teaching profession among educators.

If the working conditions in the institution are favorable and appropriate, lecturers will experience mental comfort, reduced stress, and increased capacity for recovery, thus enhancing their work motivation.

Institutional culture: A positive institutional culture fosters lecturers' commitment to the institution, inspires them, and motivates their work and innovation. Conversely, a poor institutional culture characterized by loose discipline and impoverished values diminishes lecturers' pride and trust in the institution, hindering their learning and development.

Core values of the institution: The core values of a university consist of fundamental and sustainable principles and principles that are not time-dependent, have value, and are significant within the institution. University leaders must find answers to questions such as: What values are upheld in the university? What is important for the university? What behaviors in the university are necessary for its success?

Leadership style of the university president: With a flexible and insightful leadership style that suits the situation, the university president can harness the potential and talents of lecturers, motivating them to achieve the institution's goals.

Internal information system: A complete, up-to-date, and transparent information system within the institution instills lecturers' confidence that they are entrusted with appropriate tasks, responsibilities, and deserving benefits. It ensures fair evaluation and treatment.

Human resources policies: Providing guidelines for managers to align with the organization's goals and lecturer expectations, thus meeting their individual needs and goals. Ensuring appropriate job assignments, utilization, training, and development of lecturers, along with fair evaluation.

Moreover, it is essential to create a positive institutional culture and a safe and efficient working environment that fosters work motivation and develops professional capabilities for lecturers. University presidents should base their actions on regulations and provisions regarding codes of conduct in higher education institutions to issue and improve specific codes of conduct within the institution. On one hand, this helps institutions shape a clear working culture for

each individual's behavior, and on the other hand, it provides a legal framework for institutions to improve the working environment and motivate lecturers (ETEP Program, 2020).

3. Methodology

The methodology used in this study, involved a systematic approach to examine the work motivation of university lecturers and propose measures to enhance it. The research methodology consisted of the following key components:

Literature Review: A comprehensive review of both domestic and international studies on lecturer work motivation was conducted. This review served as a foundation for understanding the existing research and identifying key factors influencing work motivation among university lecturers.

University Lecturer Training Program: The research drew insights from the university lecturer training program conducted by the Ministry of Education and Training in Vietnam. This program provided valuable information on the existing measures and strategies employed to enhance work motivation among lecturers.

Data Collection: Data collection involved multiple methods to gather relevant information. Surveys, interviews, and focus group discussions were conducted to obtain data on lecturer work motivation. The surveys provided insights, while interviews and focus group discussions allowed for in-depth exploration of the experiences and perceptions of university lecturers regarding work motivation.

The study utilized data published by D.M. Quang and N.T.T. Hien (2021). In this study, a survey was conducted among 300 full-time lecturers at the School of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City. Valid responses received and processed totaled 226 lecturers, accounting for 75.3% of the issued questionnaires, exceeding the 30% threshold necessary for result analysis (Dillman, 2000). Among the 226 lecturers, 83 were male, representing 31.2%, while 183 were female, representing 68.8%. The participating lecturers had varying levels of seniority, with less than 5 years of experience accounting for 24.1%, 5 to less than 10 years accounting for 25.2%, and 10 to less than 15 years, 15 to less than 20 years, and over 20 years accounting for 21.1%, 19.2%, and 10.5%, respectively. Regarding academic qualifications, 83 lecturers held doctoral degrees (31.2%), while the remaining 183 lecturers held master's degrees (68.8%). Furthermore, the study included 58 lecturers who held managerial positions, accounting for 21.8%, and 208 lecturers who did not hold such positions, accounting for 78.2%. Additionally, five out of the 226 lecturers were interviewed to further clarify certain aspects related to evaluating the work motivation of university lecturers.

Data Analysis: The collected data were analyzed using appropriate techniques. Quantitative data from surveys were subjected to statistical analysis to derive meaningful findings, such as identifying significant correlations between different factors of work motivation. Qualitative data from interviews and focus group discussions were analyzed using thematic analysis to identify recurring patterns and themes related to work motivation.

This study used a 5-point Likert scale, with 1 = "Strongly Disagree" and 5 = "Strongly Agree" to measure the level of agreement in the evaluation of work motivation among lecturers at the School of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City. The evaluated aspects included job characteristics, training and professional development, and

policy, welfare, and work environment. The maximum average score was $\bar{X} = 5.00$, and the minimum average score was $\bar{X} = 1.00$. Therefore, the quantitative score for each range on the 5-point Likert scale was calculated as follows: Range value = (maximum value - minimum value) / total values = $(5-1) / 5 = 0.8$, meaning the distance between each value is 0.8. Specifically, the ranges are as follows: $1.00 < \text{Strongly Disagree} \leq 1.80$ (lecturers strongly disagree with this content); $1.81 < \text{Disagree} \leq 2.60$ (lecturers rarely agree with this content); $2.60 < \text{Partially Agree} \leq 3.40$ (lecturers partially agree with this content); $3.41 < \text{Agree} \leq 4.20$ (lecturers generally agree with this content); and $4.21 < \text{Strongly Agree} \leq 5.00$ (lecturers almost fully agree with this content).

Findings and Recommendations: The research findings were synthesized and presented to shed light on the role of work motivation and strategies for fostering it among university lecturers in Vietnam. Based on the analysis of the data, specific measures and priorities were proposed to enhance work motivation, including economic incentives, job enrichment, improving work environments, providing professional development and training opportunities, and implementing fair and objective performance evaluations.

By employing a mixed-methods research approach, combining literature review, data collection through surveys and interviews, and applying appropriate data analysis techniques, this study aimed to provide a comprehensive understanding of the work motivation of university lecturers and offer practical measures to enhance it within the Vietnamese context. Ethical considerations were also taken into account throughout the research process to ensure the privacy and consent of participants.

4. Research results

4.1. The obtained data results

Table 1: The average value and standard deviation of job characteristics results

Content	Mean Value	Standard Deviation	Ranking
The job is assigned according to the level of professional competence and capabilities.	4.23	0.69	1
The workload is assigned appropriately.	3.94	0.87	4
Given autonomy and creativity in the job.	4.08	0.67	2
The job offers challenges and opportunities for continuous personal development.	3.95	0.76	3
There are opportunities to propose innovations in the job.	3.80	0.86	7
Given authority corresponding to the responsibilities in the job.	3.90	0.77	5
The job is engaging and interesting.	3.88	0.82	6
Overall.	3.95		

The job is assigned according to the level of professional competence and capabilities

Respondents highly value the assignment of jobs based on professional competence and capabilities, as evidenced by the mean value of 4.23. This indicates a strong consensus among respondents that the organization allocates tasks in alignment with employees' expertise and skills. The low standard deviation of 0.69 further supports this, indicating minimal variation in

responses. This high level of agreement implies a fundamental satisfaction among employees regarding this aspect of their roles.

The workload is assigned appropriately

While the mean value of 3.94 suggests a generally positive perception of workload assignment, the relatively high standard deviation of 0.87 indicates a wider range of opinions among respondents. Some employees may feel that their workload is well-distributed, while others may have varying perceptions. This suggests that there may be room for improvement in ensuring that workloads are consistently and equitably assigned across the organization.

Given autonomy and creativity in the job

Respondents indicate a positive perception regarding the level of autonomy and creative freedom in their roles, with a mean value of 4.08. This suggests that employees feel empowered to make decisions and contribute innovative ideas to their work. The low standard deviation of 0.67 underscores a high level of consensus among respondents, indicating a shared belief in the organization's support for autonomy and creativity in job roles.

The job offers challenges and opportunities for continuous personal development.

The mean value of 3.95 demonstrates that employees perceive their jobs as providing challenges and opportunities for personal growth and development. While this reflects a positive sentiment, the standard deviation of 0.76 indicates some variability in responses. This suggests that while many employees find their roles conducive to personal development, there may be some who feel differently. Addressing this variability could involve tailored approaches to support continuous growth for all employees.

There are opportunities to propose innovations in the job

The mean value of 3.80 indicates that employees perceive some level of opportunity to propose innovations in their roles. However, the relatively high standard deviation of 0.86 highlights a wider range of opinions on this aspect. This variability suggests that while some employees may feel encouraged to propose innovations, others may not perceive the same level of opportunity. Enhancing communication and providing clearer channels for innovation proposals could help address this perception gap.

Given authority corresponding to the responsibilities in the job

Respondents generally feel that they are provided with the appropriate level of authority corresponding to their job responsibilities, as indicated by the mean value of 3.90. The standard deviation of 0.77 suggests some diversity of opinions among respondents. While the majority agree with the level of authority granted, there are varying perceptions that should be considered. This could involve further clarification and communication regarding authority levels within specific roles.

The job is engaging and interesting

Employees find their jobs to be engaging and interesting, as reflected by the mean value of 3.88. However, the standard deviation of 0.82 indicates some diversity of opinions. While many employees are stimulated and invested in their work, there are varying degrees of engagement among respondents. Understanding the factors that contribute to this diversity and implementing strategies to enhance engagement could further benefit overall job satisfaction and performance.

Overall

The overall mean value of 3.95 suggests a generally positive perception of the job characteristics assessed in this survey. This indicates a solid foundation of satisfaction among employees regarding various aspects of their roles. However, it is important to acknowledge and address the areas of variability identified in individual job characteristics to ensure a more consistent and positive experience for all employees.

Table 2: The average value and standard deviation regarding training, development, and career advancement results

Content	Mean Value	Standard Deviation	Ranking
There are opportunities for learning and enhancing professional knowledge and skills.	4.21	0.77	1
There is support in terms of time and cost for participation in training and development.	3.76	1.03	4
There are opportunities for career advancement.	3.66	0.91	6
There are transparent, accountable, and fair policies for training and development.	3.84	0.87	2
Training and development programs meet individual developmental needs.	3.81	0.84	3
Training and development programs meet the developmental needs of the organization.	3.84	0.78	2
There is an evaluation of the effectiveness of training and development courses.	3.72	0.80	5
Overall.	3.83		

There are opportunities for learning and enhancing professional knowledge and skills

Respondents highly value the availability of learning opportunities for professional growth, as indicated by the high mean value of 4.21. This suggests a strong consensus among respondents that the organization provides ample opportunities for employees to enhance their professional knowledge and skills. The low standard deviation of 0.77 further supports this, indicating minimal variability in responses. This high level of agreement implies a fundamental satisfaction among employees regarding the learning environment.

There is support in terms of time and cost for participation in training and development

While respondents recognize the importance of support for training and development, the mean value of 3.76 suggests that there may be room for improvement. Some employees may feel that they receive adequate support in terms of time and cost for participation in training and development, while others may perceive a lack thereof. The relatively high standard deviation of 1.03 indicates a wide range of opinions, highlighting a need for further evaluation and potentially targeted improvements in this area.

There are opportunities for career advancement

Respondents acknowledge opportunities for career advancement, but the relatively low mean value of 3.66 suggests that there may be room for enhancement in this aspect. Some employees

may feel that career advancement opportunities are limited or unclear. The standard deviation of 0.91 indicates a range of opinions, implying that there may be differing perceptions among employees regarding the availability of career progression within the organization.

There are transparent, accountable, and fair policies for training and development

Respondents generally believe that the organization has transparent, accountable, and fair policies for training and development, as indicated by the mean value of 3.84. This reflects a positive sentiment among employees regarding the policies governing training and development efforts. The relatively low standard deviation of 0.87 further underscores a high level of agreement, indicating a shared belief in the fairness and transparency of these policies.

Training and development programs meet individual developmental needs

Employees generally believe that training and development programs are tailored to meet their individual developmental needs, as indicated by the mean value of 3.81. This demonstrates that the organization is perceived as responsive to the unique learning requirements of its employees. The standard deviation of 0.84 suggests some variability in responses, indicating that while most respondents feel their needs are met, there may be some who hold different views on the customization of training programs.

Training and development programs meet the developmental needs of the organization

Respondents perceive that training and development programs effectively address the developmental needs of the organization, as reflected by the mean value of 3.84. This indicates that employees recognize the alignment of training efforts with organizational objectives. The relatively low standard deviation of 0.78 implies a high level of agreement, suggesting a shared belief among respondents regarding the effectiveness of these programs in meeting organizational goals.

There is an evaluation of the effectiveness of training and development courses

Respondents value the evaluation of the effectiveness of training and development courses, as indicated by the mean value of 3.72. This demonstrates an understanding of the importance of assessing the impact of training efforts. The standard deviation of 0.80 suggests some variability in responses, indicating that while many respondents believe in the value of evaluation, there may be differing opinions on its implementation or effectiveness.

Overall

The overall mean value of 3.83 indicates a generally positive perception regarding training, development, and career advancement within the organization. While there are areas with room for improvement, respondents overall view these aspects in a favorable light. This suggests a foundational satisfaction with the training and development initiatives provided by the organization.

In summary, respondents highly value opportunities for learning and professional growth, but also indicate areas, such as support for training costs and career advancement opportunities, where improvements may be warranted. Additionally, ongoing evaluation and customization of training programs are key areas for continued enhancement.

Table 3: The average value and standard deviation regarding policy and welfare regime

Content	Mean Value	Standard Deviation	Ranking
The organization has appropriate policies to attract and retain excellent faculty members.	3.47	1.15	7
Faculty members are deployed and transferred based on their capabilities and expertise.	3.65	0.89	5
Promotion opportunities for faculty members are publicly disclosed and transparent.	3.73	0.95	4
Regulations, rules, and work procedures of the organization are public and clear.	3.90	0.86	3
There are clear and specific criteria for competition, rewards, and disciplinary actions for both the collective and individuals.	3.90	0.84	3
Information from the organization is fully updated, transparent, and timely.	3.99	0.84	2
Faculty members enjoy all the benefits provided by the organization, such as regular health check-ups, support for illness, maternity leave, excursions, vacations, housing, etc.	4.12	0.79	1
Salaries and benefits are fair and commensurate with the job.	3.61	1.12	6
Overall.	3.77		

Policies for Attracting and Retaining Faculty Members: Respondents express lower satisfaction with the organization's policies for attracting and retaining faculty members (Mean: 3.47). The high standard deviation (1.15) suggests varying opinions on the effectiveness of these policies, indicating the need for potential improvements in faculty recruitment and retention strategies.

Faculty Deployment Based on Capabilities: Faculty deployment based on capabilities and expertise is perceived reasonably (Mean: 3.65). While respondents generally agree with this practice, the moderate standard deviation (0.89) implies that there's room for enhancing the effectiveness of the deployment process.

Transparent Promotion Opportunities: Promotion opportunities for faculty members are believed to be somewhat transparent (Mean: 3.73). The standard deviation (0.95) indicates varying perceptions, suggesting a need to improve transparency in the promotion process.

Clear Organizational Regulations: Respondents generally find organizational regulations, rules, and work procedures to be clear and publicly accessible (Mean: 3.90). The low standard deviation (0.86) indicates a shared belief in the transparency of these policies.

Clear Criteria for Competition, Rewards, and Discipline: Clear criteria for competition, rewards, and disciplinary actions are believed to be in place (Mean: 3.90). The low standard deviation (0.84) suggests a consensus among respondents regarding the clarity of these criteria.

Timely and Transparent Information: Respondents highly value the organization's provision of updated, transparent, and timely information (Mean: 3.99). The low standard deviation (0.84) indicates a shared belief in the organization's communication practices.

Comprehensive Employee Benefits: Faculty members highly appreciate the benefits provided by the organization (Mean: 4.12). The low standard deviation (0.79) signifies agreement among respondents regarding the quality and availability of benefits.

Salary and Benefit Fairness: While salaries and benefits are acknowledged, there's room for improvement in perceived fairness (Mean: 3.61). The high standard deviation (1.12) suggests varying opinions, indicating a need to review compensation practices.

Overall: The overall mean value of 3.77 indicates a generally positive perception of the organization's policy and welfare regime. While improvements are needed in certain areas, employees generally view these aspects positively, reflecting foundational satisfaction with organizational policies and benefits.

Table 4: The average value and standard deviation regarding the working environment results

Content	Mean Value	Standard Deviation	Ranking
A collaborative, democratic, and cooperative working environment.	4.00	0.88	2
Colleagues trust, respect, support, and help each other.	4.03	0.84	1
Colleagues within the organization demonstrate a professional, creative, and responsible work attitude.	3.92	0.88	4
Regularly organize professional activities.	3.93	0.71	3
Regularly organize extracurricular activities such as sports and arts.	3.66	0.77	8
Facilities meet the needs of work, teaching, and research.	3.64	0.92	9
Treated equally, respected, and listened to.	3.80	0.86	7
Leadership and the team always acknowledge the contributions of teachers.	3.92	0.87	4
Leadership regularly encourages and supports subordinates in resolving work-related issues.	3.84	0.86	6
Leadership has the capability, management experience, fairness, dedication, effective task supervision and handling, and responsibility.	3.90	0.91	5
Overall.	3.86		

The survey results, depicted in Table 4, provide a comprehensive overview of the working environment within the organization. Noteworthy aspects include a highly valued collaborative and cooperative atmosphere (Mean: 4.00), indicative of a positive organizational culture that encourages teamwork and collective decision-making. Additionally, the high rating for trust, respect, and mutual support among colleagues (Mean: 4.03) highlights a healthy and harmonious workplace dynamic. The perception of colleagues as professional, creative, and responsible in their work (Mean: 3.92) further contributes to a positive work environment. The consistent organization of professional activities (Mean: 3.93) reflects the organization's commitment to continuous learning. However, there is room for improvement in organizing extracurricular activities (Mean: 3.66). Furthermore, attention may be needed to address facilities meeting diverse needs (Mean: 3.64). Overall, employees feel treated fairly and respectfully (Mean: 3.80) and appreciate the acknowledgment of their contributions by leadership (Mean: 3.92). Leadership's consistent encouragement and support in addressing

work-related challenges (Mean: 3.84) demonstrate effective leadership practices. The perception of leadership as competent, fair, and dedicated (Mean: 3.90) further underscores a well-regarded leadership team. With an overall mean of 3.86, the organization's working environment is generally viewed positively. This assessment serves as a valuable foundation for further refining the organizational climate and enhancing the overall employee experience.

4.2. Measures to motivate university lecturers

4.2.1. Promoting work motivation through economic benefits

Salary plays an important role in maintaining and motivating the efforts of lecturers to satisfy their personal needs and improve the quality of their teaching. The satisfaction with lecturers' salaries affects their job satisfaction and loyalty to the institution. However, salary itself is not a motivator, but it is a factor that helps maintain motivation (ETEP Program, 2020). Therefore, to ensure lecturers' peace of mind regarding their income, the institution needs to ensure the principles of accuracy, completeness, and timeliness in salary payment. In practice, during task assignment, there may be instances of excess or insufficient hours (locally). If the university president does not pay lecturers for excess hours in a timely manner or redistributes tasks, it may lead to frustration, ineffective work, and a lack of motivation when having to take on too many responsibilities.

Bonuses are a form of financial incentive paid for the efficient performance of lecturers' work. While salary has the significance of maintaining work motivation, bonuses have a very positive effect on motivating lecturers to strive for better performance. The goal of bonuses is to reduce the uniformity in salary payments, thereby incentivizing and motivating lecturers.

In awarding bonuses, it is necessary to ensure objective and fair principles based on achievements and provide timely and publicly acknowledged rewards.

Welfare programs contribute to improving the material and mental well-being of lecturers, thereby promoting their work quality (ETEP Program, 2020).

4.2.2. Promoting work motivation through job assignments

Appropriate job assignments are a crucial condition for lecturers to effectively perform their tasks. According to (ETEP Program, 2020; Current Higher Education Curriculum, 2023), to achieve consensus and engage lecturers positively when performing job tasks that meet the requirements of educational innovation, university presidents need to:

Recognize the capacities, strengths, and personalities of each lecturer and provide opportunities for them to undertake tasks that align with their qualities. Assigning tasks that match lecturers' abilities and their future development.

Create conditions for lecturers to unleash their abilities, potentials, and creativity. For example, assigning experienced lecturers to collaborate with younger lecturers to leverage the strengths of both parties.

Assign tasks that are closely related to job design and analysis. Clear goal identification for lecturers establishes direction and instructs them to understand the objectives of their work. This is crucial because only when lecturers understand the objectives to be achieved can they have motivation and strive towards them. The individual goal-setting should be based on the institution's goals and involve their input and consultation.

Delegate authority and involve lecturer participation. Understanding the goals of innovation within the institution and working towards autonomy and responsibility, university presidents

granting autonomy to lecturers will encourage their efforts to work with increased responsibility. This method requires university presidents to make the best use of lecturers' capabilities to achieve the set objectives. Granting authority means allowing lecturers to have freedom and creativity in their work, according to their own thinking and mental approach. This is especially necessary for teaching within the institution and implementing the principles of educational innovation, aiming to develop the capacity of both teachers and learners. As a result, lecturers can utilize their own capabilities, gradually satisfy their power needs, the need for respect, and self-affirmation.

Challenging task assignments: This method is suitable in the context of educational innovation when there are many changes for lecturers. However, for effective results, it requires coordination with other methods. Challenging tasks are either new tasks for lecturers or tasks that require higher demands than their current work, for which they may lack the necessary knowledge and skills. When lecturers are assigned such tasks, they have to think creatively to accomplish the given work, which forces them to have innovative thinking.

4.2.3. Promoting work motivation through improving the work environment

It is evident that for effective teaching, the physical and mental health of lecturers also need to be taken care of by creating a positive work environment.

The work environment is an important factor that can either motivate or demotivate lecturers. Therefore, institutional managers need to pay attention to the work environment. According to (ETEP Program, 2020; Current Higher Education Curriculum, 2023), to improve the work environment, attention should be given to the following aspects: Improving working conditions: This measure helps protect the physical and mental health of lecturers, create joy and motivation in their work. It can be achieved through activities such as improving the campus landscape, ensuring cleanliness, beauty, and safety, creating a comfortable and pleasant working atmosphere; investing in and providing necessary equipment for teaching to reduce physical and mental exhaustion for lecturers; ensuring labor hygiene and safety through improvements in facilities, planting more greenery, and ensuring adequate lighting in classrooms, etc.

Building a friendly work atmosphere: A favorable psychological atmosphere is a work environment that reflects good relationships between individuals within the organization. It involves relationships based on respect, equality, democracy, mutual understanding, empathy, and exchanging thoughts, desires, and supporting each other.

4.2.4. Creating work motivation through training and professional development for lecturers

The need for continuous learning and improving qualifications is a legitimate demand for every lecturer. As lecturers enhance their professional and vocational skills, their career development opportunities broaden. This can be viewed from two perspectives: for the lecturers themselves and for the institution, the education sector (organization). For lecturers, training and development help them improve themselves, increase their chances of success and advancement within the organization, and maintain and promote work motivation. For the organization, training and development measures enhance the quality of the lecturer team in terms of knowledge, skills, experience, and ethical qualities. Thus, it helps lecturers promote work motivation and contributes to improving the productivity and effectiveness of the organization's labor. Therefore, although viewed from different perspectives, the goal of

training and development is personal and organizational development by satisfying the needs of lecturers, which is self-improvement. To create work motivation for lecturers during the implementation of training and development measures, specific requirements must be met, such as ensuring fairness in the implementation of training and development, providing equal opportunities for lecturers to participate in training courses and enhance their qualifications during their work; designing suitable training and development programs, content, and forms that adapt to the lecturers' job requirements and the organization's needs; establishing clear and transparent training and development plans that help lecturers have career development orientations and provide the organization with an overall view of the quality of the lecturer team in the short and long term, creating opportunities for lecturer promotion, and enabling them to perform their work well and make significant contributions to the organization. This is an important measure that encourages lecturer motivation and ensures effective operation of the organization, thereby contributing to improving the effectiveness and quality of human resources in the education sector.

4.2.5. Creating motivation for lecturers through fair and objective evaluation

This is the foremost factor in maintaining lecturer work motivation and also the primary factor in eliminating work motivation if not implemented well. To create fairness and objectivity in evaluation, the following should be done: Establish clear and quantifiable evaluation criteria. The evaluation criteria system should be widely disseminated for all lecturers in the institution to know and must receive their acceptance. The evaluation process must be clear, transparent, and involve lecturers. Eliminate evaluation errors such as prejudice, subjectivity, and bias in evaluation. The evaluation should correctly assess their efforts and contributions to encourage lecturers to work harder.

Encourage creativity: Lecturers will feel more motivated when working in an environment where they are challenged and have opportunities for innovation. Particularly, in the face of educational innovation requirements, institutions need to encourage lecturers to have more ideas for their work and work environment, allowing them to be satisfied with their own thoughts, uplifting their spirit and enthusiasm for work. At the same time, create opportunities and provide support in all conditions for them to apply their innovations to practical work.

5. Conclusion

The research findings support the previous studies of Latham and Pinder (2005), Deci and Ryan (1985), Bauer (2016), and Legault (2016). Christina Cipriano and Marc Brackett have previously stated: "If we want teachers to be successful in teaching students, schools should be a place that motivates them to bring out their best." The measures proposed in this article aim to create work motivation for university lecturers.

To implement these measures in practical life, I recommend the following:

For universities

The institution should improve the evaluation of lecturer quality, through job analysis and accurate performance evaluation. Based on the unique psychological characteristics of lecturers, provide timely encouragement for their contributions.

The institution should continuously strive to improve the working environment and create opportunities for lecturers to engage in learning and professional development.

Foster a school culture that promotes motivation and engagement.

For the education sector

It is important to assess the level of salary adequacy for lecturers in meeting their living needs. Propose salary policies that align with practicality and ensure benefits for lecturers.

Accelerate the process of upgrading infrastructure in schools, especially in disadvantaged areas.

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