



Managerial Recommendations for Enhancing Lecturers' Working Motivation of Universities in Dong Nai Province of Vietnam

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Abstract

The role of the academic staff is vital, which determines the quality of higher education. However, each university has different educational goals and requirements, training professions, and occupations with unique characteristics. In this paper, the authors learn about the factors affecting work motivation through job satisfaction and the engagement of lecturers, thereby suggesting managerial implications that contribute to the motivation of lecturers. Research results based on survey results from 800 lecturers but 775 valid answer sheets, after evaluating the reliability of the scale through Cronbach's Alpha coefficient and exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation model analysis (SEM). This study focuses on eight factors including organizational culture, income, performance evaluation, training and promotion opportunities, working conditions, job characteristics, relationship with colleagues, leadership. The results showed that these eight factors positively affect work motivation through job satisfaction and engagement at universities in Dong Nai with a significance level of 1%. The pass rate is 96.88% at universities in Dong Nai province.

Disciplinary: Management (HRM, Organization Management), Higher Education Administration.

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1 Introduction

In the current context, when Vietnam's economy had deeply integrated into the world economy, it has opened up many different opportunities and challenges. Since its establishment,

universities in Dong Nai province have always been a reliable address in human resource training for society. It is a place that provides many students who are sure of their knowledge are good at their skills, are professionally proficient, and have good ethics and professional working attitudes. The teaching staff of the universities has high professional qualifications good skills, and most of the team and lecturers are trained and fostered at home and abroad (Aon, 2016; Gelard & Rezaei, 2016). The facilities of the universities had upgraded, and much new equipment had been invested in serving teaching, scientific research, and learning. At the same time, the number of students in terms of size and quality is increasing day by day (Jalal, 2018; Ali et al., 2012). Besides the above advantages, universities face some problems such as lecturers' job satisfaction, organizational culture, and motivation of lecturers. There are still many shortcomings in universities to study in Dong Nai.

The issue of motivation in labor is one of the critical contents of human resource management, motivating members of the organization and lecturers to work hard and improve labor efficiency. However, creating conditions for university lecturers to be encouraged to work is still a problem with many shortcomings. These include teaching hours scientific research hours to develop the teaching staff of universities Universities to meet the requirements of improving the quality of education need many synchronous solutions (Kuvaas et al., 2017; Reizer et al., 2019).

Motivation is the internal factor that actively stimulates people to work to create high productivity and efficiency. The manifestation of motivation is the willingness, effort, and passion for working to achieve the organization's goals and the lecturers themselves. Motivation at work is a system of policies and management measures affecting lecturers to make them motivated to work, contributing to improving training quality.

In Dong Nai province, the issue of work motivation is getting more and more attention in organizational development in general and in higher education institutions in particular. In this article, the authors learn about the working environment of higher education, the characteristics of the work of lecturers, and the characteristics of university pedagogical activities. Thereby proposing solutions to create motivation work for lecturers in the environment of the industrial revolution 4.0. Thus, the authors proposed managerial implications for lecturers' working motivation in Dong Nai province universities.

2 Literature Review

2.1 Working Motivation

According to Skaalvik & Skaalvik (2018), work motivation is the desire and voluntariness of lecturers to increase efforts towards achieving organizational goals is the urge, consistency, and persistence in working. Motivation is the process of showing strength, constancy, and endurance in individual efforts towards achieving goals (Tinova, 2019).

According to Udey (2020), a person to work-related behaviors more clearly pointed out and argued that work motivation is a set of external and internal factors that lead to behaviors related

to setting, formal orientation, time duration, and intensity of the action. This definition identifies the influence of external factors such as the nature of the job, the organization's reward system, and an individual's intrinsic factors such as motivations and needs (Xie & Liu, 2019; Yanti & Dahlan, 2017; Sangadji & Sopiah, 2013).

Zaw & Reyes (2015) said that ones with "strength" in action are that they can overcome difficulties at work with ones' energy and efforts. This factor is the single most crucial ingredient for motivation; "direction in individual efforts" shows that people make efforts in acting for a clear goal (personal or organizational goals) (Yamoah & Ocansey, 2013; Teeran, 2020). "Perseverance in the personal effort" helps measure how long people can maintain their actions at work. A study shows that motivated individuals will maintain this persistence long enough to achieve their goals.

2.2 Job Satisfaction

Job or work environment. A happy or positive emotional state toward a person's work experience and the result of considering how the faculty's work environment meets their individual needs. According to Shaheen et al. (2013), job satisfaction is also an attitude about work expressed by the teachers' feelings, beliefs, and behaviors. In addition, Pancasila et al. (2020) argue that job satisfaction had seen as the extent to which employees love their jobs, that is, attitudes based on employees' perceptions (positive or negative). In general, job satisfaction is how much teachers feel about their work and aspects of their work (Alam & Faid, 2011; Crawford, 2014).

Job satisfaction is the degree to which a teacher feels and has a positive orientation towards employment in an organization or is a person's emotional response resulting from comparing the actual results they have achieved with what they want, anticipate, and deserve. When a teacher feels happy and happy at work, we can say they are satisfied with their work (Denibutun, 2012).

The job satisfaction of lecturers is conceptualized and measured in both aspects: overall job satisfaction and job satisfaction according to job component factors. According to Eyal & Roth (2011), a lecturer's job satisfaction is understood as a state of satisfaction, love, passion, and work orientation through different evaluation criteria of each individual. Gebrekiros (2015) argued that general satisfaction expresses the general feeling that covers all the component aspects of the job. The concept of general satisfaction had used in the research. Besides, Howard et al. (2017) argued that different work parts had been used in other studies.

2.3 Commitment

According to Udey (2020), studies have shown that the factor of commitment to the organization is the factor that affects the employee's work process and results. On the other hand, Munyengabe et al. (2017) showed that commitment to the organization is also a psychological state that indicates the employee's relationship with the organization, closely related to the decision to remain a member of the organization's position.

As for Kuvaas et al. (2017), the organizational commitment had conceptualized as the power of individual identification with the organization and active participation, which employees

express at a high level. In addition, thinking that commitment is an individual's promise to the organization, including a sense of responsibility to work, loyalty, and belief. In the organization's values, a high level of commitment is more satisfied with their work, rarely leave the job, and rarely leave the organization (Nazim, 2014; Rasheed et al., 2016).

Yanti and Dahlan (2017) studied faculty engagement with the university studies the attitudes and behaviors of lecturers in an organization. Besides, the relationship between the behavior and attitudes of lecturers with the organization office. Therefore, the fundamental theory to study the engagement of lecturers with the enterprise is the theory of organizational behavior. Organizational behavior is people's behavior within the organization (also known as faculty). This behavior is governed and determined by the teacher's awareness, attitude, and ability (Sriekaningsih & Setyadi, 2015; Sharma, 2016).

3 Method

The paper's research method combines qualitative research methods and quantitative research methods.

Qualitative research method: Qualitative research aims to review the theoretical basis and related studies to develop a research model. Besides, the authors design an initial scale to determine the factors affecting the quality of life - the motivation of lecturers at universities in Dong Nai through job satisfaction and faculty engagement. Next, the authors conducted group discussions with 30 education experts with extensive experience in human resource management and long-term lecturers (over ten years) of universities in Dong Nai to explore the factors affecting the work motivation of lecturers through job satisfaction and faculty engagement. Based on the results of qualitative research, the author calibrates the model and scale to suit the research context (Hair et al., 2021).

The authors collect, synthesize, analyze, and evaluate domestic and international documents related to the research content of the paper. Then selectively inherit the content suitable to the object and purpose of the study. This research method helps the student review the situation of previous studies on the work motivation of lecturers.

In addition, the author uses the method of analysis, synthesis, comparison, and combination between the theory of work motivation and the reality of the expression of work motivation and the factors affecting work motivation. This method had used to systematize and generalize the theoretical issues to draw systematic assessments and comments on the research problem and propose orientations and management implications (Hair et al., 2021).

After completing the survey, the authors checked the collected forms for completeness of the information. Based on logic, questions that are not reasonable are eliminated, along with surveys that lack a lot of information. Then proceed to encrypt, input, and clean the data before conducting analysis. Cleaned data were entered into SPSS 20.0 software for further analysis. The results of histological statistics are applied in the study and serve as a scientific basis for proposing policy implications.

Quantitative research method: The purpose of quantitative research is to collect data for this research method, had collected through survey questionnaires. The data collection had done through face-to-face interviews with a questionnaire designed based on the results of the qualitative research step. The quantitative analysis had an expected sample size of $n = 800$ lecturers working at universities in Dong Nai, selected by a convenient sampling method (Hair et al., 2021).

CFA and structural equation model analysis (SEM). The author used the data collected from the survey using SPSS 20.0 and Amos software to test the reliability of the scales by Cronbach's Alpha reliability coefficient, EFA exploratory factor analysis, and confirmatory factor analysis (Hair et al., 2021). The research results of the paper serve as a scientific basis for the management boards of universities in Dong Nai to propose reasonable policies to improve the working motivation of lecturers of universities in Dong Nai through job satisfaction and engagement.

4 Result and Discussion

The survey results showed that 800 lecturers are working at universities in Dong Nai province, but the authors entered the data to process 775 votes due to an error of 25 votes. The rate was 96.88 percent. Besides, descriptive statistics provide simple summaries of the sample and basic measures of the model. Descriptive statistical analysis: published figures over the years based on Figure 1.

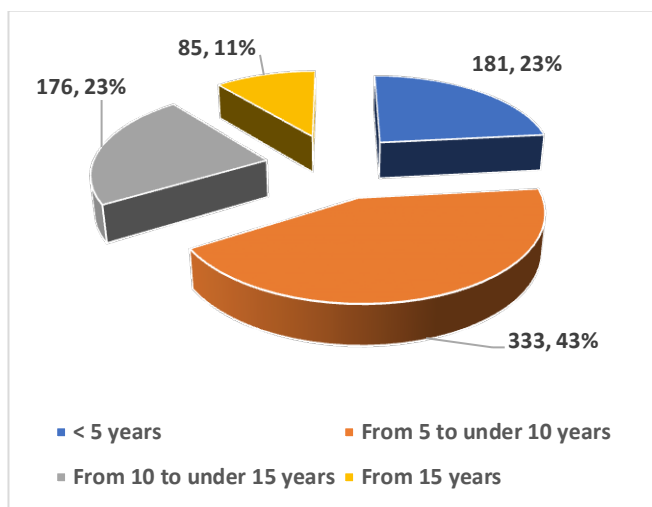


Figure 1: Descriptive statistical analysis for the working experience

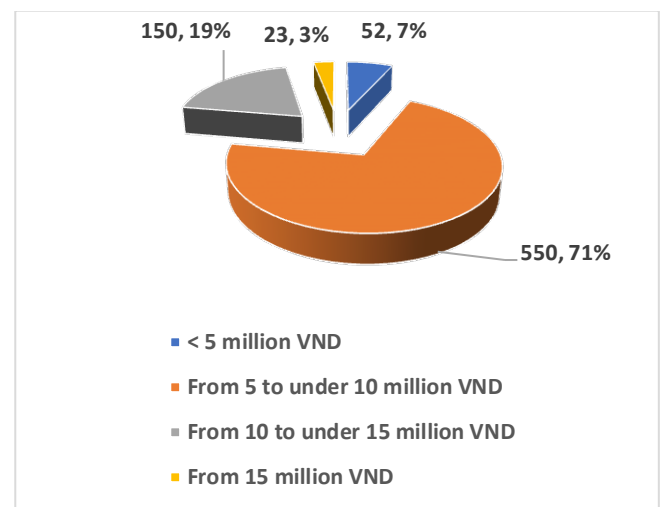


Figure 2: Descriptive statistical analysis for the lecturers' income (Million VND)

Figure 1 shows that lecturers have less than five years of working experience with 181 people (23.4%). Those with working seniority from 5 years to less than ten years are 333 people (43.0%), the number of people from 10 years to less than 15 years is 176 people (22.7%) and the number of people with seniority of work from 15 years or more is 85 people (11.0%). Figure 2 shows the descriptive statistical analysis for the lecturers' income.

In Vietnam's current economy, income plays an essential role in socio-economic development. Income helps employees to perform well the organization's goals. When formulating the salary, bonus, and welfare plan, leaders can set out the university's development goals to

motivate the lecturers to work and complete the assigned tasks nicely. Because the full implementation of forms and regimes of non-salary income shows the satisfactory treatment of the university to the lecturers, thus, it will encourage them in their work. The following are the survey results in table 1. Research results had based on survey results from 800 lecturers but 775 valid answer sheets. According to the survey results, there were 52 lecturers (6.7%) with income under 5 million participating in the interview, at the income level from 5 to under 10 million, there were 550 participants, with the highest rate is 71.0%. Finally, at the income level of over 15 million VND/month, there are 23 lecturers (3.0%). The pass rate is 96.88% at universities in Dong Nai province.

Table 1: Testing factors affecting work motivation through job satisfaction and engagement

Contents	Prioritized	Standardized Estimate	P-value	Results
Organizational culture	1	0.519	***	Accepted
Income	2	0.176	***	Accepted
Performance evaluation	3	0.106	***	Accepted
Training and promotion opportunities	4	0.099	0.003	Accepted
Working conditions	5	0.098	0.001	Accepted
Job characteristics	6	0.089	***	Accepted
Relationship with colleagues	1	0.519	***	Accepted
Leader	2	0.176	***	Accepted

Note: *** with 1%.

Table 1 shows that the following implication is that management contributes to improving work motivation through job satisfaction and work engagement of lecturers at universities in Dong Nai province. Research results show that organizational culture has the most substantial and most positive influence on work motivation through job satisfaction and faculty engagement in Dong Nai universities with 1%. Therefore, building an organizational culture helps lecturers see their work's goals, orientation, and nature. Corporate culture also creates good relationships between staff lecturers and a comfortable and healthy working environment.

The right organizational culture helps faculty feel like they're doing a meaningful job to them as a member of the university. This factor makes more sense when the "brain drain" situation is familiar. Salary and income are only part of the motivation to work. When the income reaches a certain level, people are willing to trade a lower income to work in a pleasant, comfortable environment respected by colleagues.

According to the research results, organizational culture has a standardized regression coefficient of 0.519. Prioritize the implementation of the first administrative implication. Universities need to show students innovation, research orientation, and study organization. Besides, organizational culture is an essential factor affecting each educational institution's quality assurance system. Universities need to develop a mission as vision, strategic direction, and goal system. The mission has a critical and symbolic role for the university. Because the task is so important and influential, most organizations try to keep their mission statement short, clear, concise, and presentable level of organization.

In contrast, there is an increasing and more complex amount of knowledge with limited study time, the innovation of teaching methods towards promoting positivity and independence. Finally, universities have a well-implemented delegation, group coordination, and professional capacity development for lecturers. The training and fostering of modern management and administration capacity for managers at all levels; on the method of compiling programs, documents, lecture outlines according to credit training, quality accreditation standards, developing and implementing training program standards that are close to regional and international standards; training and fostering methods and forms of teaching organization positively, promoting the independence, creativity, autonomy, and self-research of learners

Universities need to ensure income for lecturers to make a living. According to the research results showing income, there is a standardized regression coefficient of 0.176. Priority had given to the second place. According to the research results, income factors including salary, bonus, and welfare strongly affect work motivation. Therefore, when there is a change in these policies, it will involve teaching human resources. Thus, the university needs to develop a set of regulations and procedures on the salary payment mechanism, and the rewarding work that is appropriate and stable avoids the disturbance. The salary must be commensurate with the position and the job in charge. To retain and further promote the training capacity, focus on professional work, devote a lot of enthusiasm and creativity in work, and contribute to the university's educational quality increasing in terms of training quality.

According to the study results, job performance evaluation has a standardized regression coefficient of 0.106. Third execution priority. Universities need to organize comments on implementing teaching and scientific research for timely commendation. Universities should issue detailed reward policies on new science and technology activities in line with the development trend of application-oriented universities and regulations on science and technology activities for students, operating regulations for research groups, and rules on intellectual property. It is recommended to develop a set of criteria to evaluate the quality and effectiveness of scientific research activities of staff and lecturers. To assess the research capacity of the team and lecturers periodically to make timely adjustments and supplements to the university's regulations on scientific and technological activities to reward works that have achieved excellent results adequately.

The research results show training and promotion opportunities, a standardized regression coefficient of 0.099. Prioritize execution on the fourth. Teachers need to be facilitated to learn and improve their professional knowledge and skills. Universities need to invest in teaching facilities and equipment, create conditions for lecturers to study, improve their professional skills, promote innovation in teaching methods, and improve the quality of education - University education and training. Using teaching equipment and tools is a means to innovate teaching methods, and this is a process that has a substantial impact on students' learning. Textbooks, documents, teaching facilities, models, learning tools, laboratories, and other facilities are conditions to ensure training

quality improvement and support agencies for innovative teaching methods. Finally, the university needs to create the best conditions for innovating the technique of fostering teachers, contributing to building and improving the comprehensive quality in all aspects for the teaching staff, meeting the creative content requirements content and teaching methods.

The research results show working conditions, a standardized regression coefficient of 0.098. Fifth implementation priority. Universities need to retain lecturers to improve lecturers' working and research environment, such as investing in facilities, equipment, and opportunities to contact scientific information. It is necessary to have sincere and goodwill colleagues in any working environment. These are the supporting wings for teachers to overcome difficulties when entering the profession and multiply in their job. The friendly working environment, respected lecturers, good conditions for self-expression, and support mechanisms from scientific research are perfect levers for lecturers to demonstrate their competence, like maintaining enthusiastic dedication.

The research results show job characteristics, a standardized regression coefficient of 0.089. Priority did on sixthly. Universities need to develop work regulations suitable to the capacity and expertise of lecturers. Lecturers need to have the necessary tools for teaching and in-depth research. At the same time, the passion for education should be associated with the working conditions, enhancing the power and maintaining the emphasis in the lecturers' work by creating favorable conditions for each student individual promote passion in work. Building a friendly learning environment through narrowing the class size makes a close connection between lecturers and students. The university should regularly listen to the wishes of the lecturer and at the same time create conditions to help solve the problems of the lecturer. Then, the lecturer will feel more secure and can focus on teaching and research better. Finally, universities should give autonomy as one of the best ways to create a positive working environment for teachers. Instead of strict and detailed management, leaders should let them make some decisions on their own, manage the lecturer's workload, contribute ideas and work without the constant supervision of faculty and university leaders.

According to the research results, the relationship with colleagues has a standardized regression coefficient of 0.085. Prioritize the implementation of the seventh governance implication. Teachers need to be able to share ideas to develop teaching and scientific research. For leadership, actively share campus updates with faculty and regularly allow faculty to provide feedback on education and scientific research. Feedback helps foster a positive leader-faculty relationship by showing that the leader is investing in the growth of each faculty member. For groups of instructors, communication can be a make-or-break in relationship building. Without communication, work can quickly fall apart, and it can feel like everyone is working for themselves instead of working as a cohesive unit.

According to the research results, leadership has a standardized regression coefficient of 0.084. Prioritize execution last. Leaders need attention, support, and timely help when lecturers have difficulties. Universities need to create conditions for lecturers to advance in their work. This

factor is a development in the career ladder, expressing the need to be recognized and affirmed. Universities need to create all favorable conditions in terms of mechanisms and policies for lecturers and improve their professional qualifications in research. University leaders need to develop a performance evaluation mechanism that is fair, open, and transparent. Strictly implement this mechanism from grassroots level to higher level and take it as a core tool to reform university training activities.

The rapid change of technology in the development of industrial revolution 4.0 sets new requirements for human resources. Training and retraining institutions must change their training programs to bring new skills to their employees to learn basic skills and knowledge and creative thinking, the ability to adapt to work methods and requirements, and motivate university teachers to work.

Simultaneously, the article has formed a complete analytical framework on the factors affecting the work motivation of lecturers at universities in Dong Nai through job satisfaction and lecturers' engagement to improve the quality of life. The research results will enrich and diversify the theoretical system of work motivation, especially in education, which may carry out other future studies.

5 Conclusion

In the current period, the issue of motivation in the teaching staff is one of the critical contents of human resource management (HRM) that determine each university's success in successfully implementing the goals and tasks set out. Work motivation is the push to motivate people to work enthusiastically, help them promote their inner potential, overcome challenges and difficulties, and complete the work as in the best manner.

This paper presented and discussed some opinions of the author about the research results. In this chapter, the author also gives some managerial implications for educational managers in universities in Dong Nai today. The recommendations focused on several issues such as building organizational culture, creating a good working environment, income policy, colleague relations, job characteristics. In addition, the author presented the conclusions and gave eight groups of governance implications. The author has suggested some governance implications from the above research results to help university managers and policymakers see the problems of current lecturers' work motivation in universities in Dong Nai, Vietnam.

6 Availability of Data and Material

Data can be made available by contacting the corresponding authors.

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