

# FACTORS AFFECTING LECTURERS' WORKING MOTIVATION: A CASE STUDY OF UNIVERSITIES IN DONG NAI PROVINCE

**Duong Thi Phuong Hanh, Lac Hong University (LHU)**  
**Hoang Thi Chinh, Ho Chi Minh City University of Economics and Finance (UEF)**

## ABSTRACT

*The role of the lecturers is significant and has a definite meaning in determining the quality of higher education. However, each university has different educational goals and requirements, training occupations with unique features. Therefore, the authors studied factors affecting lecturers' working motivation of universities in Dong Nai province. The authors applied a simple random sampling technique, tested Cronbach's Alpha and Confirmatory Factor Analysis (CFA), and testing with Structural Equation Modeling (SEM). Besides, the article surveyed 800 lecturers and answered 38 questions, but 775 samples were processed. The study's findings had seven factors affecting job satisfaction. Similarly, the lecturer working motivation involving engagement with a significance level of 0.01. Based on the research results, the authors proposed management implications to improve the work motivation of lecturers in the future.*

**Keywords:** Lecturer, Job, Satisfaction, Engagement, Motivation, University, LHU

## INTRODUCTION

Industrial Revolution 4.0 brought about a significant change in production and business methods and brought about a decisive shift in labor and employment issues. Human resource training to meet the increasingly demanding development of the labor market in the digital age is a big challenge for universities today. In addition, the industrial revolution 4.0, though in its early stages, has spread and exploded across countries and economies. In the 21st century, human production is at the pinnacle of intelligence, with continuous innovative technical applications, with digital technology platforms, with the internet of things and artificial intelligence Sundaray, (2017).

Human resources for the digital era become an urgent requirement of every country, whether developed or developing, are facing challenges in meeting the human needs of the digital economy with industrial revolution 4.0. When Vietnam's economy is deeply integrated into the world economy, it has opened up many different opportunities and challenges in the current context. Since its establishment, universities in Dong Nai province have always been reliable in human resource training for society. It is a place that provides a large number of students with solid knowledge, good skills, professional expertise, good ethics, and a professional working attitude Ellickson & Logsdon (2002).

The teaching staff of the universities has high professional qualifications and skills, and most of the team and lecturers have been trained and retrained at home and abroad. However, the working motivation of lecturers tends to go down, and lecturers do not want to raise their qualifications due to many different reasons. Still, one reason is that their working motivation is not high. In addition, lecturers' work motivation is understood as the degree of commitment of lecturers to the work they are doing, which is a measure of job satisfaction with the goals of universities in

Dong Nai province. Motivation is the way to promote and improve the working spirit of lecturers. A motivated instructor will always focus, work more effectively, so the quality of work and productivity will also increase. Therefore, the authors studied the factors affecting lecturers' working motivation of universities in Dong Nai province.

## LITERATURE REVIEW

### **The Motivation of Working (MW)**

According to Ali Shami Barzoki, Ali Attafar & AliReza Jannati (2012), the motivation to work is the desire and voluntariness of the employees to increase efforts towards achieving the goals of the organization; is the impulse, consistency, and persistence in the working process.

Alam & Faid (2011) agreed with this definition and claim that motivation is the process of showing strength, consistency, and perseverance in personal efforts towards achieving attainment targets.

According to Eyal & Roth (2011), human motivation includes internal and external motivation. An instrumental/intrinsic motivation can be defined as a desire to work because work enables the employee to demonstrate his or her abilities and talents. This internal dynamic drives the desire to find something new, experiment with new job plans and seek professional development opportunities.

### **Job Satisfaction (JS)**

According to Gagne & Deci (2005), job satisfaction is the degree that employees feel and have a positive orientation to work in the organization or the emotional response of a person. Thanks to comparing the actual results that the person achieved with what they wanted, predicted, and deserved. When the employee feels happy and happy at work, we can say that he/she is satisfied with the job.

According to George & Sabapathy (2011) showed that job satisfaction is also the attitude about work expressed by the employees' feelings. Besides, JS had beliefs and behaviors; a cheerful or optimistic emotional state toward a person's work experience and the result of examining the extent to which an employee's work environment meets their individual needs. In addition, job satisfaction is seen as the degree to which employees love their jobs, which is the attitude based on employee perception (positive or negative) about the job or working environment.

### **Lecturers' Engagement (EN)**

According to Nazim Ali (2014), lecturers' engagement is shown through employee engagement is an essential issue in management theory and practice. Studies that approach in different directions give different perspectives. An overview of previous studies indicates that there are two research directions on employee engagement. The researchers' focus is: (1) the employee's engagement with the organization and (2) the employee's engagement with the organization workers with work. This study aims to engage employees with their jobs so that the review will focus on research related to engagement in this direction Jesus and Lens (2005).

### **Leader (LEA)**

The direct leaders of the teaching units at the universities understood in this study are those working in department head, dean, or head of training. The fairness of direct leadership is understood as consistency, objectivity, accuracy, impartiality, respectful and friendly treatment of

leaders towards teachers through management decisions, assignment of work, and distribution of other benefits within the unit Scherer & Ekman (1982).

Besides, the leadership understood as the direct superior of the lecturers, the leader brings the satisfaction of the lecturers and the confidence to the lecturers through communication with each other, the care, pay attention to his subordinate instructors Smith, Kendall & Hulin (1969). In addition, leadership protects teachers when necessary, demonstrating leadership, expertise, and freedom of work for subordinates. In addition, the satisfaction and belief in the administration of faculty members are also through fair treatment, sincere acknowledgment, confidence in their abilities and abilities through the contributions of each lecturer. Based on the concept mentioned above and studies, the authors proposed hypothesis H1 following:

*Hypothesis H1: Leadership has a positive impact on the job satisfaction of lecturers at universities in Dong Nai province.*

### **Relationship with Colleagues (RC)**

Relationship with colleagues in the organization shows that superiors often encourage and motivate teachers to work to create a sense of friendliness between the manager and the lecturer. The lecturers will see their superiors as relatives. As a target to strive, I work harder to match the attention and help of my superiors Spector (1997). Therefore, the support and service from colleagues when needed to the instructors also occupy an important position. When they find that they are comfortable and friendly when working or the relationship between teachers is always relaxed and open, they will coordinate well in their work; the work conducted Aon Hewitt (2016) smoothly. Based on the concept as mentioned earlier and studies, the authors proposed hypothesis H2 following:

*Hypothesis H2: Relations with colleagues positively impact the job satisfaction of lecturers of universities in Dong Nai province.*

### **Working Conditions (WC)**

Working conditions are always concerned by teachers because working conditions are related to personal convenience. Still, at the same time, it is also a factor that helps teachers fulfill their tasks. Lecturers do not like to work in dangerous, unfavorable, and inconvenient places. Temperature, light, noise, and other environmental factors should be appropriate Weiner, Bernard (2000). Moreover, many lecturers like to work near home, mentally, working hours with clean, modern working facilities, suitable facilities, and inflexible working hours. In this study, working conditions were considered: good workplace facilities, safe workspaces, lecturers fully equipped for teaching and science research Abraham Maslow (1943). Based on the concept as mentioned above and studies, the authors proposed hypothesis H3 following:

*Hypothesis H3: Working conditions positively impact the job satisfaction of lecturers of universities in Dong Nai province.*

### **Income (IN)**

Lecturer income includes salary and other non-salary such as travel assistance, lunch, seniority allowance, benefits, and periodic and non-recurring bonuses that instructors receive from the education unit they officially work (excluding earnings when they teach from another department). Income is the remuneration an employee gets from his or her work in college William Werther & Keith David (1996). In this study, income is understood as the income earned by

lecturers from salaries, allowances, bonuses, benefits, and the capacity and effort of the lecturers to contribute to the home. If the income is inadequate at universities, it can create dissatisfaction, reduce work effort, and reduce job satisfaction Ali & Ahmad (2009). Based on the concept mentioned above and studies, the authors proposed hypothesis H4 following:

*Hypothesis H4: Income has a positive impact on the job satisfaction of lecturers at universities in Dong Nai province.*

### **Job Characteristics (JC)**

Job characteristics show the characteristics and characteristics that that job brings to each teacher. This study deals with the job characteristics of lecturers Morrison (1996). Unlike many other careers, the work of lecturers is relatively independent, autonomous, requires a combination of skills, promotes creativity, so there are many studies on teachers' work motivation. Instructors in particular and the teaching profession have used theoretical models for their research Adams (1965). Based on the concept mentioned above and studies, the authors proposed hypothesis H5 following:

*Hypothesis H5: Job characteristics have a positive impact on the job satisfaction of lecturers at universities in Dong Nai province.*

### **Training and Promotion Opportunities (TPO)**

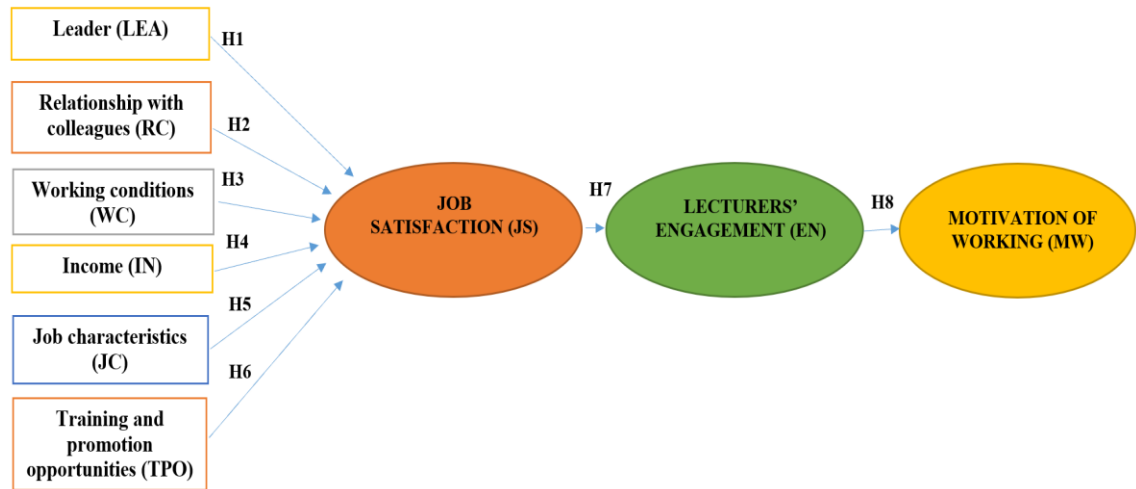
Training and advancement opportunities are opportunities for each teacher's professional advancement, rank, and career status. In this study, fairness of promotion opportunity is understood as the same chance of being appointed to equally qualified instructors. The appointment is based on competency; A transparent and public appointment process is based on accurate information and is consistent with social, ethical standards Herzberg (1987). The factor of training opportunities and advancement in the job is understood as development. It is a factor that creates satisfaction with the organization. Therefore, this factor was considered as the factor that was creating motivation at the level height. Based on the concept mentioned above and studies, the authors proposed hypothesis H6 following:

*Hypothesis H6: Training and promotion opportunities positively impact lecturers' job satisfaction at universities in Dong Nai province.*

*Hypothesis H7: Job satisfaction positively impacts the lecturers' engagement at universities in Dong Nai province.*

*Hypothesis H8: Lecturers' engagement has a positive impact on the working motivation of lecturers at universities in Dong Nai province.*

Research on the factors affecting lecturers' working motivation of universities in Dong Nai province. The authors proposed the hypothesis following:



(Source: The authors proposed)

**FIGURE 1**  
**A RESEARCH MODEL FOR THE FACTORS AFFECTING LECTURERS' WORKING MOTIVATION OF UNIVERSITIES IN DONG NAI PROVINCE**

### METHODS OF RESEARCH

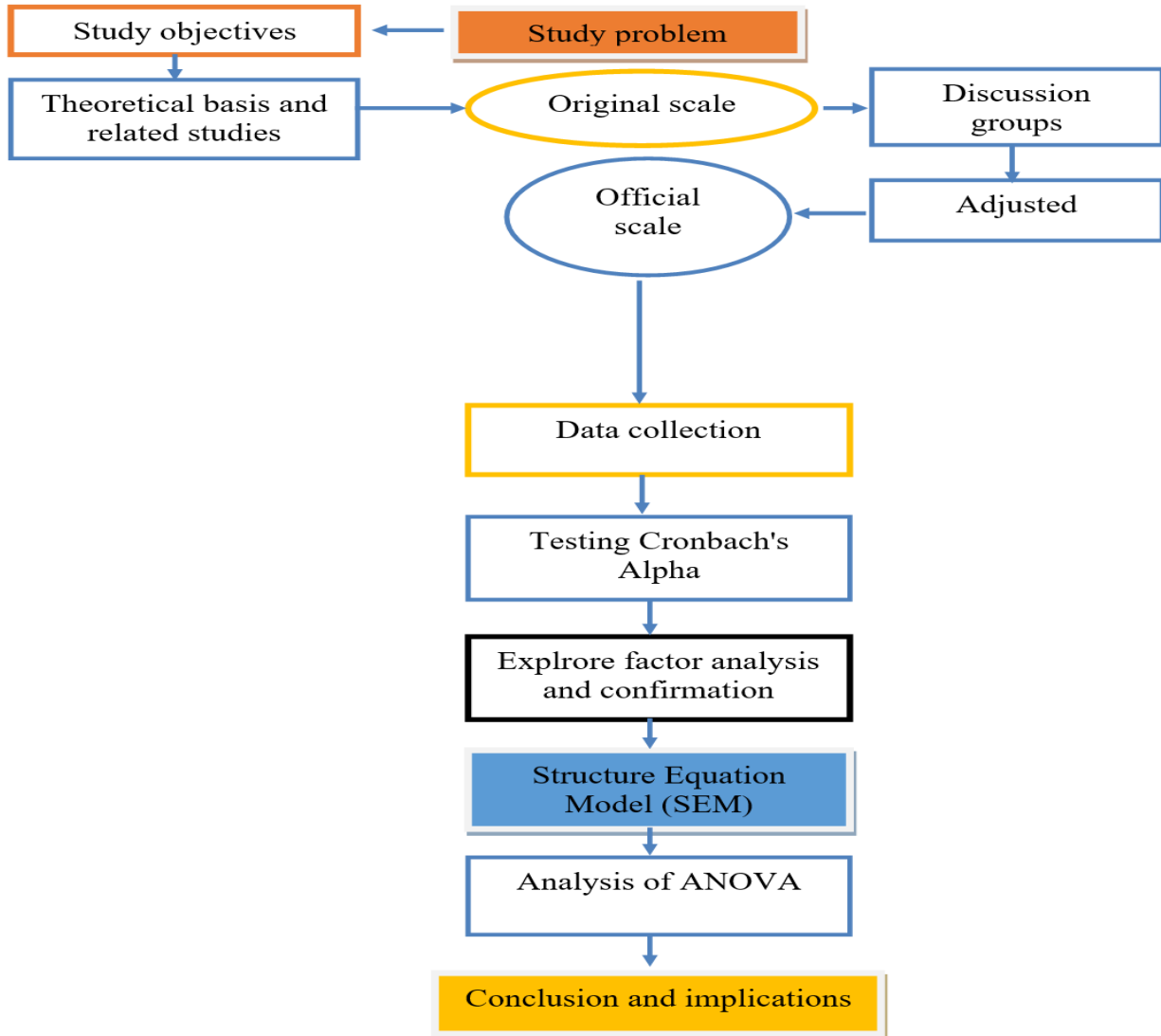
In this research paper, the authors used qualitative research to describe and analyze research sample characteristics and behavior of experts and faculty from the researcher's perspective (Hair, Anderson, Tatham & Black (2010).

In qualitative research, the author uses many research questions and information collection methods prepared in advance and adjusted accordingly when new information appears in the data collection process. Besides, the authors also used external information sources from economic organizations, government agencies, researched information from books, foreign magazines, domestic magazines, internet.

Finally, the authors conducted group discussions with 30 experts in university education management in Dong Nai province. Based on group discussion results, the authors had determined exactly what information needs to be collected from experts' comments and then form a questionnaire. The goal is to identify some of the new aspects within the range of prepared questions. The steps are detailed as follows:

- Collect and synthesize theories related to the research topic;
- Design preliminary questions;
- Directly interview the lecturers and experts and make adjustments to the questions;
- Develop an official survey for the research topic.

Quantitative research uses quantitative means and techniques to quantify the relationships, levels of impact, and effects of the model under study and conclusions about research hypotheses. The data in this study is done using questionnaires, directly interviewing lecturers who are teaching at universities in Dong Nai province. Collected data processed through SPSS 20.0 and Amos software with descriptive statistics tools, scale testing with Cronbach's Alpha, Explore Factor Analysis (EFA), Confirmation Factor Analysis (CFA), Structural Equation Model (SEM) analysis, and ANOVA constellation analysis Hair, Anderson, Tatham & Black (2010). With the following steps. We can see the research process following:



(Source: The authors proposed)

**FIGURE 2**  
**A RESEARCH PROCESS FOR THE FACTORS AFFECTING LECTURERS’ WORKING MOTIVATION OF UNIVERSITIES IN DONG NAI PROVINCE**

**RESEARCH RESULTS**

Table 1 TESTING OF CRONBACH’S ALPHA FOR LEADER (LEA)		
Items		Cronbach’s alpha
Leader (LEA)		<b>0.907</b>
LEA1	Leadership has timely attention, support, and help when lecturers encounter complex problems	0.904
LEA2	Leaders always listen to the point of view of the instructors	0.881
LEA3	Skillful and delicate leadership when criticizing lecturers	0.907
LEA4	Lecturers are treated relatively and comfortably when communicating with their superiors	0.865
LEA5	Leadership is respected and trusted in teaching	0.868
(Source: Data processed by SPSS 20.0)		

Table 1 showed that Cronbach’s alpha of the Leader (LEA) is 0.907, which meets this technique’s requirements. Specifically, all of Cronbach’s Alpha values are more than 0.6.

<b>Table 2</b>		
<b>TESTING OF CRONBACH’S ALPHA FOR RELATIONSHIP WITH COLLEAGUES (RC)</b>		
	<b>Items</b>	<b>Cronbach’s alpha</b>
<b>Relationship with colleagues (RC)</b>		<b>0.964</b>
RC1	Your colleagues respect your proposal	0.940
RC2	Relations in the organization are amicable and close to each other in the teaching work	0.964
RC3	Colleagues in the organization support and regularly help you to deal with problems when facing difficulties	0.959
RC4	Colleagues share ideas to develop teaching work and quality of life	0.945
(Source: Data processed by SPSS 20.0)		

Table 2 showed that Cronbach’s alpha of the Relationship with Colleagues (RC) is 0.964 and all of Cronbach’s Alpha values are more than 0.6.

<b>Table 3</b>		
<b>TESTING OF CRONBACH’S ALPHA FOR WORKING CONDITIONS (WC)</b>		
<b>No.</b>	<b>Items</b>	<b>Cronbach’s alpha</b>
<b>Working Conditions (WC)</b>		<b>0.855</b>
WC1	Fully equipped with equipment and working tools for lecturers	0.804
WC2	The organization is always interested in a clean and fantastic working environment	0.814
WC3	The organization is pleased and friendly to build a colleague culture	0.845
WC4	Working time and rest time of lecturers are appropriately regulated	0.802
(Source: Data processed by SPSS 20.0)		

Table 3 showed that Cronbach’s alpha of the working conditions (WC) is 0.855, and all of Cronbach’s Alpha values are more than 0.6.

<b>Table 4</b>		
<b>TESTING OF CRONBACH’S ALPHA FOR INCOME (IN)</b>		
<b>No.</b>	<b>Items</b>	<b>Cronbach’s alpha</b>
<b>Income (IN)</b>		<b>0.947</b>
IN1	Salary is commensurate with the nature of the teaching work and the capacity of the lecturers	0.928
IN2	The organization that pays the salaries of trainers is distributed fairly and reasonably	0.936
IN3	Organization to ensure income for lecturers to ensure life	0.933
IN4	Organize the implementation of the reward policy in a timely, transparent and reasonable manner	0.926
(Source: Data processed by SPSS 20.0)		

Table 4 showed that Cronbach’s alpha of the income (IN) is 0.947, and all of Cronbach’s Alpha values are more than 0.6.

<b>Table 5</b>		
<b>TESTING OF CRONBACH'S ALPHA FOR JOB CHARACTERISTICS (JC)</b>		
<b>No.</b>	<b>Items</b>	<b>Cronbach's alpha</b>
<b>Job Characteristics (JC)</b>		<b>0.871</b>
JC1	You are always active in your work	0.844
JC2	You always feel exciting and creative at work	0.809
JC3	The work you are doing is vital to the students and society	0.860
JC4	Your job requires a combination of skills and professional knowledge	0.824
(Source: Data processed by SPSS 20.0)		

Table 5 showed that Cronbach's alpha of the Job Characteristics (JC) is 0.871, and all of Cronbach's Alpha values are more than 0.6.

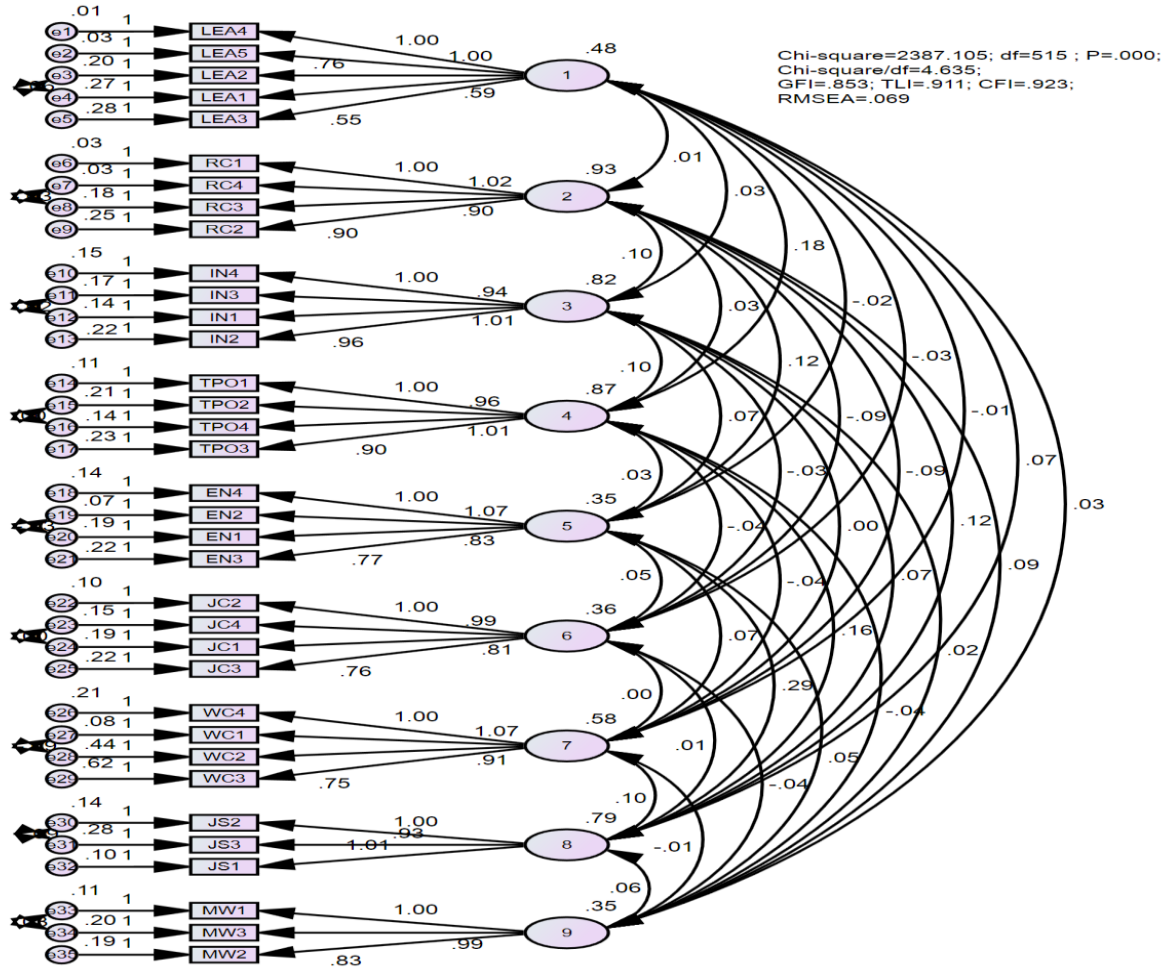
<b>Table 6</b>		
<b>TESTING OF CRONBACH'S ALPHA FOR TRAINING AND PROMOTION OPPORTUNITIES (TPO)</b>		
<b>No.</b>	<b>Items</b>	<b>Cronbach's alpha</b>
<b>Training and Promotion Opportunities (TPO)</b>		<b>0.949</b>
TPO1	Lecturers are focused on training and career development	0.924
TPO2	Lecturers are always facilitated for learning and improving their working knowledge and skills	0.937
TPO3	Lecturers enjoy the policy of developing professional qualifications	0.943
TPO4	Lecturers have many growth opportunities at work	0.928
(Source: Data processed by SPSS 20.0)		

Table 6 showed that Cronbach's alpha of the Training and Promotion Opportunities (TPO) is 0.949, and all of Cronbach's Alpha values are more than 0.6.

<b>Table 7</b>		
<b>TESTING OF CRONBACH'S ALPHA FOR DEPENDENT FACTORS</b>		
<b>No.</b>	<b>Items</b>	<b>Cronbach's alpha</b>
<b>Job Satisfaction (JS)</b>		<b>0.942</b>
JS1	You feel good about telling others about your organization	0.932
JS2	You feel interested in your current job	0.884
JS3	You feel that the work you do inspires and your job is meaningful	0.928
<b>Lecturers' Engagement (EN)</b>		<b>0.873</b>
EN1	You will stay with the organization regardless of changes or better opportunities	0.856
EN2	You are willing and able to dedicate yourself to the organization for a long time	0.810
EN3	You believe this is the best place to work for you	0.859
EN4	Because of the organization, you are willing to do more than what is required	0.821
<b>The Motivation of Working (MW)</b>		<b>0.855</b>
MW1	You feel excited about working at the University	0.742
MW2	You feel motivated in the teaching work	0.852
MW3	You always work in the best state	0.788
(Source: Data processed by SPSS 20.0)		



Table 7 showed that Cronbach’s alpha of the Job Satisfaction (JS) is 0.942, Cronbach’s alpha of the Lecturers’ Engagement (EN) is 0.873, and the Motivation of Working (MW) is 0.855.



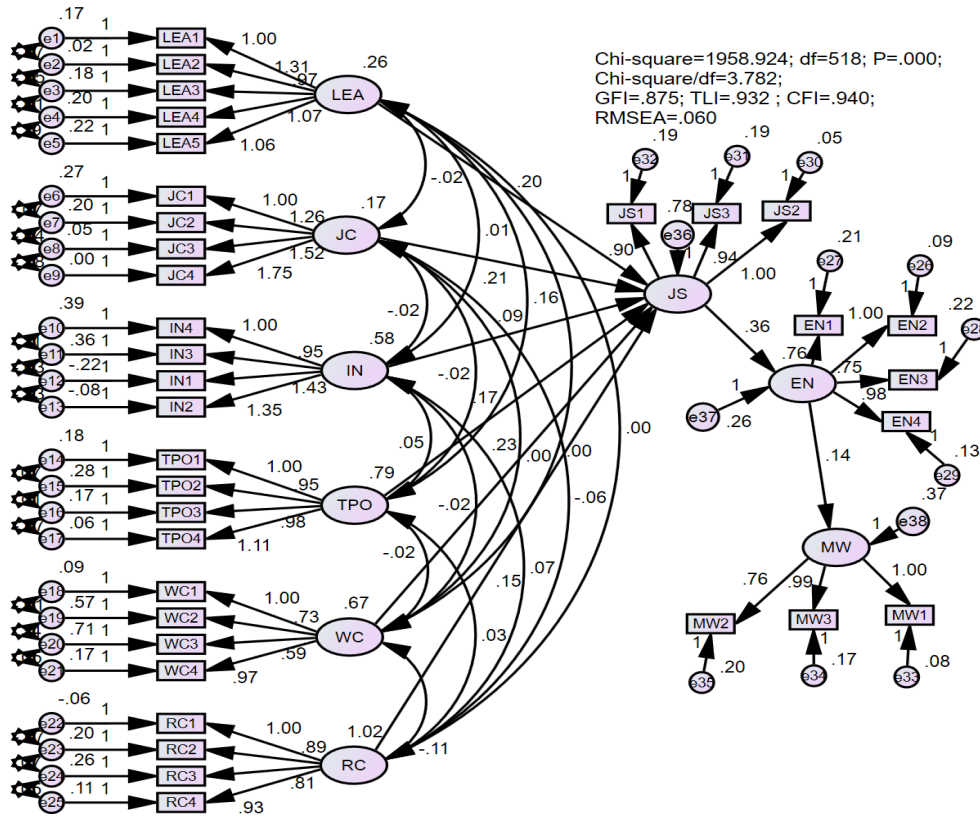
(Source: Data processed by SPSS 20.0 and Amos)

**FIGURE 3**  
**TESTING CFA FOR FACTORS AFFECTING THE MOTIVATION OF WORKING (MW)**

Model	NPAR	CMIN	DF	P	CMIN/DF	GFI	TLI	CFI
Default model	112	1958.924	518	0.000	3.782	0.875	0.932	0.940
Saturated model	630	0.000	0			1.000		1.000
Independence model	35	24795.218	595	0.000	41.673	0.333	0.000	0.000

(Source: Data processed by SPSS 20.0 and Amos)

Table 8 showed that the assessment of the scale for the motivation of working (MW) include: CMIN/DF=3.782 (<5.0), GFI=0.875 (>0.8), TLI=0.932 (>0.9) and CFI=0.940 (> 0.9).



(Source: Data processed by SPSS 20.0 and Amos)

**FIGURE 4**  
**TESTING SEM FOR FACTORS AFFECTING MOTIVATION OF WORKING (MW)**

Figure 4 showed that the SEM assessment affected working (MW) motivation with a significance level of 0.01.

Table 9 TESTING COEFFICIENTS FOR FACTORS AFFECTING MOTIVATION OF WORKING (MW)								
Relationships			Unstandardized Estimate	Standardized Estimate	SE.	CR.	P	Hypothesis
JS	<---	LEA	0.203	0.111	0.068	3.001	0.003	Accepted
JS	<---	JC	0.212	0.092	0.072	2.923	0.003	Accepted
JS	<---	IN	0.092	0.075	0.035	2.622	0.009	Accepted
JS	<---	TPO	0.173	0.165	0.039	4.424	***	Accepted
JS	<---	WC	0.228	0.198	0.044	5.191	***	Accepted
JS	<---	RC	0.147	0.158	0.032	4.591	***	Accepted
EN	<---	JS	0.358	0.548	0.023	15.876	***	Accepted
MW	<---	EN	0.141	0.141	0.040	3.531	***	Accepted

(Source: Data processed by SPSS 20.0 and Amos)

Table 9 showed that six factors affected Job Satisfaction (JS), Job Satisfaction (JS) affecting Lecturers’ Engagement (EN), and Lecturers’ Engagement (EN) involving motivation of working (MW) with a significance level of 0.01. These results are critical information for managerial implications to enhance the basis of working (MW).

Parameter			SE	SE-SE	Mean	Bias	SE-Bias
JS	<---	LEA	0.063	0.001	0.200	-0.004	0.001
JS	<---	JC	0.067	0.001	0.203	-0.009	0.001
JS	<---	IN	0.033	0.001	0.088	-0.004	0.001
JS	<---	TPO	0.042	0.001	0.174	0.001	0.001
JS	<---	WC	0.046	0.001	0.224	-0.004	0.001
JS	<---	RC	0.033	0.001	0.144	-0.003	0.001
EN	<---	JS	0.025	0.000	0.355	-0.002	0.001
MW	<---	EN	0.040	0.001	0.138	-0.003	0.001

(Source: Data processed by SPSS 20.0 and Amos)

Table 10 showed that the bootstrap test results are very good with a sample of 10.000 lecturers. These results indicated that six factors affected the Job Satisfaction (JS), Job Satisfaction (JS) affecting Lecturers' Engagement (EN), and Lecturers' Engagement (EN) involving Motivation of Working (MW) with a significance level of 0.01. These results are critical information for managerial implications to enhance the basis of working (MW).

## CONCLUSIONS & MANAGERIAL IMPLICATIONS

### Conclusions

This study aims to identify and evaluate the factors that positively affect the work motivation of lecturers at the universities Dong Nai province by surveying 800 lecturers, Cronbach alpha tools, EFA and analysis, and SEM used. The research results show six factors affecting the work motivation of lecturers. Based on the research results, the authors had used suitable quantitative research methods. The authors continued processing data by statistical means to be able to identify six factors that affect lecturers' work motivation according to the decreasing self: (1) Working conditions (0.198), (2) Training and promotion opportunities (0.165), (3) Relationship with colleagues (0.158), (4) Leader (0.111), (5) Job characteristics (0.092), and income (0.075). The authors had managerial implications following:

### Managerial Implications

(1) The university managers need to ensure sound material and spiritual conditions for teachers. The recommendation is the driving force that motivates the faculty to focus their energies on their professional activities. It is necessary to pay attention to invest and modernize the system of lecture halls, libraries, method rooms (teaching rooms) of the universities, method rooms of faculty faculties to have conditions to practice, hone skills, hands pedagogy. On the other hand, regularly improve universities' management activities, including content management, training programs, and comprehensive management of the faculty. Pay attention and pay attention to building a positive universities culture; create conditions for teachers to promote their creativity; create cohesion and mutual support of teachers for professional development; there is recognition, fairness, publicity, democracy with the achievements of teachers. Finally, the university continues to create a positive working environment. It creates conditions for teachers to publicly build universities' development strategies, exchange and discuss universities' activities publicly,

complete facilities, teach equipment, arrange reasonable teaching time, and create a friendly pedagogical landscape.

(2) The university managers continue creating conditions for teachers to advance at work (this is a development in the career ladder, demonstrating the need to be recognized, confirmed). Universities need to create favorable conditions in terms of mechanisms and policies for the contingent of lecturers and scientists, to improve their expertise in research. At the same time, The university managers continue to uphold the sense of responsibility of faculty members in scientific research activities. And managers combine teaching with scientific research to propose research plans combined with guiding scientific research for students and graduate students and contributing ideas to scientific research and technology transfer activities to be more perfected and more developed. Finally, the university managers have mechanisms and policies related to education, training, retraining, and development of faculty that must meet the requirements and tasks of each university and the requirements of the mission of fundamental innovation. Education and training to meet the needs of industrialization and modernization of the country.

(3) The university managers continue creating conditions for promoting the teaching capacity of teachers. The university should have policies to encourage and motivate the contingent of teachers based on the relationship with colleagues. In education and training, to motivate staff and teachers to work, the role and responsibility of the educational managers are significant. The goal of managers is to encourage employees to work at the highest efficiency in their jobs. Teachers must be empowered and held accountable. Regular and fair assessments of individual employees' performance are needed, motivating them to work and contribute. Besides, the university should pay attention to building and effectively implementing appropriate mechanisms and policies for development, thereby serving as a basis for promoting the contingent of lecturers. At the same time, it is necessary to build a delegation of lecturers that are sufficient in quantity and strong in quality.

(4) The university managers need to have specific policies to create an interactive learning environment, such as the renewal of the curriculum that is not too heavy in theoretical knowledge but needs practical knowledge. Based on instructional orientation for lecturers, learn information related to the lesson content and make their assessment, creating flexibility in learning and research for lecturers. Besides, lecturers need to have all the necessary tools for in-depth teaching and research. At the same time, the passion for education needs to be associated with working conditions, so enhancing power and maintaining a passion for work for teachers by facilitating each promotes their love at work. The university should regularly listen to the teachers' wishes while creating conditions to help solve the problems of the teachers. Teachers will feel more secure and can focus on teaching and research better.

(5) The university should plan to send staff to train and retraining abroad more often, organize on-the-job training courses, develop programs to develop pedagogical skills, create conditions for lecturers to rise in the profession. The universities need to create and soon issue policies to train short-term and long-term faculty, ensuring 100% of lecturers have undergone professional training courses in Vietnam and abroad, quickly making qualitative changes at work. Create favorable conditions and prioritize those who are capable and qualified to study abroad at foreign institutions. The opportunity to exchange and study abroad helps teachers to improve their professional skills very well. Finally, the relationships between peers play a huge role in building the quality of training and research. Developing scientific research activities in faculty is a method to encourage lecturers to approach research in the world and add policies to support research groups to exchange and exchange study. The help we share is the power to solve big and complex research problems. From there, it helps to develop and improve the amount of knowledge and research capacity of lecturers. Therefore, leaders need to create a collaborative working environment to coordinate and support the research process of lecturers so that teachers can learn from each other and connect better.

(6) The university should develop an appropriate and stable set of regulations and procedures for the salary and bonus mechanism to avoid disturbance. And, the university had to pay wages commensurate with the job position and work in charge to retain and further promote the training capacity. Focus on professional work, dedicate more enthusiasm and creativity at work, contributing to the education quality of the university is getting better—besides, additional income based on work performance and individual contributions. The formula for calculating the added income needs to be researched with a scientific basis to ensure compliance with each individual's contribution in the spirit of motivating employees to increase and develop income sources for the university. Finally, the university should review, amend, supplement or issue new regimes and policies for teacher training and retraining; to recover training and retraining funds according to regulations and commitments for those who violate the provisions of law. Need to increase the level of investment, support for graduate students, have solutions and support them to improve their foreign language capacity, publish international articles and necessary funding, to meet the requirements of improving training quality.

## REFERENCES

- Abraham, M. (1943). *A theory of human motivation*. Originally published in Psychological Review.
- Adams J.S. (1965). *Inequity in social exchanges*. L. Berkowitz, Advances in Experimental Social Psychology, New York, Academic Press.
- Alam, T.M., & Faid, S. (2011). Factors affecting teachers and motivation. *International Journal of Business and Social Science*, 2(1), 298-304.
- Ali, S.B., Ali, A., & Ali, R.J. (2012). An analysis of factors affecting the employees motivation based on herzberg's hygiene factors theory (The study: Golpayegan City Saipa Corporation Industrial Complex's Staff). *Australian Journal of Basic and Applied Sciences*, 6(8), 115-123.
- Ali, R., & Ahmad, M.S., (2009). The impact of reward and recognition programs on employee's motivation and satisfaction: An empirical study. *International Review of Business Research Papers*, 5(4), 270-279.
- Aon, H. (2016). An Analysis of factors affecting employee Engagement based on job satisfaction. *Journal of Organizational Behavior*, 25(1), 293-315.
- Ellickson, M.C., & Logsdon, K. (2002). Determinants of job satisfaction of municipal government employees. *State and Government Review*, 33(30), 173-184.
- Eyal, O., & Roth, G. (2011). Principal's leadership and teacher's motivation, self-determination theory analysis. *Journal of Education Administration*, 49(3), 256- 275.
- Gagne., & Deci, E. (2005). Self-Determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.
- George, L. & Sabapathy, T. (2011). Work motivation of teachers: Relationship with organizational commitment. *Canadian Social Science*, 7(1), 90-99.
- Hair, J., Anderson, R., Tatham, R., & Black, W. (2010). *Multivariate data analysis with readings*. US: Prentice-Hall: Upper Saddle River, NJ, USA.
- Herzberg, F. (1987). *One more time: How do you motivate employees?* Harvard Business Review.
- Jesus., & Lens. (2005). An integrated model for the study of teacher motivation. *Applied Psychology An International Review*, 54(1), 119-134.
- McClelland., & David, C. (2013). *Human motivation theory*. Mind Tools, Ltd. Retrieved.
- Morrison, E.W. (1996). Organizational citizenship behavior as a critical link between HRM practices. *Human Resource Management (1986-1998)*, Winter, ABI/INFORM Global.
- Nazim, A., (2014). Factors affecting job satisfaction and motivation of lecturer at University of Science, Thailand. *Journal of Managerial Sciences*, 2(2), 240-252.
- Scherer, K.R., & Ekman, R. (1982). *Handbook of methods in nonverbal behavior research*. New York: Cambridge University Press.
- Smith, P.C., Kendall, L.M. & Hulin, C.L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally.
- Spector, P.E. (1997). *Job satisfaction, application, assessment, causes, and consequences*. Thousand Oaks, California: Sage Publications, Inc.
- Sundaray, K.B. (2017). Factors affecting job satisfaction and employee engagement. *European Journal of Business and Management*, 4(5), 14-29.

Vroom, V.H. (1964). *Work and motivation*. John Wiley, New York, USA.

Weiner, B. (2000). *Interpersonal and intrapersonal theories of motivation from an attribution perspective*. Educational Psychology Review.

William, B., & Werther, Jr.K. D. (1996). *Human resources and personnel management, (Fifth Edition)*. McGraw-Hill.