

Work Motivation Expressions of Lecturers in Some Public Universities in Ho Chi Minh City, Vietnam

Nguyen Thi Thuy Dung

Associate Professor, Sai Gon University, Ho Chi Minh City, Vietnam

*Correspondence to: Nguyen Thi Thuy Dung, Assoc.Prof., PhD., 273 An Duong Vuong, Ward 3, District 5, Ho Chi Minh City, Vietnam.

E-mail: thuydung139@gmail.com

Abstract

Work motivation of university lecturers is one of the important factors affecting their working productivity and performance. The motivations are evident through their daily work, their teaching, and their scientific research activities. This article presents the results from the investigation of motivation expressions of lecturers in 3 public universities in Ho Chi Minh City. According to the results, there are 15 motivation expressions that appear from level "quite frequently" to level "very frequently", and mainly in level "quite frequently". The lecturers are more motivated in their teaching activities than their scientific research activities. There are 6 factors that are evaluated as "quite affect to" the work motivations of lecturers. The most affecting factors are from the lecturer personality and from their jobs. It is followed by those from the working environment; such as benefit policy, human resource policy, working relationship, school-community relationship, leadership style, and working condition. The research results could be used as a reference to baseline for practical measures to enhance the work motivations for lecturers in public universities in Ho Chi Minh City.

Keywords: expressions; work motivation; lecturers, Ho Chi Minh City..

Introduction

Work motivation of university lecturers is one of important factors affecting their working productivity and performance; and as the result, it can reflect on the training quality and the reputation of universities. Work motivations are evident through the work quality of university lecturers.

Ho Chi Minh City is a big city and considered as a centre of economy, culture, education and training, technology and science in Vietnam. In Ho Chi Minh City there is a noticeable and intensive competition between public and private universities, domestic and foreign universities. Having a qualified and high motivated lecturers is a one of important factors for the sustainable development of public universities.

Therefore, it is imperative to investigate on work motivation expressions of lecturers in public universities in Ho Chi Minh City. The research aims to clarify the actual situation of their motivation to baseline for practical measures to enhance work motivations among the public university lecturers. This is necessary to ensure the position and the sustainable development of public universities in Ho Chi Minh City.

Content

Literature review

* Factors affecting work motivation of university lecturers

There are some popular theories of human needs and motivation at work, which are factors affecting the formation and development of employees motivation (Vu, D., 2009, p.240), such as:

- Maslow's theory (1943) on hierarchy of needs (physiological needs → safety needs social belonging needs → Esteem needs → self-actualization needs).

- Alderfer ERG theory (1969) on three types of needs (existence → relatedness growth).

- Herzberg's Motivation Theory (1968), also known as the dual-factor theory, argues that there are two factors (Motivators and Hygiene factors) that an organization can adjust to influence motivation in the workplace. The presence of motivators causes employees to work harder. They are found within the actual job itself.

- There are some other theories of motivation, among them are the Incentive Theory of Motivation which explains employee behaviors as results of his prior rewards; the Expectancy theory (Vroom, 1964) explains that individuals can be motivated towards goals if they believe that the outcome of a favorable performance will result in a desirable reward or in the recognition of their management.

Based on the above theories, many authors categorise affecting factors of employee motivations. Among them are some Vietnamese authors that study on what causes school teachers and university lecturers to be motivated, such as:

In his article "International lessons learned on teacher motivation" published in Proceeding of International Scientific Conference *The quality of teachers and education managers in the current context: The trend in Vietnam and the world*, Stephen James Woodhouse (2018) presented 26 school teacher motivation factors categorized as teacher personality, school management, school community, parents, principal capability, government education policies, civil service, curriculum, teaching infrastructure, students, and teacher relationship with colleagues (p.311-319);

Nguyen Thi Hong Hai and Nguyen Thi Thanh Thuy (2014) presented 3 categories of affecting factors of school teacher motivations as personality factors, job factors and school factors (p.19-23);

Truong Duc Thao (2017) categorized into 12 motivation factors affecting to university lecturers: job awareness, satisfactions in teaching and scientific research tasks, awareness of duties and responsibilities of a teacher, self-affirmation towards one's work, student attitudes on learning and academic achievements, working conditions, job benefits,

infrastructure for teaching and scientific research activities, nature of work, empowerment and responsibility in workplace, the reputation of university and social values of teachers (p.9);

Pham Thi Tan and Dang Thi Hoa (1018) presented 8 lecturer motivation factors (nature of work, fairs in benefit, fairs in recognition, fairs in job promotion, fairs in relationship with colleagues, fairs of direct managers, fairs in attitude and evaluation of students, fairs in attitude and evaluation of society) (p.84-93).

Despite differences in categorizing method, the authors have a point in common, and that is *the intrinsic motivation is driven from within the individual while the extrinsic motivation is driven by external factors* like job, work environment and conditions, managers, colleagues, students, evaluation of society...

*** Expressions of work motivation of university lecturers**

The employee work motivation is expressed through their attitude and behaviors. There are researches on the motivation expression, such as:

In his book *The Ordinary Leader*, Randy Grieser (2017) described the motivated man with “*effort and discipline*”, “*ambitious and enthusiastic*”, “*optimistic to achieve goals*” (p.32). According to the author, a motivated employee will *stick to his organization*, “*stay late at work to finish his tasks, keep his workspace clean and organized, willing to take on more responsibility at work*” (p.35); “*proud to work in his organization*”, and “*feel belong to the organization and stick around his colleagues and managers*” (p.40).

According to Nguyen Thi Phuong Lan (2015), there are 2 basic expressions of motivation: the degree of employee involvement at work and his career interests (p.12).

According to Nguyen Loc (2010), “highly motivated people work hard, but unmotivated people don’t” (p.234).

In Vietnam, two basic duties of lecturers are training and scientific research. These duties are issued in accordance with Decision No. 70/2014/QĐ-TTg dated December 10, 2014 by the Prime Minister.

Summarizing the points of the above authors, the motivation expressions of university lecturers in Vietnam can be categorized into 3 types: (1) *The motivation expressions at work in general - or general motivation expressions* for short (job satisfaction; organizational attachment; pride at workplace); (2) *The motivation expressions in teaching activities* (prepared for teaching; willing to teach; interested in teaching; dedicated in teaching; overcoming difficulties in teaching; continuing improving teaching competence and skills); (3) *The motivation expressions in scientific research activities* (prepared for scientific research activities, willing for scientific research activities; interested in scientific research activities; dedicated in scientific

research activities; overcoming difficulties in scientific research activities; continuing improving competence of scientific research).

Overview of the survey

* **Survey objectives:** to clarify the current state of motivation expressions and driving factors for motivation of lecturers in some public universities in Ho Chi Minh City, to contribute as a practical reference for developing the work motivation of lecturers in public universities in Ho Chi Minh City.

* **Survey content:** Frequency of occurrence of 3 types of motivation expressions (in general, in teaching activities, in scientific research activities); level of affect of intrinsic reasons from within the individual and extrinsic reasons driven by external factors (like job, work environment and conditions, managers, colleagues,...).

*** Survey area and survey sample:**

The survey was conducted in 3 public universities in Ho Chi Minh City: Sai Gon University (SGU), HCMC University of Education (HCMUE), and Vietnam National University HCMC’s University of Social Sciences and Humanities (VNUHCM-USSH).

SGU is a public university managed by People’s Committee of Ho Chi Minh City. As a multi-discipline university, it provides undergraduate and graduate education in technology, economy, culture, social science, political science, art, and pedagogy majors. There are 20 faculties with 462 lecturers (<http://sgu.edu.vn/bao-cao-tu-danh-gia,05/01/2020>).

HCMUE is a public university managed by Ministry of Education and Training. It specializes in training of various subjects to teachers who will teach in grade schools and kindergarten. There are 22 faculties with 437 lecturers (vi.m.wikipedia.org,05/01/2020).

VNUHCM-USSH is a public university which belongs to Viet Nam National University, Ho Chi Minh City. It trained its students to be specialized in social and cultural sciences. There are 28 faculties with 983 lecturers (<http://60.hcmush.edu.vn,05/01/2020>).

The following is a survey sample of 224 lecturers in the 3 universities chosen by stratified random sampling method (Table 1):

* **Survey methods:** The survey combines the methodology of the questionnaire and in-depth interviews.

The questionnaire is for 224 surveyed objects, which requires their evaluation on the levels of expressions of work motivation and the affecting level of the driving forces of the work motivation by the means of a grading scheme that works as followed: 5 points – very frequently/ strongly affected, 4 points – quite frequently/ quite affected, 3 points – occasionaly/ affected, 2 points – rarely/ slightly affected, 1 point –

Table 1. Survey sample

Categories		SGU	HCMUE	VNUHCM-USSH	Total
Position	Lecturer holding management role	25	14	2	41
	Non-management lecturer	96	40	47	183
Gender	Male	50	33	16	99
	Female	71	21	33	125
Age	Under 40	60	27	41	128
	From 40 – to 50	41	22	6	69
	Upper 50	20	5	2	27
Seniority in teaching	Under 5 years	23	5	24	52
	From 5 – to 10 years	54	13	19	86
	Upper 10 years	44	36	6	86
Total		121	54	49	224

infrequently/ unaffected.

The average point is divided into 5 levels: 1 point – 1.80 points: infrequently/ unaffected; 1.81 points – 2.60 points: rarely/ slightly affected; 2.61 points – 3.40 points: occasionally/ affected; 3.41 points – 4.20 points: quite frequently/quite affected; 4.21 points – 5 points: very frequently/strongly affected.

The collected data were analysed for statistical analysis with the help of SPSS v.26 to calculate mean, standard deviation, rank, ANOVA test, T-test, ...

The methodology of in-depth interviews is conducted to clarify countable results collected from the methodology of questionnaire: In-depth interviews with 9 faculty managers (3 faculty managers per 1 university) và 9 lecturers (3 lecturers per 1 university):

- SGU faculty managers are encoded as SG-M1 to SG-M3; HCMUE faculty managers are UE-M1 to UE-M3; VNUHCM-USSH faculty managers are SH-M1 to SH-M3.

- SGU lecturers are encoded as SGL1 to SG-L3; HCMUE lecturers are UE-L1 to UE-L3; VNUHCM-USSH lecturers are SH-L1 to SH-L3.

Survey results

* Data synthesis of motivation expressions of 224 lecturers in 3 universities

The self-evaluation of 224 lecturers about their motivation expressions in the last 2 years are synthesized in the following Table 2:

Table 2 shows that there are 15 motivation expressions evaluated from level “Quite frequently” to higher level. Among them, there are only 4 expressions at level “Very frequently” (“Prepared for teaching”; “Interested in teaching”; “Overcoming difficulties in teaching”; “Continuing improving teaching competence and skills”).

All motivation expressions which are at level “Very frequently” belong to teaching activities. Most of motivation expressions which are at level “Quite frequently” belong to scientific research activities. The evaluation is converged, the dispersion is low and most of standard deviations are lower than 1.

The in-depth interviews were conducted with 9 lecturers holding management role and 9 non-management lecturers. 100% interviewed lecturers agreed that basic tasks of lecturers are teaching and scientific research. The followings are some their remarkable opinions:

“Compared to teaching, scientific research activities are more difficult and require more efforts from lecturers” (SG-M1);

“Lecturers are busy on their teaching, family and private life; so they are always late with their research projects; thus, scientific research activities could become stressful for them” (UE-M3);

“There is no fixed schedule for research activities. Lecturers must come up with the schedule themselves, and this requires a significant amount of their efforts” (SH-L2);

“The funding for research, even though well considered and allocated by the universities, is not adequate, and this could make the researchers less enthusiastic in their research works” (SG-L3);

“There are a limited number of lectures that are willing to do research. They normally take on the research projects because it is obligation and also, lecturers are obliged to spend at least 80 working hours in a year on research” (UE-L3).

Therefore, the results of the in-depth interviews are consistent with the questionnaire, and they substantiate the information collected from the questionnaire. It shows that universities management needs to encourage lecturers and help them realize the importance of scientific research. In addition, they should consider ways to improve research competences for lecturers and to increase budget for research activities.

Table 2. Synthesis of motivation expressions of 224 lecturers in 3 universities

No	Motivation expressions	Point of level of expressions									
		SGU		HCMUE		USSH		Total			
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Rank	Level
1	General expressions										
	Job satisfaction	3.97	0.72	4.02	0.69	3.67	0.77	3.92	0.73	3	Quite frequently
	Organizational attachment	3.99	0.85	4.15	0.83	3.80	0.87	3.99	0.85	1	Quite frequently
	Pride at workplace	3.99	0.80	4.07	0.93	3.88	0.81	3.99	0.83	1	Quite frequently
	Total	3.98	0.70	4.08	0.74	3.78	0.68	3.96	0.71		
2	Expressions in teaching activities										
	Prepared for teaching	4.29	0.71	4.43	0.63	4.06	0.72	4.27	0.70	2	Very frequently
	Willing to teach	3.47	0.61	4.19	0.78	3.94	0.72	3.75	0.74	6	Quite frequently
	Interested in teaching	4.27	0.77	4.35	0.73	4.16	0.66	4.27	0.74	2	Very frequently
	Dedicated in teaching	3.98	0.91	4.48	0.67	4.20	0.64	4.15	0.83	5	Quite frequently
	Overcoming difficulties in teaching	4.31	0.78	4.31	0.67	4.08	0.70	4.26	0.74	4	Very frequently
	Continuing improving teaching competence and skills	4.31	0.74	4.37	0.65	4.27	0.78	4.31	0.73	1	Very frequently
	Total	4.10	0.63	4.35	0.54	4.12	0.57	4.17	0.60		
3	Expressions in scientific research activities										
	Prepared for scientific research activities	3.98	0.75	4.11	0.72	3.80	0.82	3.97	0.76	3	Quite frequently
	Willing for scientific research activities	3.37	1.04	4.04	0.75	3.67	0.83	3.60	0.97	6	Quite frequently
	Interested in scientific research activities	3.98	0.79	4.11	0.77	3.92	0.76	4.00	0.78	2	Quite frequently
	Dedicated in scientific research activities	3.48	0.83	4.19	0.76	3.90	0.85	3.74	0.87	4	Quite frequently
	Overcoming difficulties in scientific research activities	3.54	0.90	4.00	0.70	3.76	0.92	3.70	0.88	5	Quite frequently
	Continuing improving competence in scientific research	4.03	0.80	4.26	0.71	4.04	0.82	4.09	0.78	1	Quite frequently
	Total	3.73	0.66	4.12	0.61	3.85	0.73	3.85	0.68		

*** Analysis of lecturers' motivation expressions by specific criteria**

- Compare by university

The self-evaluation of 121 lecturers of SGU, 54 lecturers of HCMUE and 59 lecturers of VNUHCM-USSH about their motivation expressions in the last 2 years are synthesized in the following Table 3:

Table 3 shows that the motivation expressions of lecturers in 3 universities are mostly at the level "Quite frequently". Only lecturers of HCMUE evaluated their motivation expressions in teaching at the level "Very frequently" (4.35 points).

The ANOVA tests showed that:

- The mean difference of general motivation expressions between lecturers in 3 universities are not statistically significant (sig.> 0.05) (Hoang, T., & Chu, N. M. N., 2008).

- The mean difference of motivation expressions in teaching and in scientific research between lecturers in 3 universities are statistically significant (sig. < 0.05). HCMUE is at the top, followed by USSH and the last is SGU.

- Compare by position

The self-evaluation of 41 management lecturers and non-management lecturers about their motivation expressions in the last 2 years are synthesized in the following Table 4:

Table 4 shows that the frequency level of motivation expressions of management lecturers is higher than non-management lecturers. For both groups of lecturers, motivation expressions in teaching are at higher level than scientific research. Management lecturers have motivation expressions in teaching at level "Very frequently" (4.33 points).

However, the T-test shows that:

- The mean difference of motivation expressions in general and in teaching between 2 groups of lecturers are not statistically significant (sig.> 0.05) (Hoang, T., & Chu, N. M. N., 2008).

- The mean difference of motivation expressions in scientific research between 2 groups of lecturers are statistically significant (sig. < 0.05). Therefore, motivation expressions in scientific research are impacted by their position: management lecturers are more motivated in scientific research than non-management lecturers.

- Compare by gender

The following Table 5 shows the survey results of 99 male lecturers and 125 female lecturers on their motivation expressions in the last 2 years.

Table 5 shows that the motivation expressions of male and female lecturers are not much different. Their motivation expressions in teaching have highest points.

The T-test result with sig. > 0.05 shows that the mean difference between male and female are not statistically significant. The motivation expressions of male and female are similar.

- Compare by age

The following Table 6 shows the survey results of 128 lecturers under 40 years old, 69 lecturers from 40 to 50, and 27 lecturers above 50 on their motivation expressions in the last 2 years.

Table 6 shows that:

- Lecturers above 50 of age express their motivations in general and in teaching at the level "Very frequently" and in all 3 categories, they have highest points compared to other groups.

- Lecturers from 40 to 50 of age are at level "Quite frequently" in all 3 categories. They have lowest points of frequency in teaching and scientific research compared to other groups.

- Lecturers under 40 of age have high points of 4.16 in teaching, but low points in general and in research categories.

The above can be explained by opinions of lecturers through the in-deep interview:

Table 3. Compare of lecturers' motivation expressions by university

Motivation Expressions	University	Mean	Std. dev	Level	ANOVA (sig.)
General motivation expressions	SGU	3.98	0.70	Quite frequently	0.092
	HCMUE	4.08	0.74	Quite frequently	
	USSH	3.78	0.68	Quite frequently	
Motivation expressions in teaching	SGU	4.10	0.63	Quite frequently	0.030
	HCMUE	4.35	0.54	Very frequently	
	USSH	4.12	0.57	Quite frequently	
Motivation expressions in scientific research	SGU	3.73	0.66	Quite frequently	0.002
	HCMUE	4.12	0.61	Quite frequently	
	USSH	3.85	0.73	Quite frequently	

Table 4. Compare of lecturers' motivation expressions by position

Motivation Expressions	Position	SGU		HCMUE		USSH		Total			T-test (sig.)
		Mean	Std. dev	Mean	Std. dev	Mean	Std. dev	Mean	Std. dev	Level	
General motivation expressions	Lecturers holding management role	4.07	0.54	4.12	0.50	4.33	0.47	4.10	0.52	Quite frequently	0.095
	Non-management lecturers	3.96	0.73	4.07	0.81	3.76	0.68	3.93	0.74	Quite frequently	
Motivation expressions in teaching	Lecturers holding management role	4.21	0.66	4.54	0.43	4.25	0.35	4.33	0.59	Very frequently	0.063
	Non-management lecturers	4.07	0.62	4.29	0.57	4.11	0.58	4.13	0.60	Quite frequently	
Motivation expressions in scientific research	Lecturers holding management role	3.98	0.58	4.30	0.55	4.42	0.82	4.11	0.58	Quite frequently	0.006
	Non-management lecturers	3.66	0.67	4.05	0.63	3.82	0.73	3.79	0.69	Quite frequently	

“The age under 40 is still not settled. Lecturers are busy in improving their competence of teaching and do not spend much time for research activities” (SG-L1).

“Lecturers from 40 to 50 of age would start having a stable career and life and at times showing signs of complacency. They become more relaxing after their hard efforts for their careers, or they start concentrating more on status and power...” (UE-L1).

“Lecturers above 50 of age are vested in knowledge, experiences, and stable career. They focus more in their teaching and research activities” (SH-M2).

However, there is a question: Does age really affect to motivation expressions of lecturers? The ANOVA test gives sig. > 0.05 in all categories of expressions. The mean difference between groups is not statistically significant. Therefore, age does not affect to motivation expressions. There are still other factors impacting to their motivation.

- Compare by seniority in teaching

The following Table 7 shows the survey results of 52 lecturers under 5 years of seniority, 86 lecturers from 5 to 10 years of seniority, and 86 lecturers above 10 years of seniority on their motivation expressions in the last 2 years.

Table 7 shows that the seniority from 5 to 10 years is at the lowest level. The levels of two others are higher. The seniority above 10 years is at the highest one.

Checking by ANOVA test, the mean difference of motivation with sig. <0.05 is statistically significant. Therefore, the seniority factor affects to lecturers’ motivation in general (job satisfaction; organizational attachment; pride at workplace) and in scientific research activities (prepared and willing, interested and dedicated, overcoming difficulties,...).

The following deep-interview can clarify the above results:

“If we divide the seniority of teaching into 3 phrases, lecturers more often express their motivations in the first and the last phrases” (UE-M1).

“In the beginning of his career, a man is willing and dedicate to work” (SH-L1).

“The middle phrase of career is for adapting, studying and accumulating experiences” (SH-L3).

“After 10 years working, lecturers gain their ripe experiences, especially in scientific research. They are confident and self-initiation in work” (SG-L2).

Table 5. Compare of lecturers’ motivation expressions by gender

Motivation Expressions	Gender	SGU		HCMUE		USSH		Total			T-test (sig.)
		Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Level	
General motivation expressions	Male	3.98	0.74	4.15	0.81	3.69	0.55	3.99	0.75	Quite frequently	0.611
	Female	3.99	0.67	3.97	0.48	3.83	0.74	3.94	0.68	Quite frequently	
Motivation expressions in teaching	Male	4.10	0.66	4.34	0.48	4.00	0.57	4.16	0.60	Quite frequently	0.898
	Female	4.11	0.60	4.38	0.63	4.18	0.57	4.17	0.60	Quite frequently	
Motivation expressions in scientific research	Male	3.71	0.67	4.16	0.58	3.78	0.69	3.87	0.67	Quite frequently	0.619
	Female	3.74	0.66	4.05	0.67	3.88	0.76	3.83	0.69	Quite frequently	

Table 6. Compare of lecturers’ motivation expressions by age

Motivation Expressions	Age	SGU		HCMUE		USSH		Total			ANOVA (sig.)
		Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Level	
General motivation expressions	Under 40	3.92	0.57	4.07	0.90	3.80	0.70	3.91	0.70	Quite frequently	0.119
	From 40 to 50	3.95	0.89	4.08	0.55	3.50	0.55	3.95	0.78	Quite frequently	
	Above 50	4.25	0.56	4.13	0.51	4.17	0.24	4.22	0.52	Very frequently	
Motivation expressions in teaching	Under 40	4.14	0.59	4.28	0.58	4.13	0.58	4.16	0.58	Quite frequently	0.316
	From 40 to 50	3.97	0.73	4.44	0.51	3.92	0.53	4.11	0.68	Quite frequently	
	Above 50	4.28	0.44	4.40	0.51	4.58	0.59	4.32	0.45	Very frequently	
Motivation expressions in scientific research	Under 40	3.73	0.62	4.01	0.63	3.89	0.73	3.84	0.66	Quite frequently	0.058
	From 40 to 50	3.58	0.75	4.20	0.61	3.33	0.46	3.76	0.75	Quite frequently	
	Above 50	4.03	0.48	4.37	0.48	4.42	0.82	4.12	0.50	Quite frequently	

Table 7. Compare of lecturers’ motivation expressions by seniority in teaching

Motivation Expressions	Seniority	SGU		HCMUE		USSH		Total			ANOVA (sig.)
		Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Level	
General motivation expressions	Under 5 years	4.06	0.62	4.33	0.62	3.86	0.74	3.99	0.68	Quite frequently	0.002
	From 5 to 10 years	3.78	0.67	3.95	0.88	3.60	0.59	3.76	0.69	Quite frequently	
	Above 10 years	4.20	0.71	4.09	0.70	4.06	0.65	4.14	0.70	Quite frequently	
Motivation expressions in teaching	Under 5 years	4.14	0.51	4.27	0.60	4.05	0.63	4.11	0.57	Quite frequently	0.145
	From 5 to 10 years	4.00	0.66	4.33	0.46	4.23	0.46	4.10	0.61	Quite frequently	
	Above 10 years	4.21	0.62	4.38	0.57	4.06	0.69	4.27	0.61	Very frequently	
Motivation expressions in scientific research	Under 5 years	3.64	0.56	3.63	0.84	3.80	0.80	3.71	0.70	Quite frequently	0.001
	From 5 to 10 years	3.60	0.61	4.08	0.46	3.82	0.64	3.72	0.62	Quite frequently	
	Above 10 years	3.94	0.72	4.20	0.61	4.11	0.77	4.06	0.68	Quite frequently	

Table 8. Reasons for motivation of lecturers in 3 universities

No	Reasons	Level of impact								ANOVA (sig.)	
		SGU		HCMUE		USSH		Total			
		Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev		Rank
1	Personality (personal needs, characteristic, competence, family circumstances,...)	4.13	0.81	4.07	0.70	3.84	1.03	4.05	0.84	1	0.205
2	Work (nature of work, importance of work,...)	4.09	0.82	4.07	0.72	3.94	0.85	4.05	0.80	1	0.524
3	Leadership styles and behaves	3.96	0.87	3.93	0.84	3.88	0.88	3.93	0.86	4	0.856
4	Benefits policy, human resource policy	4.23	0.82	3.69	0.99	3.84	1.03	4.01	0.94	2	0.001
5	Working conditions	3.98	0.84	3.54	0.97	3.51	0.84	3.77	0.90	5	0.001
6	collective psychology, relationship with colleagues	4.07	0.79	3.85	0.90	3.84	0.87	3.96	0.84	3	0.145

Table 9. Pearson correlation between reasons and expressions of lecturers' motivation

Motivation expressions		Reasons					
		Reason 1	Reason 2	Reason 3	Reason 4	Reason 5	Reason 6
General motivation expressions	Pearson Correlation	0.433	0.391	0.341	0.151	0.120	0.266
	Sig. (2-tailed)	0.000	0.000	0.000	0.024	0.072	0.000
Motivation expressions in teaching	Pearson Correlation	0.460	0.471	0.413	0.143	0.158	0.304
	Sig. (2-tailed)	0.000	0.000	0.000	0.033	0.018	0.000
Motivation expressions in scientific research	Pearson Correlation	0.363	0.425	0.392	0.102	0.105	0.238
	Sig. (2-tailed)	0.000	0.000	0.000	0.126	0.119	0.000
Total	Pearson Correlation	0.470	0.494	0.442	0.145	0.145	0.306
	Sig. (2-tailed)	0.000	0.000	0.000	0.030	0.030	0.000

*** Affecting factors of lecturers' motivation**

The above data analysis shows that:

- Gender and age do not affect to lecturers' motivation.
- Seniority and position have a certain impact to motivation in general and in scientific research.
- Lecturers' motivation expressions are at different levels of frequency depend on their universities.

The questionnaire results clarify specific reasons to motivations in each university (Table 8).

The survey results shows that there are all 6 reasons evaluated at level "Quite affecting", among which at the highest rank are "reasons from lecturer personality" (personal needs, characteristic, competence, family circumstances, ...) and "reasons from work" (nature of work, importance of work,...). Next are reasons from working environment like "benefits policy and human resource policy", "collective psychology and relationship with colleagues", "leadership styles" and "working conditions".

Checking by ANOVA test, it can be seen that: The mean difference of impacting level between "reasons from benefits policy and human resource policy" and "reasons from working conditions" is statistically significant (sig. <0.05). Therefore, these are 2 reasons affecting highly the lecturers' motivations in 3 universities. It can be explained by the fact that personality, competence, personal needs of lecturers, and nature of work in 3 universities could be similar, but the factors that make remarkable differences are benefits policy, human resource policy and working conditions in each university.

The relationship between reasons and expressions of lecturers' motivation in 3 universities was investigated using Pearson correlation coefficient (Table 9).

Table 9 shows that there is a positive correlation between reasons and expressions of lecturers' motivation; all categories of expression have relationship with reasons from personality, work and leader

styles; most correlation coefficients are statistically significant (sig. < 0.05). However, the correlations are all weak (0.2 – 0.4) (Hoang & Chu, 2008).

Conclusion

The theoretical research shows that lecturers' motivation are built and developed by intrinsic reasons and extrinsic reasons (nature of work, working environment and conditions, manager, colleagues,...). Generally, the lecturers' motivations are evident through their attitude and behavior towards their work and organization, in teaching, and in scientific research activities.

The practical research was conducted by a combination of in-deep interview and questionnaire of 224 lecturers in 3 public universities in Ho Chi Minh City. Its result showed that there are 15 motivation expressions evaluated from level "quite frequently" to "very frequently", mostly at level "quite frequently". The lecturers are more motivated in teaching than in scientific research activities.

The lecturers' motivation is certainly impacted by their seniority in teaching and their position. There are 6 reasons evaluated "quite affecting" to the lecturers' motivation in 3 universities; among them, the highest affecting reasons comes from personality of lecturers and from their work, followed by reasons from working environment such as benefits policy, human resource policy, collective psychology, relationship with colleagues, leadership style and working conditions.

The survey results presented in this article help to clarify the current state of lecturers' motivation in public universities in Ho Chi Minh City, and could be continued with a deep research on measures to improve the motivation of lecturers in these universities.

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