

The Policy Recommendations Improving Lecturers' working Motivation At Public Universities In Vietnam

Hoang Thi Tham, Nguyen Ngoc Diep, Nguyen Thi Lan Phuong

Article Info	Abstract
<p>Article History</p> <p>Received: September 19, 2021</p> <p>Accepted: April 20, 2022</p> <hr/> <p>Keywords : Lecturer, Working, Motivation, Public, University, and TMU</p> <p>DOI: 10.5281/zenodo.6474322</p>	<p><i>In 2021, the complicated situation of the Covid-19 epidemic had seriously affected all aspects of life. In particular, the pandemic has harmed the education industry. Besides, the role of the academic staff is critical, which determines the quality of higher education. However, each university has different educational goals and requirements, training professions, and occupations with unique characteristics alike. Moreover, motivating the teaching staff is an essential task of university leaders. This article presents the survey results on creating motivation for academic staff at public universities in Vietnam. The survey used a combination of questionnaires for 800 lecturers at public universities in Vietnam. The results showed that five factors affect the work motivation of lecturers: income, job characteristics, training and promotion opportunities, relationship with colleagues, and work environment. Based on the results, the author had the policy recommendations improved lecturers' working motivation at public universities in Vietnam in the following years.</i></p>

Introduction

In the context of Vietnam's higher education has innovated to approach the world. In the face of the strong development of higher education and the industrial revolution 4.0, it is imperative to change the content and organization of the university's training. Creativity and entrepreneurship are the orientation of the public universities to promote training development. Managers also emphasized that administrators need to know the main factors that affect the motivation of lecturers to make recommendations for appropriate policies to vigorously promote the professional capacity to serve the university's development strategy (Pancasila et al., 2020).

To develop the teaching staff of universities Universities to meet the requirements of improving the quality of education need many synchronous solutions. The issue of motivation in labor is one of the critical contents of human resource management, motivating members of the organization lecturers to work enthusiastically and improving labor efficiency. However, creating conditions for university lecturers to be encouraged to work is still a problem with many shortcomings, such as teaching hours scientific research hours.

Rahaman et al. (2020) showed that motivation is the internal factor that actively stimulates people to work to create high productivity and efficiency. The expression of motivation is the willingness, effort, and passion for working to achieve the organization's goals and the lecturers themselves. Motivation in labor is a system of policies and management measures affecting lecturers to motivate them to work. Creating labor motivation plays an essential role in human resource management: Creating cohesion between lecturers and the organization; increasing the level of satisfaction, trust, attachment, and commitment of lecturers; increasing labor productivity, labor use efficiency; is the foundation to complete functions and tasks. Therefore, the authors analyzed the real situations and had the policy recommendations improved lecturers' working motivation at public universities in Vietnam in the following years.

Literature Review

Motivation of lecturers

Work motivation is the desire and willingness of lecturers to increase efforts towards achieving organizational goals; it is the urge, consistency, and persistence in working. Seebaluckand Seegum (2013) showed subjective factors such as the love of teaching, the pride in mentoring the younger generation, and objective factors such as reward and punishment, voting. The psychological atmosphere in the school, faculty, class and professional position of the lecturer affects the work motivation of the teacher. Meier and Hicklin (2008) asserted that work motivation affects the performance of lecturers and the progress of educational institutions and the education industry, significantly higher education.

Factors affecting work motivation

Shahzadi et al. (2014) researched the factors affecting the work motivation of lecturers. They found that the following factors have a good influence on the basis: (1) income, (2) job characteristics, (3) training and promotion opportunities, (4) relationship with colleagues, and (5) work environment. Thompson and Phua (2012) and Manfreda et al. (2008) had the study "Factors affecting the work motivation of education officials and civil servants." The research results show that the survey sample of 300 officials and civil servants working in the tax field. Negussie and Ranjan (2014) had the research results show five factors affecting the work motivation of cadres and civil servants. Five elements such as relationships in the organization; Interesting job, salary, bonus, welfare regime, performance appraisal, and training and promotion impact the work motivation of education officials and civil servants. Barrios et al. (2011) also showed that a motivated trainer could easily see their enthusiasm, dedication, and focus on their work to contribute to the overall purpose and goals of the organization. Grant et al. (2011) showed that motivation is related to achieving good results with the assigned task.

Haydenny (2017) had the study "Factors affecting the working motivation of education officials and civil servants. Koestner et al. (2008) had the research results showed that the survey sample of 450 officials and civil servants working in the field of education in Malaysia. The research results show five factors affecting the work motivation of cadres and civil servants. Mertler (2003) and Meyer et al. (2004) offered five elements: interesting work; Salary and benefits; Evaluation of work results, training, promotion, and corporate relations affecting the work motivation of education officials. Oshagbemi (2000) and Witte and Buitendach (2005) also showed that good work motivation would encourage ethical behavior in the organization. In educational institutions, this is very important. Teachers with good work motivation will limit violations of professional ethics such as ethics in teaching, exams, ethics in scientific research.

Visser-Wijnveen et al. (2012) showed that factors affect lecturers' work motivation at universities. Research results show that work motivation had influenced by five elements drawn and prioritized according to the standardized regression coefficient: Salary and benefits, training and development, working conditions, leadership relationships, and appropriate work. Shah et al. (2012) had the study used factor analysis method to determine the evaluation system being applied in universities and regression analysis to test the relationship with the motivation of lecturers. Research results showed the importance of experts in practicing the assessment process and considering situations, including teachers' assessment programs depending on the size and purpose. In addition, in this study, Rasheed et al. (2016) also argued that the development and application of the evaluation system are different between schools in the same industry. Narasuci et al. (2018) also showed that the work motivation of each lecturer had influenced by many various factors from internal factors belonging to each lecturer and external factors such as working environment, nature of the lecturers, and the working environment (Kiziltepe, 2008; Maharjan, 2012; Kuvaas et al., 2017).

Through the aforementioned theoretical basis and qualitative research results, the research model proposed by the authors is as follows: Work motivation of lecturers = $f(\text{income, job characteristics, training and promotion opportunities, relationship with colleagues, and work environment})$.

H1: Income positively affects the motivation of lecturers.

H2: Job characteristics positively affect the motivation of the lecturers.

H3: Training and promotion opportunities positively affect the motivation of lecturers.

H4: Relationship with colleagues positively affects the motivation of lecturers.

H5: The work environment positively affects the motivation of lecturers.

Methods Of Research

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

Qualitative research methods: Qualitative research aims to review the theoretical basis and related studies to develop a research model and design an initial scale to determine the factors affecting the work motivation of lecturers - universities in Vietnam through job satisfaction and faculty engagement. Next, the authors had group discussions conducted with 30 experts with extensive experience in human resource management and long-term lecturers (over ten years) of universities. In Vietnam, to explore the factors affecting the work motivation of university lecturers in Vietnam through job satisfaction and faculty engagement. Based on the results of qualitative research, the authors calibrate the model and scale to suit the research context. 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 graduate students overview the situation of previous studies on the work motivation of lecturers.

Formal quantitative research: The purpose of quantitative analysis is to collect data for this research method through survey questionnaires. The authors had the quantitative research with an expected sample size of $n = 800$ lecturers working at public universities in Vietnam, selected by a convenient sampling method. The data collection had done through face-to-face interviews with a questionnaire designed based on the results of

the qualitative research step. Hair et al. (2010) showed that the data collected from the survey was used by the author 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. (CFA) and linear structural model analysis (SEM).

The study uses a combination of both EFA and linear regression methods, so the sample size is selected because the more significant the sample size, the better. With 23 observed variables in the quantitative research section, the minimum required number of observations is $23 \times 5 = 115$. Therefore, the author chooses to survey the number of 800 lecturers as appropriate. This sample size is also a sample size that meets the usual sampling rules for multivariate analyses.

For expert opinions, the author interviewed 30 experts, including vice deans, heads of departments, and lecturers who had more than ten years of experience in teaching at universities. Survey data is collected through distributing and receiving questionnaires directly or via email (email) to lecturers at universities in Vietnam.

The suitability of the entire model had assessed through the following criteria of relevance:

- Chi-Square test (χ^2):

The authors applied the expresses the overall goodness of fit of the whole model at the p-value = 0.05 level of significance (Hair et al., 2010). This factor is implausible because χ^2 is very sensitive to large sample size and test strength, so in practice, people use the index χ^2/df to evaluate.

- Chi-Square ratio/degrees of freedom: $2/df$

The authors applied to measure the goodness of fit of the whole model in more detail. Some authors suggest $1 < \chi^2/df < 3$; others indicated that χ^2 is as small as possible and argue that $\chi^2/df < 3:1$ (Hair et al., 2010). In addition, in some practical studies, it is distinguished by 2 cases: $\chi^2/df < 5$ (with sample $N > 200$); or < 3 (when sample size $N < 200$), the model is considered a good fit (Hair et al., 2010).

- Other relevant indicators:

GFI, AGFI, CFI, NFI, etc... with values > 0.9 are considered good fit models. If these values are equal to 1, we say the model is perfect (Hair et al., 2010).

GFI: measure the absolute fit (without adjusting for degrees of freedom) of the structural model and the measurement model with the survey dataset.

AGFI: Adjust the GFI value according to the degrees of freedom in the model.

RMR: On the one hand, it evaluates the residual variance of the observed variable. On the other hand, it considers one experimental variable's residual correlation with another observed variable's residual correlation. The larger the RMR value, the greater the mean. The higher the residual error, the more likely a model has a poor fit.

RMSEA: is an important criterion; it determines the model's fit compared to the whole.

In the research journal, the authors said that the model fits well with the required RMSEA, RMR index < 0.05 . This value < 0.08 model is accepted (Hair et al., 2010).

- Probability level:

Values > 0.05 are considered a good fit (Hair et al., 2010). This factor means that hypothesis H_0 , a reasonable model hypothesis, cannot be rejected, i.e., no better model than the current model found. We have a corresponding theory (as described at the beginning of this chapter on hypotheses and research models). In studies in social sciences, all suggested causal relationships have a confidence level of 95% (Hair et al., 2010).

Research Results

Status of lecturers at universities:

The fundamental and comprehensive renovation of higher education in Vietnam from 2010 - 2020, target to 2020. Statistics showed that in the academic years from 2019 to 2021, the number of lecturers in higher education institutions was 79,795 people, an increase of 3,201 people compared to 2018-2020. The number of lecturers with doctorate degrees is 17,517 people, accounting for 23.5%. The percentage of lecturers with a doctorate is at least 35%. According to the Ministry of Education and Training, the rate of lecturers with the title of professor, associate professor, and a doctorate in the whole system is still low, especially the percentage of lecturers with doctorate degrees in university, accounting for about 4.2%.

Along with teaching activities, scientific research activities had considered one of the two most important tasks of lecturers. However, the number of lecturers doing scientific research is not much. Reality shows that, at present, in addition to universities with a vibrant scientific research movement, actively participating lecturers still have a fear of lack of confidence in implementing science and technology activities. Besides, many lecturers lacked enthusiasm and enthusiasm for scientific research. Many people are still psychologically performing actions according to their obligations to complete, not aware of the role and benefits of scientific research activities. In addition, at universities, lecturers are still young and begin to participate in scientific research and study activities to improve their qualifications at the masters and doctoral levels. Some of them lack experience in scientific research. On the other hand, many officials and teachers still have limitations in scientific research skills such as choosing research methods, research methods, statistical analysis methods,

and report synthesis posts.

Many lecturers have the mentality of participating for the obligation, not seeing the real benefits from scientific research, such as scientific research also serving teaching activities, improving teaching quality, ensuring the comprehensiveness in the work of lecturers. The motivation to promote the role of lecturers in education and training is a system of factors that motivate lecturers to actively self-study to improve their qualifications in all aspects, especially teaching qualifications and scientific research, according to assigned tasks. However, the work motivation of lecturers still has problems to be solved, which are:

The lecturers' income is low, but the pressure of teaching and scientific research requirements increases day by day. Total working time of lecturers in a school year to perform teaching and research tasks science, refresher learning and other school tasks is 1,760 hours after deducting the prescribed number of days off". Based on specific regulations on implementing the 40-hour working week, the total working time of lecturers in a school year is 1,760 hours (office hours). During a school year, each lecturer has to perform the following tasks: teaching (270 standard hours, in which the average time in class accounts for at least 50% of the prescribed norm), scientific research (at least 1 hour) /3 of the total working time in the school year), retraining and other tasks in the school with the whole working time in a school year are 1,760 hours.

This provision leaves lecturers with no time to do other research. In addition, the upgrade, raising the salary level also leads to leveling. Educational institutions cannot implement a regime to encourage and attract talented and highly qualified people to work if they continue to be "pressured" by the current salary mechanism and salary scale. Some lecturers at universities who still have difficulties in material life are not enthusiastic about their profession have to quit their jobs and find other jobs because of the family's financial and economic burdens.

Descriptive statistics

Table 1. Descriptive statistics from surveying 800 lecturers related to public universities

Factors	Contents	References	Mean	Cronbach's Alpha
Income (IN)	IN1: The university pays salaries commensurate with the nature of the work and the qualifications of the lecturers; IN2: The university pays faculty salaries fairly and reasonably; IN3: The university ensures income for teachers to make a living; IN4: The university implements a timely, transparent, reasonable, and fair reward policy.	(Ahmed et al., 2010)	2.3765	0.883
Job characteristics (JC)	JC1: The job is suitable with the capacity and expertise of the lecturer; JC2: The job of a teacher is challenging; JC3: Lecturers had divided into teaching tasks following their expertise; JC4: Lecturers clearly understand scientific research's responsibilities, rights, and obligations.	(Cho & Lewis (2012))	3.0761	0.967
Training and promotion opportunities (TP)	TP1: Lecturers had focused on training and professional development; TP2: Lecturers had facilitated to learn and improve their professional knowledge and skills; TP3: Lecturers enjoy professional development policy; TP4: Lecturers have many opportunities for development in scientific research and promotion.	(Esdar et al., 2016)	3.0288	0.959
Relationship with colleagues (RC)	RC1: Instructor's recommendations had respected by colleagues; RC2: Relations within the faculty are very friendly and close to each other in teaching work; RC3: Faculty members support and often help each other to solve teaching problems when facing difficulties; RC4: Teachers share ideas to develop teaching and scientific research.	(Fan & Yan 2010; Fu et al., 2011)	3.3905	0.861

Work environment (WE)	WE1: The university is always fully equipped with equipment and working tools for teachers; WE2: The university is always interested in a clean and airy working environment for teaching and research activities; WE3: The university always builds a fun and friendly working environment; WE4: The lecturers' working time and rest time are regulated appropriately.	(Eslami & Gharakhani 2012)	3.0513	0.968
Lecturers' working motivation (WM)	WM1: Lecturers are willing to work long-term with the university; WM2: Teachers always feel motivated and motivated to work; WM3: Teachers always sacrifice personal interests to work for the university in the long run.	(Astutiet al., 2020)	3.3338	0.953

Source: The authors processed by SPSS 20.0

Table 1 showed that the test results are very good with a sample of 800 lecturers related to public universities in Vietnam, but 765 samples were processed. These results indicated Mean and Cronbach's Alpha. Table 1 showed that Observed variables with small variable-total correlation (less than 0.4) are considered garbage variables that are satisfactory greater than 0.7.

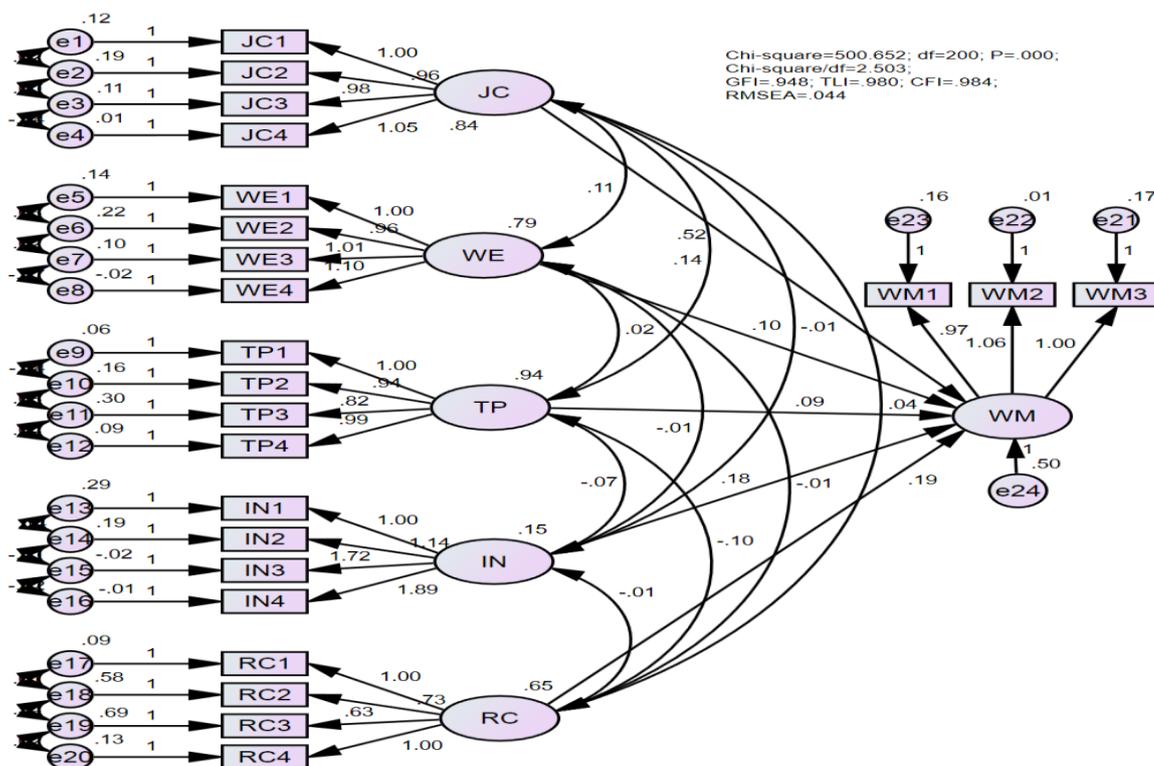
Testing coefficients for the model

Table 2. Testing coefficients for factors affecting the lecturers' working motivation

Relationships			Unstandardized Estimate	Standardized Estimate	Standard Error	C.R.	P	Hypothesis
WM	<---	JC	0.517	0.533	0.031	16.672	***	Accepted
WM	<---	WE	0.103	0.103	0.029	3.588	***	Accepted
WM	<---	TP	0.087	0.095	0.028	3.090	0.002	Accepted
WM	<---	IN	0.184	0.081	0.057	3.221	0.001	Accepted
WM	<---	RC	0.195	0.177	0.035	5.590	***	Accepted

(Source: Data processed by SPSS 20.0)

Table 2 showed that the column "P" < 0.01 with a significance level of 0.01. These results indicated five factors affecting the lecturers' working motivation at public universities in Vietnam with a significance level of 0.01. These results are science evident for managerial implications to enhance the lecturers' working motivation at public universities in Vietnam.



(Source: Researcher discovered)

Figure 1. Testing SEM for factors affecting the lecturers' working motivation

Figure 1 showed that the assessment factors affecting the lecturers' working motivation at public universities in Vietnam includes the following elements: CMIN/DF = 2.503 (<5.0), GFI = 0.948 (>0.900), TLI = 0.980 (>0.900), CFI = 0.984 (> 0.9) and RMSEA = 0.044 (<0.08).

CONCLUSION & POLICY IMPLICATIONS

Conclusion

Work motivation is the desire and willingness of lecturers to increase efforts towards achieving organizational goals; it is the urge, consistency, and persistence in working. The author has used quantitative research methods combined with appropriate qualitative research. Research results were based on survey results from 800 lecturers teaching at universities in Vietnam. After evaluating the reliability of the scale through Cronbach's Alpha coefficient and exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and linear structural model analysis (SEM). The results show five factors affecting the work motivation of university lecturers in Vietnam with a significance level of 5%. Five factors include relations with colleagues, working conditions, income, job characteristics, and opportunities for training and promotion. Besides, the results are also essential and scientific evidence for researchers and policymakers for universities in Vietnam to apply research results for human resource development in the future.

Policy implications

Based on the research results, the author proposes five policy implications that contribute to improving the work motivation of university lecturers in Vietnam:

Individuals promote passion in work. First of all, research results show that the factors affecting the work motivation of lecturers are factors belonging to the job characteristics of teaching. 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 force in the lecturers' work by creating favorable conditions for each student. The school should regularly listen to the wishes of the lecturer and, at the same time, create conditions to help solve the problems of the lecturer. The lecturer will feel more secure and can better focus on teaching and research.

Secondly, the relationship between colleagues has a considerable role in building the quality of training and research. This ideal is a method to encourage lecturers to access research globally. It has more policies to support research groups to exchange and exchange study own, and shared help is the power to solve big and challenging problems in research. From there, it helps develop and improve the knowledge and research capacity of the lecturers. Therefore, leaders need to create a collaborative working environment to coordinate and support lecturers' research processes to learn and connect better. University managers should motivate

lecturers by praising, rewarding, and encouraging lecturers weekly or monthly. In addition, it is necessary to build a program for lecturers in a friendly way and give monthly rewards to encourage them, such as A material gift or bonus, reward the best lecturers of the month. This motivational method is simple but effective, optimizing labor performance and motivating lecturers to work better.

Thirdly, the university continues to create a positive working environment in creating conditions for teachers to participate in formulating development strategies, exchanging, and discussing university activities publicly. Individuals promote passion in work. At the same time, the desire for teaching 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. The school should regularly listen to the wishes of the lecturer and, at the same time, create conditions to help solve the problems of the lecturer. The lecturer will feel more secure and can better focus on teaching and research to ensure favorable physical and mental conditions for lecturers. This recommendation is the driving force behind the teaching staff to focus on their professional activities. It is necessary to invest in and modernize the lecture halls, libraries, method rooms (teaching rooms) of schools, and method rooms of teachers' faculties to have conditions to practice and hone skills and hands pedagogical profession.

Fourthly, the university continues building teams, and training should be paid more attention to the university needs to make a plan to send staff members for training and retraining abroad. More often, organize on-the-job training courses, develop pedagogical skills development programs, and create favorable conditions for lecturers to strive for career advancement. The International University needs soon issue a policy on short-term and long-term training of lecturers and staff, ensuring that 100% of the lecturers have undergone professional training courses at home and abroad, quickly creating qualitative change at work. Create favorable conditions and prioritize those who are able and qualified to study abroad at foreign institutions. The opportunity to exchange and study abroad helps lecturers improve their professional skills.

On the other hand, regularly improve the school's educational and training management activities, including content management, training programs, and comprehensive management of the teaching staff. Please pay attention to and focus on building a positive school culture; creating conditions for teachers to promote their creativity; creating cohesion and mutual support of teachers for professional development, fair, public, and democratic recognition, and evaluating teachers' achievements. Universities need to complete all favorable conditions in terms of mechanisms and policies for lecturers and scientists and improve professional qualifications in research.

Finally, the research results show that salary and benefits influence work motivation. Therefore, when there is a change in these policies, it will affect 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 to avoid 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, contribute to the higher education quality of the university. University leaders must make time for lecturers to listen and share. The concerns of lecturers will significantly affect the productivity of each person. Therefore, managers need to listen to each lecturer's opinions, thoughts, and aspirations to have appropriate solutions. Listening, focusing, and respecting lecturers' needs helps motivate them and increases the ability to work effectively in groups, and creates a friendly and trusting relationship between lecturers and management.

The study has some limitations as the survey had only conducted by sending questionnaires, not face-to-face interviews. The study only focuses on public university lecturers, so it may not reflect all the work motivation factors. Therefore, the suggestion for the following research direction is to expand the audience of lecturers at private universities in Vietnam.

References

- Ahmed, I., Nawaz, M., Iqbal, N., Ali, I., Shaukat, Z., & Usman, A. (2010). Effects of motivational factors on employees' job satisfaction: A case study of university of the Punjab, Pakistan. *International Journal of Business and Management*, 5(3), 70-80.
- Astuti, R. J., Maryati, T., & Harsono, M. (2020). The effect of workplace spirituality on workplace deviant behavior and employee performance: the role of job satisfaction. *Journal of Asian Finance, Economics, and Business*, 7(12), 1017-1026.
- Barrios, M., Villarroya, A., Borrego, A., & Olle, C. (2011). Response rate and data quality in web and mail surveys administered to Ph.D. holders. *Social Science Computer Review*, 29(2), 208-220.
- Cho, Y. J., & Lewis, G. B. (2012). Turnover intention and turnover behavior: Implications for retaining federal employees. *Review of Public Personnel Administration*, 32(1), 4-23.
- Esdar, W., Gorges, J., & Wild, E. (2016). The role of basic need satisfaction for junior academics' goal conflicts and teaching motivation. *Higher Education*, 72(2), 175-190.

- Eslami, J., & Gharakhani, D. (2012). Organizational commitment and job satisfaction. *Journal of Science and Technology*, 2(2), 85-91.
- Fan, W., & Yan, Z. (2010). Factors affecting response rates of the web survey: A systematic review. *Computers in Human Behavior*, 26(2), 132-139.
- Fu, W., Deshpande, S. P., & Zhao, X. (2011). The impact of ethical behavior and facets of job satisfaction on organizational commitment of Chinese employees. *Journal of Business Ethics*, 104(4), 537-543.
- Grant, A. M., Nurmohamed, S., Ashford, S. J., & Dekas, K. (2011). The performance implications of the ambivalent initiative: The interplay of autonomous and controlled motivations. *Organizational Behavior and Human Decision Processes*, 116(2), 241-251.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis: A Global Perspective (7th ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Haydenny, M. (2017). The road ahead for the higher education sector in Thailand. *Journal of International and Comparative Education*, 6(3), 177-189.
- Kiziltepe, Z. (2008). Motivation and demotivation of university teachers. *International Journal of Business and Social Science*, 4(17), 46-58.
- Koestner, R., Otis, N., Powers, T. A., Pelletier, L., & Gagnon, H. (2008). Autonomous motivation, controlled motivation, and goal progress. *Journal of Personality*, 76(5), 1201-1230.
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. L. (2017). Does intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology*, 61(1), 244-258.
- Maharjan, S. (2012). Association between work motivation and job satisfaction of college teachers. *Administrative and Management Review*, 24(2), 45-55.
- Manfreda, K. L., Bonsniak, M., Berzelak, J., Haas, L., & Vehovar, V. (2008). Web surveys versus other survey models: A meta-analysis comparing response rates. *International Journal of Market Research*, 50(1), 79-104.
- Meier, K. J., & Hicklin, A. (2008). Employee turnover and organizational performance: Testing a hypothesis from classical public administration. *Journal of Public Administration Research and Theory*, 18(4), 573-590.
- Mertler, C. A. (2003). Patterns of response and nonresponse from teachers to traditional and web surveys. *Practical Assessment, Research & Evaluation*, 8(22), 1-17
- Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: a conceptual analysis and integrative model. *Journal of Applied Psychology*, 89(6), 981-991.
- Narasuci, W., Setiawan, M., & Noermijati, N. (2018). Effect of work environment on lecturer performance mediated by work motivation and job satisfaction. *Journal of Research Administration*, 41(3), 85-98.
- Negussie, Y., & Ranjan, M. (2014). Motivational factors affect teachers' work performance in Jijiga City, Somali Regional State, Ethiopia. *Journal of Research Administration*, (50)1, 89-107.
- Oshagbemi, T. (2000). Motivation with co-workers' behavior. *The Journal of Research Administration*, 60(1), 71-89.
- Pancasila, I., Haryono, S., & Sulistyono, B. A. (2020). Effects of Work Motivation and Leadership toward Work Satisfaction and Employee Performance: Evidence from Indonesia. *Journal of Asian Finance, Economics, and Business*, 7(6), 387-397.
- Rahaman, M. A., Ali, M. J., Wafik, H. M. A., Mamoon, Z. R., & Islam, M. M. (2020). What factors do motivate employees at the workplace? Evidence from Service Organizations. *Journal of Asian Finance, Economics, and Business*, 7(12), 515-521.
- Rasheed, M., Humayon, A., Awan, U., & Ahmed, A. (2016). Factors affecting teachers' motivation. *International Journal of Educational Management*, 30(3), 101-114.
- Seebaluck, A., & Seegum, T. (2013). Motivation among public primary school teachers in Mauritius. *International Journal of Educational Management*, 27(4), 446-464.
- Shah, M., Akhtar, G., Zafar, H., & Riaz, A. (2012). Job satisfaction and motivation of teachers of public educational institutions. *International Journal of Business and Social Science*, 3(8), 271-281.
- Shahzadi, I., Javed, A., Pirzada, S., Nasreen, S., & Khanam, F. (2014). Impact of employee motivation on employee performance. *European Journal of Business and Management*, 6(23), 159-166.
- Thompson, E. R., & Phua, F. T. (2012). A brief index of affective job satisfaction. *Group & Organization Management*, 37(3), 275-307.
- Visser-Wijnveen, G. J., Stes, A., & Van Petegem, P. (2012). Development and validation of a questionnaire measuring teachers' motivations for teaching in higher education. *Higher Education*, 64(3), 421-436.
- Witte, H., & Buitendach, J. H. (2005). Job insecurity, extrinsic and intrinsic job satisfaction, and affective organizational commitment of maintenance workers in a parastatal. *South African Journal of Business Management*, 36(2), 27-37.

Hoang Thi Tham

Thuongmai University (TMU)

hoangtham@tmu.edu.vn**Nguyen Ngoc Diep**

Thuongmai University (TMU)

ngocdiep@tmu.edu.vn**Nguyen Thi Lan Phuong**

Thuongmai University (TMU)

lanphuong0611@tmu.edu.vn
