

# Factors Affecting The Working Motivation Of Lecturers: A Case Study At Ba Ria-Vung Tau University In Vietnam

Phan Anh Truc

*Department Of Training Management And Quality Assurance, Ba Ria-Vung Tau University, Viet Nam*

---

## **Abstract:**

*The purpose of this research is to evaluate factors that affect lecturers' work motivation. The data was collected, processed and analyzed from 150 lecturers at Ba Ria-Vung Tau University. The research results have identified 5 influencing factors: (1) relationships with colleagues; (2) direct leadership; (3) training and development; (4) student attitude and (5) the recognition. The research results are also a practical basis to help school leaders and policy makers promulgate accurate, scientific and reasonable policies, plans and measures to evaluate lecturers' work motivation.*

**Key Word:** *factors affecting, teaching motivation, lecturer.*

---

Date of Submission: 10-01-2024

Date of Acceptance: 20-01-2024

---

## **I. Introduction**

Developmental education is a sustainable strength of the country, including the great contribution of the teaching staff. Lecturers play an important role for students, for the school and for society. In universities and research institutes, lecturers have a great influence on students' learning attitudes. The confidence in themselves and their in-depth teaching knowledge makes students exert great effort, which affects their attitudes toward learning. Most of students will make an effort to study if the instructor expects them to learn.

For schools, a team of high-quality lecturers means high quality training, the school will gain advantages and trust from learners, families and society. For society, education is the national policy of the country, lecturers are the backbone of society, shouldering the social responsibility of training and developing human resources, developing new technology and knowledge. With that important role of the teaching staff, the teaching quality of the lecturers is a very important issue that needs attention. The quality of teaching depends on their motivation to work because, like all other professions, the results and quality of a person's work not only depends on their ability but also on their motivation to work.

## **II. Theoretical basis**

### ***Lecturer's work motivation***

Concept of work motivation from has long been written by many authors around the world and in the country care about. Some common concepts about motivation work of authors around the world such as: Work motivation shows the direction and intensity of your behavior humans [1]; Work motivation helps regulate and direct human actions into the right mold desired pattern [2]; Work motivation is the cause explain why people decide to act, child how long does a person stay active and how much effort does a person put in? what kind of energy to pursue the activity [3]; Motivation work is effort, bringing encouragement to people at work with the fish's desire to achieve goals organization's goals and objectives [4].

According to Stee and Porter [5], work motivation is the desire and willingness of employees to try to accomplish organizational goals; is the urge, determination and perseverance in the working process. With the same view as above, Mitchell also believe that motivation is the process of showing strength, steadfastness and persistence in personal efforts towards achieving goals [6]. Pinder pointed out more clearly and said that work motivation is a set of external and internal factors that lead to behaviors related to setting, direction, form, time and intensity of action [7]. This definition identifies the influence of external factors such as the nature of work, the organization's reward system, etc., and an individual's innate factors such as a person's motivation and needs, etc., on work-related behaviors. According to Pintrich, motivation is an internal process that helps motivate, direct and maintain continuous action [8]. People cannot achieve their desires without motivation. The sign of a motivated person is that he or she works very hard, always puts all his effort and effort into work, is oriented and acts towards goals clear. Work motivation of university lecturers is the promotion of inner concentration activity guidance for university lecturers, helping with lectures university students stay active and work hard yourself to achieve your personal goals and objectives of the university [9].

From the above concepts, it can be understood that the nature of work motivation is the expression of specific actions and attitudes of employees at work and towards the organization. This means motivation is personal. Each worker undertaking different jobs may have different motivations to work harder. Work motivation is associated with a job, an organization and a specific working environment; Each individual's work motivation is influenced by many different factors. Therefore, work motivation can change depending on objective factors at work. Thus, although there are different ways of stating it, most studies have the same opinion: motivation has personal factors, comes from within and it is motivated by internal factors and factors externally from the employee's working environment.

**Factors affecting lecturers' work motivation**

Muhammad & Sabeen [10] researched factors affecting lecturers' work motivation and found that the following factors have a positive impact on motivation: (1) Income status, (2) Vision importance in society, (3) Confidence, (4) Incentives and rewards. Akar [11] research shows that factors affecting lecturers' work motivation in decreasing order are as follows: (1) Social contribution, (2) Future orientation for the younger generation, (3) Enhancement of social justice, (4) Time for family, (5) Professional capacity, (6) Ability to change jobs, (7) Teaching and learning experience, (8) ) Professional values, (9) Job stability, (10) Interaction with students, (11) Social influence, (12) Career stability.

Pham Thi Minh Ly and Dao Thanh Nguyet Nga [12] researched "actors affecting the work motivation of university lecturers at universities in Ho Chi Minh City". Specific results show that: (1) teaching capacity, (2) compensation and benefits, (3) social recognition, (4) career passion, (5) training and promotion are factors affecting lecturers' work motivation are in descending order.

Ha Dieu Linh [13] researched "Factors affecting the work motivation of lecturers at public universities majoring in economics in Hanoi". Research results show that lecturers' internal motivation, lecturers' external motivation and lecturers' work characteristics all have a positive impact on the work motivation of lecturers at public universities economic sector in Hanoi.

Through the stated theoretical basis and qualitative research results, the variables are proposed by the author is as follows: Lecturer's work motivation=f (Relationships with colleagues, Direct leadership, Training and development, Recognition, and Student attitudes).

**III. Research Methods**

Research on factors affecting the teaching motivation of lecturers at Ba Ria-Vung Tau University is conducted using two methods: statistics describe data, evaluate the reliability of the scale, correlation analysis and regression analysis.

**IV. Research results and Discussion**

**Research results**

*Correlation analysis*

The results of correlation analysis between factors in the model. Looking at the correlation table, we see the Sig value of the Pearson correlation coefficient of the independent variables Salary and bonus regime (CN), Relationship with colleagues (DN), Training and development (DP), Direct leadership (LD), Justice acceptance (CN) and Student Attitude (SV) with the variable Teaching Motivation (DL) less than 0.05. Thus, there is a positive linear relationship between the above independent variables and the dependent variable. Between the variable Teaching Motivation (DL) and the variable Relationship with colleagues (DN) there is the strongest correlation with the Pearson correlation coefficient of 0.584, between the variable Student Attitude (SV) and the variable Teaching Motivation (DL) has the weakest correlation with a Pearson correlation coefficient of 0.313. Table 1 presents the correlation coefficient between the independent variables and the dependent variable Teaching Motivation.

**Table 1: Correlation coefficient between independent variables and the dependent variable**

		CD	DN	DP	LD	CN	SV	DL
CD	Pearson correlation	1	,082	,205*	,161*	,180*	,332**	,314**
	Sig value		,318	,012	,049	,027	,000	,000
	Number of observations	150	150	150	150	150	150	150
DN	Pearson correlation	,082	1	,380**	,024	,133	,122	,584**
	Sig value	,318		,000	,771	,104	,139	,000
	Number of observations	150	150	150	150	150	150	150

		CD	DN	DP	LD	CN	SV	DL
DP	Pearson correlation	,205*	,380**	1	,134	,100	,014	,574**
	Sig value	,012	,000		,103	,222	,863	,000
	Number of observations	150	150	150	150	150	150	150
LD	Pearson correlation	,161*	,024	,134	1	,013	,012	,439**
	Sig value	,049	,771	,103		,876	,880	,000
	Number of observations	150	150	150	150	150	150	150
CN	Pearson correlation	,180*	,133	,100	,013	1	,084	,323**
	Sig value	,027	,104	,222	,876		,307	,000
	Number of observations	150	150	150	150	150	150	150
SV	Pearson correlation	,332**	,122	,014	,012	,084	1	,313**
	Sig value	,000	,139	,863	,880	,307		,000
	Number of observations	150	150	150	150	150	150	150
DL	Pearson correlation	,314**	,584**	,574**	,439**	,323**	,313**	1
	Sig value	,000	,000	,000	,000	,000	,000	
	Number of observations	150	150	150	150	150	150	150

Regression analysis

To test the compatibility between the six factors affecting teaching motivation, the multiple linear regression function with the one-time input method (SPSS 20 software processes all input variables once and outputs Statistical parameters related to the variables, 06 factors affecting teaching motivation as independent variables and Teaching motivation as dependent variable will be included in the regression run at the same time). The results of multiple regression analysis (Appendix 8) show that the adjusted R2 (Adjusted R Square) is 0.725 (the model's suitability is 72.5%; the model explains 72.5% of the variation) variation of the dependent variable of teaching motivation), the remaining 27.5% of teaching motivation is influenced by other factors that have not been included in the model. Thus, it can be said that the variables included in the model achieve quite good explanatory results.

Table 2: Model analysis

Model	R value	R squared	Adjusted R-squared	Estimated standard error	Durbin-Watson value
1	0,858 <sup>a</sup>	0,736	0,725	0,29248	1,946
a. Observed variables: SV, LD, CN, DP, DN, CD					
b. Dependent variable: DL					

Results of testing the hypothesis

The results of regression analysis show that the variables DN, LD, DP, CN, and student in the teaching motivation scale have positive standardized Beta coefficients, so all factors affect teaching motivation in the model regressions all affect teaching motivation in the same direction, besides the coefficients Sig. are all less than 0.05, so they are statistically significant at the 5% level. Thus, hypotheses H2, H3, H4, H5, and H6 in the research model. More precisely, the factors: Relationships with colleagues, Direct leadership, Training and development, Recognition, and Student attitudes have a positive influence on the factor Teaching motivation.

Table 3: Summary of results of testing research hypothesis

Hypothesis	Hypothesis name	Result
H1	Salary, bonus and incentives have the same impact on lecturers' teaching motivation	Reject the hypothesis
H2	Relationships with colleagues have a positive impact on lecturers' teaching motivation	Accept the the hypothesis
H3	Leadership directly affects lecturers' teaching motivation in the same direction	Accept the the hypothesis
H4	Training and development have a positive impact on lecturers' teaching motivation	Accept the the hypothesis
H5	Recognition has a positive impact on lecturers' teaching motivation	Accept the the hypothesis
H6	Students' attitudes affect the teaching motivation of lecturers in the same direction	Accept the the hypothesis

The regression coefficients of the variables DN, DP, LD, CN, and SV are all greater than 0. Thus, all of the above independent variables affect the dependent variable in the same direction and are statistically significant. Based on the magnitude of the standardized regression coefficient Beta, the order of impact from strongest to weakest of the independent variables on the dependent variable DL is: DN (0.385) > LD (0.371) > DP (0.347) > SV (0.226) > CN (0.206). In other words, at Ba Ria-Vung Tau University, (1) the variable Relationship with colleagues (DN) has the strongest impact on lecturers' work motivation; (2) the variable Direct Leadership (LD) has the second strongest impact on lecturers' work motivation; (3) The Training and Development (DP) variable has the third strongest impact on lecturers' work motivation; (4) the Student Attitude variable (Student) has the fourth strongest impact on lecturers' work motivation pellets; (5) The variable Recognition (CN) has the weakest impact on lecturers' work motivation.

**Discussion**

With 06 research hypotheses from H1 to H6 initially set out in the Research Hypotheses section, there are 5 accepted hypotheses: H2, H3, H4, H5, and H6 with the variables Relationship to copper, Career, Direct Leadership, Training and Development, Student Attitudes, and Recognition. From here, the standardized regression equation of this study is:

$$DL = 0,385*DN + 0,371*LD + 0,347*DP + 0,226*SV + 0,206*CN$$

(DL: Teaching motivation, DN: Relationships with colleagues, LD: Direct leadership, DP: Training and development, SV: Student attitudes, CN: Recognition).

**Table 4: Meaning of the components**

Ingredient	Infulence level		Meaning
Colleague relationships	+	0,385	Impact in the same direction, affecting Teaching Motivation, level of influence: 38.5%
Direct leadership	+	0,371	Impact in the same direction, affecting teaching motivation, level of influence: 37.1%
Training and developing	+	0,347	Impact in the same direction, affecting teaching motivation, level of influence: 34.7%
Student attitude	+	0,226	Impact in the same direction, affecting Teaching Motivation, level of influence: 22.6%
Recognition	+	0,206	Impact in the same direction, affecting Teaching Motivation, level of influence: 20.6%

Based on the significance of the Beta coefficient, the impact level of the components is in the order from 0.206 to 0.385. Therefore, to improve the teaching motivation of lecturers at Ba Ria-Vung Tau University, it is necessary to prioritize improving the component with the strongest influence on teaching motivation. Specifically: (1) Relationships with colleagues, (2) Direct leadership, (3) Training and development, (4) Student attitudes, and (5) Recognition.

**V. Conclusion**

Based on the theoretical overview, a research model was developed for this study with 6 hypothetical independent factors that affect the teaching motivation of lecturers at Ba Ria-Vung Tau University. This model was tested with a survey sample of 150 lecturers teaching at Ba Ria-Vung Tau University. The results of analyzing the collected survey data demonstrate that 5 hypotheses are accepted at 95% confidence. Specifically, the study shows that the teaching motivation of lecturers at the school is at a relative level, above average (mean value = 3.7150). The scale used in this study is highly reliable (Cronbach's Alpha greater than 0.7) and can be used for other studies. The results of regression analysis show that there are 05 factors affecting the teaching motivation of lecturers at Ba Ria-Vung Tau University, arranged in the following order: Relationships with colleagues are a strong influencing factor. highest (standardized regression Beta coefficient is 0.385); The second strongest is Direct Leadership (standardized regression Beta coefficient is 0.371); Third is Training and Development (standardized regression Beta coefficient is 0.347), Fourth is Student Attitude (standardized regression Beta coefficient is 0.226) and finally Recognition (standardized regression coefficient is 0.226, Normalization is 0.206).

**References**

[1]. Yuan, Yongkang And Hongjie Zhen, Teaching And Researching Motivation. *Frontiers In Psychology*, 2021, 12.  
 [2]. Griffin, R.W., Management: Principles And Practices. 2013: South-Western Cengage Learning.  
 [3]. Han, Jiying And Hongbiao Yin, Teacher Motivation: Definition, Research Development And Implications For Teachers. *Cogent Education*, 2016. 3(1): P. 1217819.  
 [4]. Mnyengabe, Sylvestre, Et Al., Factors And Levels Associated With Lecturers' Motivation And Job Satisfaction In A Chinese University. *Eurasia Journal Of Mathematics, Science And Technology Education*, 2017. 13: P. 6415-6430.  
 [5]. Mitchell, Terence R., Motivation: New Directions For Theory, Research, And Practice. *The Academy Of Management Review*, 1982. 7(1): P. 80-88.

- [6]. T.R, Mitchell, Matching Motivational Strategies With Organizational Contexts. *Research In Organizational Behavior*, 1997. 19(19): P. 57-149.
- [7]. C, Pinder C., *Work Motivation In Organizational Behavior* (2nd Ed.). 2008: Psychology Press.
- [8]. R, Pintrich P., A Motivational Science Perspective On The Role Of Student Motivation In Learning And Teaching Contexts. *Journal Of Educational Psychology*, 2003. 95(4): P. 667–686.
- [9]. Dung, Nguyen Thi Thuy, Et Al., An Overview On Working Motivation Of University Lecturers. *Vietnam Journal Of Education Sciences*, 2022. 12: P. 6-11.
- [10]. Alam, M. T And S Farid, Factors Affecting Teachers Motivation. *International Journal Of Business And Social Science*, 2011. 2(1).
- [11]. Akar, Ebru Ozturk, Motivations Of Turkish Pre-Service Teachers To Choose Teaching As A Career. *Australian Journal Of Teacher Education* (Online), 2012. 37(10): P. 67-84.
- [12]. Ly, Pham Thi Minh And Dao Thanh Nguyet Nga, Factors Affecting The Work Motivation Of University Lecturers At Universities In Ho Chi Minh City. *Journal Of Economics And Development*, 2016. 233: P. 90-99.
- [13]. Linh, Ha Dieu, Factors Affecting The Work Motivation Of Lecturers At Public Universities Majoring In Economics In Hanoi. *Journal Of Economics And Development*, 2022. 4(299(2)): P. 76-85.