

## FACTORS DETERMINING HANOI OPEN UNIVERSITY LECTURER'S WORK MOTIVATION

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**Abstract:** *This research is to study how factors impacting working lecturers' motivation at Hanoi Open University (HOU) by examining 120 questionnaire and using Cronbach's Alpha, Exploratory Factor Analysis and the linear regression analysis. The results found that six factors of lecturers' working motivation (sorting in descending order): Direct leadership, Working conditions, Income and benefits, Work autonomy, Colleagues, Training and promotion opportunities. Based on the results, the research proposes a number of solutions to enhance Hanoi Open University lecturers' working motivation.*

**Keywords:** *working motivation, university lecturer, Hanoi Open University.*

### I. Introduction

The strong development of the knowledge economy, especially in the current globalization context, has placed a requirement on improving the quality of human resources to meet the development needs of the economy. Creating a solid human resource for socio-economic development becomes an urgent task of education sector, they need to improve the quality of education comprehensively in all aspects. University lecturers are considered as an essential element, playing a key role in creating quality education as they inspire the knowledge and learning spirit for students. When the lecturers are motivated to work, they will be active, self-discipline, enthusiastic in teaching and doing scientific research,

therefore, improving lecturers' working motivation is necessary for education sector in general and for all institutions in particular. Ololube (2006) confirmed that working motivation had impact on teaching performance and in genuinely determining educational success and performance.

In Vietnam, the Party and State pay great attention in building and developing a contingent of teachers and educational administrators. The 13th Party Congress continued to emphasize the important mission of improving the quality of teachers and educational administrators, as is the basic solution to achieve the goal of education comprehensive development. The Documents of the 13th Party Congress affirmed: "In

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parallel with upholding teachers' and education managers' positions, roles and social responsibilities, it is imperative to vigorously reform policies on their remuneration, with efforts to foster them as the key link. To arrange and reform fundamentally the system of pedagogical training units, and synchronously put in place mechanisms, policies and solutions aimed at improving living standards, professional qualifications and quality of the pool of teachers and education managers."

Although there have been numerous studies on the topic of lecturers' work motivation, in each different environment with different pedagogical groups, there should have separate studies with specific characteristics of institution in order to propose appropriate solution to motivate university lecturers.

## **II. Literature Review and Hypothesis development**

### **2.1. Working motivation and Lecturers' working motivation**

*Working motivation* is one of the attracted research topics for domestic and foreign researchers. Therefore, there are different approaches to the concept of working motivation.

Arnold and Kol (2007) have defined motivation as: "Motivation concerns such matters those influence people and instigate them in the decision making about what to do, how strongly to take pains and how long to take pains". Pinder (2008) supposed work motivation is "a set of energetic forces that originate within individuals, as well as in their environment, to initiate work-related

behaviors and to determine their form, direction, intensity and duration". Robbins (2013) states that work motivation is the willingness to demonstrate a high degree of effort towards organizational goals on the basis of satisfying individual needs".

In this research, *work motivation has personal factors, comes from within the human mind and it is motivated and affected by internal and external factors from the employee's working environment.*

The *lecturers' working motivation* has its own characteristics compared to the working motivation in general and also attracts various attentions of researchers all over the world. Sinclair (2008) defined lecturers' motivation in terms of attraction, retention and concentration "what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession..."

Han et al. (2016) argue that the motivation of lecturers can be considered as the reason derived from the intrinsic values of the individual to choose to teach and maintain teaching, and its intensity is indicated by the effort expended in the teaching process and can be influenced by external factors.

This study defines lecturers' working motivation is the motivation that makes lecturers work hard in circumstances conditions that allow high productivity and efficiency, in order to achieve the teacher's own goals associated with achieving the goals of the university.

## 2.2. Factors affecting Lecturers' working motivation

### Salary and Benefit

Employee salary and benefits include salary, wage, bonus, compensation and allowances and other income having the same nature as salary. Income and welfare expressed in physiological needs and safety in Maslow's hierarchy of needs (1943), is the most important factor for employees in the studies of Sandhe and Joshi (2017) and Moodley et al (2018).

Better income and benefits would inspire employees to work, give employees a feeling of being cared and safe when working at the organization without having to worry about any other benefits (Kovach, 1987). According to Teck-Hong and Waheed (2011), income is a worthy reward for employee contribution and has a positive impact on employee performance. Barzoki et al. (2012) also assessed the strong impact of compensation on enhancing employee's motivation to work.

*H<sub>1</sub>: Salary and Benefit positively affects lecturers' motivation.*

### Recognition

According to research by Kovach (1987), being fully recognized for achievement at work has a positive effect on employee's work motivation. Rewarding and recognizing the achievements of excellent workers is not only for the purpose of encouragement, evaluating individuals physically and mentally, but also encourage other individuals to try to follow the example of successful individuals to improve themselves, this has

been verified through research by David C. McClelland (1985).

Shah et al (2012) also pointed out that human resources are an important part of the success of any organization if the organization realizes its efforts and employees' contributions and well-rewarded them. Acknowledge employee milestones by formally rewarding them, appreciating verbally for coming up with new and creative ideas or good performance would be improved working motivation (Safiullah, 2015).

*H<sub>2</sub>: Recognition positively affects lecturers' motivation.*

### Autonomy at work

Nelson (2003) argues that employees are motivated to increase work efficiency when they are allowed to participate in decision making. Grensing (1991) argues that performance increases significantly when employees are involved in the process of planning and setting goals for them.

Employees who are assigned new roles and high responsibilities are motivated to work harder because they see that all their efforts at work will yield positive results and based on that they will receive recognition (David et al., 2015).

Kaiser (1981) pointed out that teacher motivation can be enhanced when teachers have the right to choose teaching materials, curriculum and teaching methods as well as the way the class is organized and disciplined.

*H<sub>3</sub>: Autonomy at work positively affects lecturers' motivation.*

### Training and promotion opportunities

Kovach (1987) said that training is activities aimed at improving the skills or skills of employees for the job. Nelson (2003) argues that when employees do not have the opportunity to learn skills and grow in organizations they will not be motivated to work. Businesses that want to grow must create a reasonable working environment and create conditions for employees to have the opportunity to learn and develop (Crandell and Vander Zanden, 2012).

Career advancement is growth in the career ladder, expressing the need for recognition and affirmation. According to research by Frederick Herzberg (1959), promotion belongs to the group of satisfying factors that encourage employees to make efforts at work.

*H<sub>4</sub>: Training and promotion opportunities positively affects lecturers' motivation.*

### **Working conditions**

Kovach (1987) suggested that good working conditions are represented by safety, health assurance and reasonable working time.

The results of the study by Teck-Hong and Waheed (2011) show that the factor that has the greatest impact on employee motivation is working conditions, the results of this study are similar to the research results of Barzoki et al. (2012). Sell and Cleal (2011) concluded that the group of employees working in hazardous environments had lower work motivation than the group of employees working in safe conditions, even though they received higher wages.

*H<sub>5</sub>: Working conditions positively affects lecturers' motivation.*

### **Leaders**

Janet Chew (2004) in the study "The Influence of Human Resource Management Practices on the Retention of Core Employees of Australian Organizations: An Empirical Study", said that employee motivation depends on the leadership behavior itself.

Research by Teck-Hong and Waheed (2011) confirmed that leadership is an important factor in motivating employees to work. The results from Towers Watson's study on the global workforce in 2012 reinforce the view that direct managers have a strong influence on employees' engagement with their jobs.

*H<sub>6</sub>: Leaders positively affects lecturers' motivation.*

### **Colleagues**

Research by Boeve (2007) has shown the most important role of co-worker factors on work motivation is the relationships with colleagues. For most jobs, each employee spends more time with their colleagues than with their superiors.

Research by Teck-Hong and Waheed (2011) suggests that relationships with colleagues are an important motivating factor for employees in a study of retail stores in the US. Mahfuzur et al. (2013) approved that there is significant influence of co-workers to the work motivation.

*H<sub>7</sub>: Colleagues positively affects lecturers' motivation.*

From the above hypotheses, the study proposes a model consisting of 07 factors (07 independent variables)

and 05 control variables affecting HOU lecturers' work motivation (01 dependent variable).

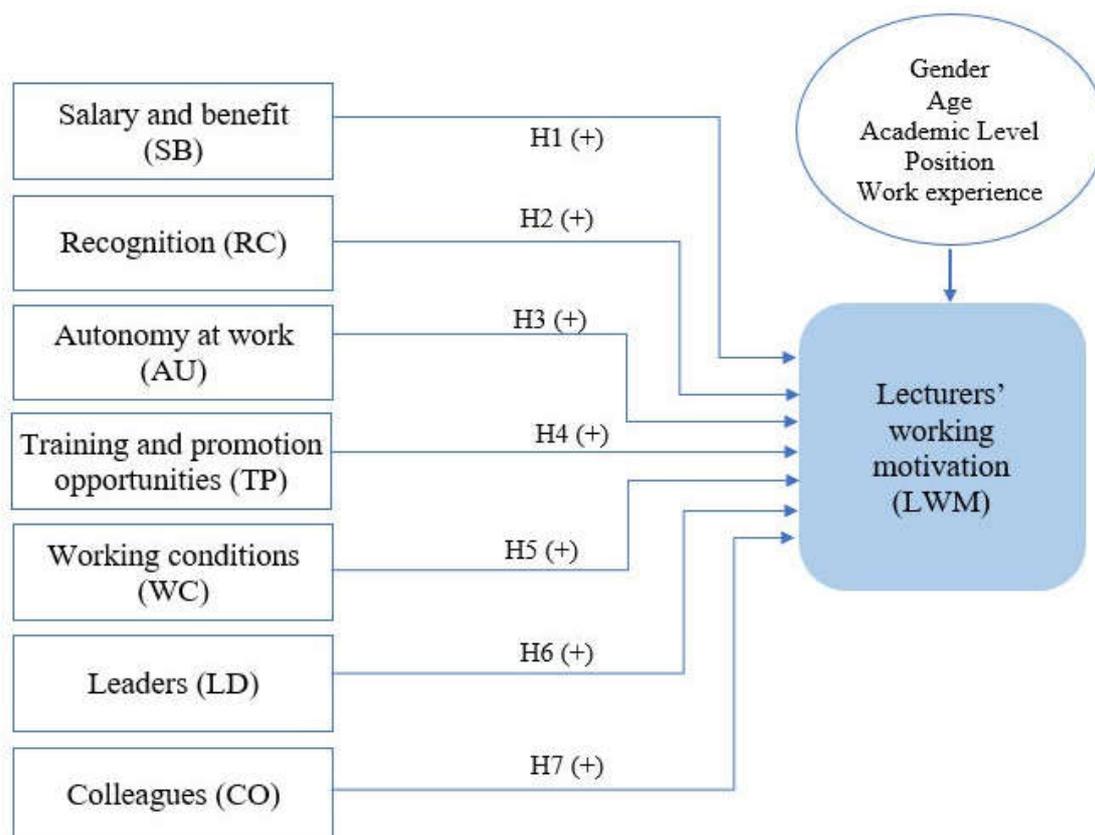


Figure 1: Proposed research model of factors affecting HOU lecturers' motivation

The research variables and measures were developed based on the principle of inheritance and development from previous studies as showed in Table 2:

Table 2: Variables and measures

Variables	Measures	Code	Sources
<b>Salary and benefit</b>	I feel that my salary is commensurate with the efficiency and performance of the work	SB1	Maslow (1943), Kovach (1987),
	I feel fair in the distribution of income based on the results of work in my faculty/ department	SB2	Sandhe & Joshi (2017), Moodley et al. (2018), Teck-Hong and Waheed (2011), Barzoki et al. (2012)
	The welfare regime is diversified (bonus, benefits, vacation...) is adequate and implemented on time	SB3	

Variables	Measures	Code	Sources
<b>Recognition</b>	The standards and criteria for evaluating the work performed for rewarding and disciplining is clear and reasonable	RC1	Kovach (1987), David C. McClelland (1985), Shah et al (2012), Safiullah (2015)
	I feel that my contributions to my work are recognized properly and in a timely manner	RC2	
	I feel fairness and transparency in evaluating and recognizing achievements in my faculty/ department	RC3	
<b>Autonomy at work</b>	I can take the initiative in a number of jobs related to teaching expertise	AU1	Kaiser (1981), Grensing (1991), Nelson (2003), David & et al. (2015)
	To be known and participated in the decision-making process about things related to myself	AU2	
	Be responsible for performing assigned tasks	AU3	
<b>Training and promotion opportunities</b>	The university plans and develops annual training and retraining programs suitable to actual conditions	TP1	Herzberg (1959), Kovach (1987), Nelson (2003), Crandell & Vander Zanden (2012)
	The university pays attentions and creates favorable conditions (time and money) for lecturers to participate in training and fostering	TP2	
	Be considered for staff planning and staff appointment	TP3	
<b>Working conditions</b>	Working environment is hygienic, safe and comfortable	WC1	Kovach (1987), Teck-Hong and Waheed (2011), Sell and Cleal (2011), Barzoki et al. (2012)
	To be provided with adequate equipment and conditions to carry out teaching work	WC2	
	The university always pay attention at improving working conditions in a timely manner	WC3	
<b>Leaders</b>	Leaders assign work to the right people, right jobs, at the right time and ensure fairness in my faculty/ department	LD1	Janet Chew (2004), Teck-Hong and Waheed (2011), Towers Watson (2012)
	Leaders always support, help and share knowledge with lecturers to complete the assigned work	LD2	
	Leaders always protect the interests of lecturers	LD3	
<b>Colleagues</b>	Honest and reliable colleagues	CO1	Boeve (2007), Teck-Hong and Waheed (2011), Mahfuzur & Ayub Ali (2013)
	Colleagues are willing to share and help each other in work and life	CO2	
	Colleagues have teamwork ability and spirit	CO3	

Variables	Measures	Code	Sources
<b>Lecturers' working motivation</b>	I always try to complete the work with good efficiency	LWM1	Stee & Porter (1983), Schou (1991)
	I'm willing to sacrifice some personal interests to get the job done	LWM2	
	I can handle work pressure	LWM3	

(Source: Authors' study)

### III. Research methodology

#### 3.1. Research process

The research comprises two phases:

Phase 1: Qualitative research is conducted to build and develop a system of concept, scale and variables needed for formation of a questionnaire:

- Secondary analysis: the use of existing researches and data to find answers to research questions.
- Group discussion with experts: asking relatively open-ended questions with human resources experts.

Phase 2: Quantitative research is used to collect and analyze numerical data. Web-based survey instrument was designed with 24 variables and described in reference to a 5-point Likert -type scale, with anchors ranging from 1 (strongly disagree) to 5 (strongly agree). The data was analyzed by:

- Cronbach's Alpha: testing the reliability of observed variables.
- Exploratory Factor analysis (EFA) with varimax rotation: checking the factors and identifying the ones considered as appropriate factors affecting lecturers' motivation.
- Regression Analysis: identifying and estimating how much the factors affect the lecturers' motivation.

- T-test and one way ANOVA: for comparison of means between the groups.

These analyzing steps are carried out with help from the SPSS 20.0

#### 3.2. Size of research and method of collecting data

The survey subjects were lecturers of Hanoi Open University, 120 survey questionnaires were collected by convenient sampling method during the period from October to November 2021 via the Google Forms application. After collecting data, it was normalized, cleaned, coded and put into SPSS 20.0 software for analysis. Then, use qualitative data to support the interpretation of the quantitative results found.

### IV. Results

#### 4.1. Analysis of reliability

The results presented in Table 3 show that all observed variables satisfy requirements of the analysis of scale reliability through Cronbach's coefficient, in which Cronbach > 0.6 and item-total correlation > 0.3 (Nunnally and Burnstein, 1994).

Table 3: Results of reliability analysis

No	Variables	No of Variables	Cronbach's Alpha
1	SB	3	0.775
2	RC	3	0.873

No	Variables	No of Variables	Cronbach's Alpha
3	AU	3	0.759
4	TP	3	0.841
5	WC	3	0.760
6	LD	3	0.920
7	CO	3	0.879
8	LWM	3	0.852

(Source: Authors' survey and calculations)

#### 4.2 Exploratory Factor Analysis

Seven factors and 24 variables used for the EFA are identified. The EFA is carried out to ensure:

- (1) Reliability of observed variables (Factor loading > 0.5)

- (2) Fit of the model ( $0.5 < KMO = 0.889 < 1$ )

- (3) Bartlett's test for correlation between observed variables (Sig. = 0.000 < 0.05)

- (4) Test for cumulative variance (cumulative variance = 80.526% > 50%).

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.889
Bartlett's Test of Sphericity	Approx. Chi-Square	1793.352
	df	210
	Sig.	.000

(Source: Authors' survey and calculations)

Table 5: Factors loadings in the rotated component matrix

	Component						
	1	2	3	4	5	6	7
WC2	.742						
WC1	.738						
WC3	.703						
CO3		.726					
CO1		.668					
CO2		.605					
SB1			.853				
SB2			.724				
SB3			.653				
RC3				.699			
RC2				.695			
RC1				.599			
LD3					.777		
LD2					.766		
LD1					.687		
TP3						.523	
TP2						.783	
TP1						.771	
AU1							.591
AU3							.609
AU2							.575
Eigenvalues	25.933	3.990	2.525	1.731	1.524	1.139	1.005
% of Variance	18.825	14.202	13.913	11.020	8.695	8.674	5.198
Cumulative %	18.825	33.027	46.939	57.959	66.655	75.328	80.526

(Source: Authors' survey and calculations)

By analyzing EFA, the study found that there was no change in the groups of factors compared to the model that was initially proposed. Therefore,

#### 4.3. Correlation analysis

Table 6: Correlation coefficient matrix table

		LWM	SB	RC	AU	TP	WC	LD	CO
LWM	Pearson Correlation	1	.499**	.530**	.579**	.537**	.597**	.665**	.615**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
SB	Pearson Correlation	.499**	1	.718**	.436**	.509**	.381**	.490**	.384**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
RC	Pearson Correlation	.530**	.718**	1	.559**	.651**	.490**	.614**	.536**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
AU	Pearson Correlation	.579**	.436**	.559**	1	.645**	.482**	.613**	.561**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
TP	Pearson Correlation	.537**	.509**	.651**	.645**	1	.468**	.561**	.542**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
WC	Pearson Correlation	.597**	.381**	.490**	.482**	.468**	1	.602**	.723**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
LD	Pearson Correlation	.665**	.490**	.614**	.613**	.561**	.542**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
CO	Pearson Correlation	.615**	.384**	.536**	.561**	.542**			1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000

(Source: Authors' survey and calculations)

The correlation between 07 dependent variables includes Salary and Benefit; Autonomy at work; Recognition; Training and promotion opportunities; Leaders; Colleagues; Working conditions and 01 independent variable (Lecturers' working motivation) are different from 1, which shows that the complete correlation between the independent variable and the

#### 4.4. Linear regression analysis

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.749 <sup>a</sup>	.561	.533	.58165	2.097
a. Predictors: (Constant), CO, SB, AU, TP, WC, LD, RC					
b. Dependent Variable: LWM					

(Source: Authors' survey and calculations)

the study maintains the same research model (as Figure 1). In addition, the scales are also kept unchanged for the next analysis.

The sample data has a value of  $R^2 = 0.561 (>0.5)$ , which means that the given regression model is relatively consistent with the survey sample. The results of the analysis of adjusted  $R^2 = 0.533$  are smaller than  $R^2$ , that is, the research model explains 53.3% of the variation of the dependent variable, the independent variable is different from the model and the explanatory error is 46.7%.

Look at the linear regression results in Table 8: Sig coefficient of the independent variables SB, AU, TP, WC, LD, CO less than 0.05 and standardized regression coefficients ( $\beta$ ) both have (+) sign, which means that there is a positive correlation with dependent variable LWM. However, the variable RC has a Sig coefficient  $>0.05$ , means that the independent variable has no influence on the dependent variable.

Table 8: Regression results

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.010	.370		-.026	.009		
	SB	.197	.096	.186	2.051	.043	.475	1.107
	RC	-.069	.107	-.070	-.648	.518	.336	1.973
	AU	.197	.110	.162	1.790	.046	.480	1.082
	TP	.076	.091	.078	.838	.004	.447	1.236
	WC	.240	.105	.212	2.282	.024	.456	1.194
	LD	.255	.094	.280	2.709	.008	.366	1.732
	CO	.096	.116	.090	.826	.010	.328	2.053

a. Dependent Variable: LWM

(Source: Authors' survey and calculations)

According to the results in Table 8, the standardized regression equation is written as follows:

$$LWM = 0.280 LD + 0.212 WC + 0.186 SB + 0.162 AU + 0.090 CO + 0.078 TP + e_i$$

From the equation, we see that the LD factor has strongest impact on lecturers' working motivation with the coefficient  $\beta$  of 0.280; factor WC plays the second most important role with  $\beta$  of 0.212. The factors SB, AU and CO also contribute to creating working motivation with the corresponding  $\beta$  coefficient of 0.186; 0.162; 0.090. The factor of TP has a lower role in motivating work with coefficient  $\beta$  of 0.078.

From the above analysis, we can conclude that the theoretical model is suitable with the research data and the accepted research hypotheses (hypothesis  $H_1, H_3, H_4, H_5, H_6$  and  $H_7$ ).

The research also used the testing of hypothesis which is T-test and one way ANOVA for comparison of means between the groups. T-test is used to compare the means between two groups (Gender) and one way ANOVA is used to compare the means among three or more group (Age, Academic level, Position and Work experience). The result shows that there is no statistically significant difference in HOU lecturers' working motivation of different group of Gender,

Age, Academic level, Position and Work experience.

### **V. Managerial implications**

- Innovating leadership style: leaders need to renew their thinking and management style in a new, modern and open direction to give lecturers a positive and comfortable working spirit.

- Developing working conditions of lecturers: equipping modern teaching and scientific research facilities will contribute to create the most favorable working environment for lecturers, thereby increasing their creativity, initiative and love for their work.

- Completing the salary and remuneration policy: in order for lecturers to feel secure in their work and focus on achieving their career goals, it is necessary to create conditions for lecturers to have a stable and increasingly improved income, secure income for their basic needs.

- Promote professional autonomy for teachers: the lecturers need to be encouraged to be proactive in their work, empower lecturers and encourage personal responsibility by allowing them to freely choose the method of practice and performance, while giving them the opportunity to assert themselves and set challenging goals.

- Innovating the training and retraining work: to ensure training and fostering for the right subjects, for the right purposes, in accordance with the requirements of the professional work in teaching and scientific research, to avoid the situation of rampant training, lack of direction or too strict, inhibiting

the development or wasting time of lecturers.

- Create opportunities for professional development for lecturers: set career goals so that lecturers have the opportunity to strive and assert themselves.

- Building university culture: University culture helps teachers to be aware of the goals, orientations and purposes of their work. A suitable and progressive school culture will create good relationships among members of the pedagogical team, forming a democratic and mutually respectful working environment.

### **VI. Conclusions**

Research results have shown six factors affecting the work motivation of lecturers at Hanoi Open University, including: Leaders, Working conditions, Salary and benefits, Autonomy at work, Colleagues and Training and Promotion opportunities. The research results are the necessary basis to give suggestions and solutions to the university leadership to improve the work motivation of the HOU lecturers. The study proposes a number of solutions such as: Innovating leadership style; Developing working conditions of lecturers; Completing the salary and remuneration policy; Promote professional autonomy for teachers; Innovating the training and retraining work; Create opportunities for professional development for lecturers; Building university culture.

Although there have been certain contributions, the research also has some limitations, specifically: The research has only identified 06 factors affecting lecturers' motivation, the level of impact

of these factors are not too high (53.3%), still 45.7% of the change of HOU lecturers' motivation is affected by other factors that have not been identified in the study. The valid sample size is 120, which is quite modest compared to the number of HOU lecturers in total.

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