



Evaluation on Factors Affecting the Teaching Motivation of Lecturers of Dai Nam University

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ABSTRACT

Improving teaching quality is always a top priority for universities. In which, lecturers are the most important factor affecting the quality of teaching. Therefore, understanding the factors that influence lecturers' motivation to teach is necessary to create a positive learning environment and improve teaching quality. Lecturers' motivation affects the way they impart knowledge and interact with students. This research will help universities better understand the factors that stimulate and inhibit lecturers' motivation, thereby creating conditions for them to maximize their enthusiasm and passion in teaching.

Keywords: teaching motivation, university lecturer, Dainam university, lecturer's satisfaction

1. Introduction

In the strong development trend of the country's economy, Vietnam's education sector has witnessed an explosion of diversity in types of education and educational levels. National universities are increasingly more autonomous in management and finance. There are more and more private universities with modern investments in facilities and training scale. This has made the education business market become more vibrant and increasingly competitive. In that general context, to compete and survive, universities not only invest in facilities and promote enrollment activities, but the quality of education is always the top priority that any university focuses on, to retain students and customers. Thereby creating the reputation and sustainable attraction of the university.

Dai Nam University is a private university, established in 2007. After nearly 20 years of operation, the university is aiming to build a comprehensive formal university training ecosystem with a full range of training levels: from undergraduate to master's, doctoral, and distance education programs. As of the 2023-2024 university year, Dai Nam University has more than 32,000 students; More than 20,000 students have graduated. Currently, the university has over 12,000 students studying in all training systems of the university (Nam, 2023). To maintain this development momentum, in addition to strengthening enrollment communication activities and building modern facilities for training, the university also always focuses on recruiting experienced and capable lecturers. good teaching ability. Recruiting, retaining and motivating lecturers is a factor that contributes to the university's training quality. Good training quality will create brand reputation, attract potential students and create sustainable development of the university in the future.

Research on “**Evaluation on Factors affecting the teaching motivation of Dai Nam University lecturers**” will help identify and solve existing problems in lecturers' teaching work. From there, creating an interesting and positive working environment, inspiring lecturers. Understanding lecturers' teaching motivation helps universities develop appropriate labor policies and training programs to support and develop their teaching capacity, thereby enhancing management and educational effectiveness. Human resource development, contributing to promoting the quality of teaching and training effectiveness of the university.

2. Literature review

2.1. Needs theory of Abraham Maslow

In the theory of hierarchical needs of Abraham Maslow, ((Maslow, 1943) he hypothesizes that every human being has a system of 5 hierarchical needs: (1) Physiological needs include food, clothing, shelter, transportation and other needs. other physiological needs; (2) Safety needs include security and protection from physical and emotional harm; (3) Social needs include compassion, feelings of belonging, acceptance, and friendship; (4) Need for honor: includes internal factors such as self-esteem, autonomy and achievement and external factors such as status, recognition and attention. (5) Self-improvement needs: the motivation to achieve and become what we are capable of and desire; including progress, developing one's potential and autonomy at work.

Once one of these needs is fundamentally satisfied, the next need will proceed. From a motivation perspective, Maslow's theory can state that, although there is no need can be completely satisfied, but a need that is fundamentally satisfied no longer creates motivation. Maslow also believes that each person has different needs and needs to be satisfied in different ways. When a lower level need is satisfied, a higher level need will become the force that motivates people to do certain things to satisfy them.

2.2. Two-factor systems theory of Frederick Herzberg

The two-factor theory was formulated by a psychologist named Frederick Herzberg (Herzberg, 1996). With the view that an individual's relationship with work is fundamental, and that a person's attitude toward work can determine their success or failure, Herzberg asked: "What do people expect from their jobs? He asked people to describe in detail situations in which they felt particularly good or bad about their work. These responses are tabulated and divided into categories. Factors affecting attitudes toward work according to the results of 12 surveys conducted by Herzberg. (Herzberg F. , 2003). From the responses, Herzberg concluded that the answers given by people when they feel good about their jobs are very different from the answers when they feel bad about their jobs.

Internal factors such as achievement, recognition and the job itself, responsibility and advancement appear to be related to job satisfaction. Respondents who feel good about their jobs often attribute these factors to themselves. On the other hand, dissatisfied respondents often cited external factors, such as company policies and administrative mechanisms, interpersonal relationships and working conditions.

2.3. Victor Vroom's Expectancy Theory

According to the Expectancy Theory (Vroom, V., Porter, L., & Lawler, E. , 2015), the strength of the tendency to act in a certain way depends on the degree of expectation that the action will bring about a certain outcome and the attractiveness of that outcome to the individual. This theory includes the following three variables:

Variable 1: Attractiveness: The importance the individual places on the potential results or rewards that can be achieved at work. This variable considers the individual's unsatisfied needs.

Variable 2: Link between results and rewards: The degree to which the individual believes that the level of effort involved in performing the task will result in obtaining a desired result.

Variable 3: Effort-outcome relationship: The likelihood that an individual perceives that a given effort will result in higher results.

Whether a person desires to work at any given time depends on how specifically the goals are set, and the person's perception of the worthwhileness of the activity as a way to achieve these goals. The intensity of a person's motivation depends on how strongly he or she believes that he or she can achieve what he or she tries. If this goal is achieved, will the person be adequately rewarded, and, if rewarded by the organization, will the reward satisfy the person's personal goals?

2.4. The working satisfaction of lecturers

(Ololube, 2006) study was based on examining the relationship between lecturer motivation levels and between administrator leadership and the educational environment. In the study, the author looked at a portion of the factors that can affect the level of motivation of lecturers. The main conclusion of this study is that the factor that has the greatest influence on lecturers' motivation is the leadership of their superiors.

2.5 Research framework

Based on the previous studies relating to the working motivation of labours in general and the teaching motivation of lecturers in particular, the writer proposed a research framework to explore the factors affecting the teaching motivation of Dai Nam University lecturers as follow:

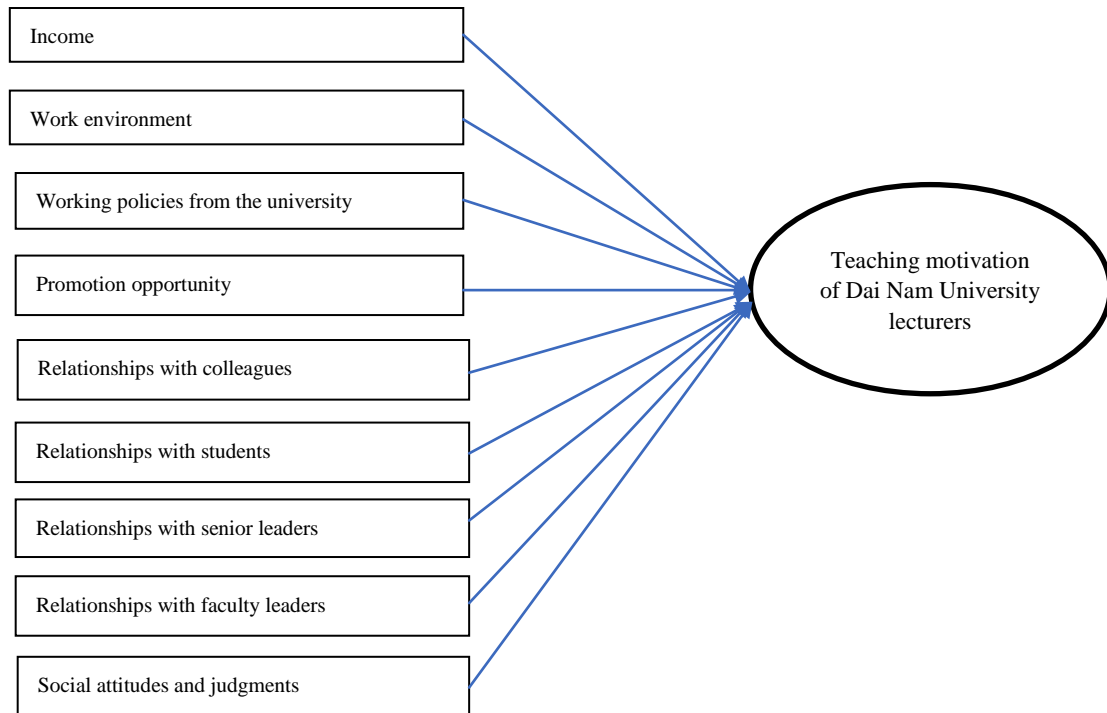


Figure 2.1: Research framework on the teaching motivation of lecturers at Dainam University

Hypothesis

3. Research Methodology:

3.1 Quantitative research method:

This method is used in this study. Based on the analysis of factors affecting the teaching motivation of lecturers at Dai Nam University, the author proposes research questionnaires. During the research process, the author focused on identifying the internal and external factors that lecturers face every day, thereby better understanding how these factors affect their motivation in the classroom. teaching work. Next, evaluate the motivation level of lecturers by collecting data on satisfaction and quality of their work. In this way, an overview of the current state of teaching motivation of lecturers at Dai Nam University will be presented. Then, analyze the relationship between teaching motivation and teaching quality. In this way, the author will determine whether increasing motivation can lead to improvements in the quality of teaching and student performance.

3.2 Qualitative method:

At the end of the questionnaires, a quantitative question is made to gather the opinions/ suggestions of respondents about their teaching experience and motivation. That is where they can share their true thoughts and comments of what they are experiencing at work.

3.3 Survey participants and data collection methods

There are two phases of the Data Collection Process. First, the authors conducted a pilot interview. About 5 interview participants were randomly selected to conduct interviews. The purpose of this pilot interview was to ensure that every question in the questionnaire was understandable and clear. Some edits are then made before the final questionnaire is used in the second phase of the data collection process.

In the second phase of the data collection process, questionnaires were sent to the target audience through face-to-face meetings, and through social networking platforms such as Facebook, Zalo or their online personal pages. Approximately 200 surveys were sent out and 152 valid responses were collected for subsequent analysis.

3.4 Build a scale to measure research variables

Through collecting data related to assessing the work motivation of Dai Nam University lecturers, the authors analyzed and selected observed variables used in this study in detail according to the following table:

Table 3.1. Observed variables of the topic

TT	Variable	Details
1	1. Income Evaluation (TN)	TN1: Current income level accurately reflects the value and effort lecturers invest in teaching
2		TN2: The income level of lecturers is fair compared to other universities.
3		TN3: Improving policies related to lecturers' income will affect lecturers' motivation and commitment in teaching.
4		TN4: Dai Nam University is transparent and fair in determining lecturers' income levels
5		TN5: Is the support and encouragement from the management level and management system at Dai Nam University for increasing lecturers' income enough?
6	2. Evaluation of the working environment (MT)	MT1: The university's management regulations are reasonable and scientific
7		MT2: The university's facilities ensure teaching and learning requirements
8		MT3: Work coordination between lecturers and relevant departments is good
9		MT4: The working environment at Dai Nam University meets the personal needs and desires of lecturers
10		MT5: Dai Nam University has a positive and comfortable working environment, increasing enthusiasm and motivation in teaching work.
11	3. Evaluation of supportive policies of Dainam University (CS)	CS1: Dai Nam University's policies support lecturers' learning and career development
12		CS2: Do the university's welfare policies (insurance, vacation, etc.) make lecturers satisfied?
13		CS3: The university cares about the spiritual life of lecturers
14		CS4: In general, how do you rate the university's policies towards lecturers?
15		CS5: Are supportive policies from university's on issues such as health and safety protection, mental health care and work-life balance enough?
16	4. Evaluation of promotion opportunities (TT)	TT1: The opportunity to be appointed at Dai Nam university is the same for people with equivalent qualifications
17		TT2: Lecturers are fully informed and guided about the support policies of Dai Nam University
18		TT3: The opportunity to be appointed at Dai Nam university is the same for people with equivalent qualifications
19		TT4: The appointment process is evaluated appropriately
20		TT5: Is the possibility of advancement at Dai Nam University good?
21	5. Relationships with colleagues (DN)	DN1: People cooperate and support each other at work
22		DN2: Lecturers feel comfortable sharing opinions and experiences with colleagues at work
23		DN3: Colleagues respect the lecturer's unique characteristics
24		DN4: Lecturers always receive contributions from colleagues openly and honestly
25		DN5: In general, colleagues treat lecturers fairly
26	6. Relationships with students (SV)	SV1: The level of interaction and communication between lecturers and students is good
27		SV2: Dai Nam University students have trust and respect for lecturers
28		SV3: Lecturers are given clear explanations about the results of student assessments to lecturers
29		SV4: Lecturers feel that students actively participate in learning activities
30		SV5: The current lecturer evaluation process is objective and is the official information channel for lecturer evaluation
31	7. Relationships with senior	LDCC1: You have received support and direction from senior leaders in developing your career and

32	leaders (LDCC)	performing your job duties.
		LDCC2: Senior leaders are properly supporting and encouraging faculty creativity and professional development
33		LDCC3: Senior leaders are transparent, fair and objective in their decision-making and management processes
34		LDCC4: All decisions made by senior leaders are in accordance with ethical standards
35		LDCC5: Senior leaders always treat subordinates with respect and friendliness
36	8. Relationships with Faculty leaders (LDCS)	LDCS1: Lecturers have received support and direction from Faculty leaders in developing their careers and performing their job duties.
37		LDCS2: Faculty leaders appropriately support and encourage faculty creativity and professional development
38		LDCS3: Faculty leadership is transparent, fair and objective in its decision-making and management processes
39		LDCS4: All decisions made by departmental leaders are consistent with ethical standards
40		LDCS5: Faculty leaders always treat subordinates with respect and friendliness
41		LDCS6: Faculty-level leaders always assign assignments based on capacity and ability
42		LDCS7: Faculty leaders always discuss with lecturers about decisions related to their work
43	9. Social attitudes and judgments (XH)	XH1: Lecturers always receive respect from society for their profession
44		XH2: The state's policies towards lecturers demonstrate an appreciation of the importance of the teaching profession
45		XH3: Lecturers always receive respect from friends and relatives for their profession
46		XH4: In general, lecturers receive fair treatment from friends and relatives regarding their work

4. Data analysis and results

4.1 Data analyzed results

Table 4.1. Survey sample results

No.	Content	Criteria	Quantity	Ratio %
1	Sex	Male	74	48.7
		Female	78	51.3
2	Age	23 – 30	70	46.1
		30 – 45	62	40.8
		45 and older	20	13.2
3	Sector	Economics – Business	56	36.8
		Health	20	13.2
		Technology	23	15.1
		Social sciences	53	34.9
4	Working experience	Under 1 year	41	27.0
		1 – 5 years	75	49.3
		5 – 10 years	25	16.4

		More than 10 years	11	7.2
5	Degree	Bachelor	19	12.5
		Master	102	67.1
		Doctor	26	17.1
		Associate Professor	3	2.0
		Professor	2	1.3
6	Type of working	Part-time	41	27.0
		Full-time	111	73.0

(Source: analyzed results of the author)

From the data table, it shows that the total number of lecturers participating in this survey sample is 152 lecturers. Corresponding to 152 valid survey forms. Of these, 74 respondents were male, accounting for 48.7%, and the remaining 78 respondents were female, accounting for 51.3%.

In terms of structure, out of a total of 152 respondents, there are 56 respondents in the economic and business sector, accounting for 36.8%, 23 respondents in the engineering and technology sector, accounting for 15.1%, and 53 respondents in the engineering sector. Social culture accounts for 34.9%, and the lowest is 20 respondents from the health sector accounting for 13.2%.

Looking at the results of this data, it can be assessed that the imbalance is insignificant in the number of respondents. Because at Dai Nam University, the number of lecturers in the two fields of economics - business and Social Sciences is the majority, followed by other fields such as health and technology - engineering. At the same time, the gender ratio of the survey sample had no difference. So this survey structure is appropriate, ensuring the research results are reliable

4.2. Current status of factors affecting the teaching motivation of Dai Nam University lecturers

4.2.1. Evaluated Results of lecturers' income factors

To evaluate the current status of the collection factors of lecturers (TN), we use 05 observed variables (TN1 -> TN5). The results of a data survey on a group of 152 lecturers show that the current status of the factors collected by lecturers at Dai Nam University is at a relatively high level with an average factor value of 3.89 points.

Table 4.2.1 Statistical table describing the income factors of Dai Nam University lecturers

No.	Variables	Sample	Mean
1	TN1: Current income level accurately reflects the value and effort lecturers invest in teaching	152	3.66
2	TN2: The income level of lecturers is fair compared to other universities.	152	3.89
3	TN3: Improving policies related to lecturers' income will affect lecturers' motivation and commitment in teaching.	152	4.38
4	TN4: Dai Nam University is transparent and fair in determining lecturers' income levels	152	4.12
5	TN5: Is the support and encouragement from the management level and management system at Dai Nam University for increasing lecturers' income enough?	152	3.87
	Average	152	3.98

This result shows the income of Dai Nam University lecturers with criteria representing the observed variables of this factor (The average value of the factor is 3.98 points). In fact, a lecturer's current income accurately reflects the value and effort invested in teaching (3.66 points). The income level of lecturers is fair compared to other universities (3.89 points). Improving policies related to lecturers' income will affect lecturers' motivation and commitment in teaching (4.38 points); Dai Nam University is transparent and fair in determining lecturers' income levels (4.12); The support and encouragement from the management level and the management system at Dai Nam University for increasing lecturers' income is enough (3.87 points)

4.2.2. Evaluated Results of working environment factors

To evaluate the perceived status of the working environment of Dai Nam University lecturers, we use 05 observed variables. Data survey results say that the impact of working environment factors on lecturers' teaching motivation is high with 3.82 points.

Table 4.2.2. Statistical table describing the working environment factors of lecturers at Dai Nam University

No.	Variables	Sample	Mean
1	MT1: The university's management regulations are reasonable and scientific	152	3.46
2	MT2: The university's facilities ensure teaching and learning requirements	152	4.12
3	MT3: Work coordination between lecturers and relevant departments is good	152	3.70
4	MT4: The working environment at Dai Nam University meets the personal needs and desires of lecturers	152	3.93
5	MT5: Dai Nam University has a positive and comfortable working environment, increasing enthusiasm and motivation in teaching work.	152	3.90
	Average	152	3.82

This result represents the working environment of Dai Nam University lecturers with criteria representing the observed variables of this factor (The average value of the factor is 3.82 points). Specifically, the current management regulations of the university/faculty of Dai Nam University are reasonable (3.46 points). Facilities ensure teaching and learning requirements (3.89 points). Work coordination between lecturers and relevant departments is good (3.70 points). The working environment at Dai Nam University meets the personal needs and desires of lecturers (3.93). Dai Nam University has a positive and comfortable working environment, increasing enthusiasm and motivation in teaching work (3.90 points).

4.2.3. Evaluated results of supportive policies of Dainam University

To evaluate lecturers' feelings about Dai Nam University's support policy, we use 05 observed variables. The results illustrate that the impact of supportive policy factors on lecturers' teaching motivation is high with 3.83 points.

Table 4.2.3. Statistical table describing the supporting policy factors of Dai Nam University

No.	Variables	Sample	Mean
1	CS1: Dai Nam University's policies support lecturers' learning and career development	152	3.79
2	CS2: Do the university's welfare policies (insurance, vacation, etc.) make lecturers satisfied?	152	3.91
3	CS3: The university cares about the spiritual life of lecturers	152	3.83
4	CS4: In general, how do you rate the university's policies towards lecturers?	152	3.92
5	CS5: Are supportive policies from universities on issues such as health and safety protection, mental health care and work-life balance enough?	152	3.68
	Average	152	3.83

The results show that Dai Nam University's policies support lecturers' learning and career development (3.79 points). The university's welfare policies (insurance, vacation) make lecturers satisfied (3.91 points). The university cares about the spiritual life of lecturers (3.83 points). In general, lecturers give a good assessment of the university's policies towards lecturers (3.92 points). Support policies from the university on issues such as health and safety protection, mental health care and work-life balance are enough (3.68 points).

4.2.4 Evaluated results of promotion Opportunities (TT)

To evaluate the current status of Dai Nam University lecturers' ability to advance, we use 5 observed variables. Data survey results on a group of 152 students show that the effectiveness of promotion ability is at a high level with an average factor value of 3.83 points. We can see that in the journey of striving to provide high quality education, evaluating and improving the promotion ability of lecturers plays an important role. At Dai Nam University, this is considered quite high when all variables are above 3.60.

Table 4.2.4. Statistical table describing the promotion ability factors of lecturers at Dai Nam University

No.	Variables	Sample	Mean
1	TT1: The opportunity to be appointed at Dai Nam university is the same for people with equivalent qualifications	152	3.79
2	TT2: Lecturers are fully informed and guided about the support policies of Dai Nam University	152	3.91

3	TT3: The opportunity to be appointed at Dai Nam university is the same for people with equivalent qualifications	152	3.83
4	TT4: The appointment process is evaluated appropriately	152	3.92
5	TT5: Is the possibility of advancement at Dai Nam University good?	152	3.68
	Average	152	3.83

4.2.5. Evaluated results of Relationships with colleagues (DN)

To evaluate lecturers' income, we use 5 observed variables. The results of a data survey on a group of 152 lecturers show that the current status of the relationship factor with colleagues at Dai Nam University is at a high level with an average factor value of 4.25 points.

Table 4.2.5. Statistical table describing relationship factors with colleagues at Dai Nam University

No.	Variables	Sample	Mean
1	DN1: People cooperate and support each other at work	152	4.16
2	DN2: Lecturers feel comfortable sharing opinions and experiences with colleagues at work	152	4.32
3	DN3: Colleagues respect the lecturer's unique characteristics	152	4.24
4	DN4: Lecturers always receive contributions from colleagues openly and honestly	152	4.25
5	DN5: In general, colleagues treat lecturers fairly	152	4.27
	Average	152	4.25

Good relationships with colleagues often lead to a positive work environment where cooperation and consensus are encouraged. Well-connected teams are often able to work together more effectively and achieve better results. This helps resolve problems quickly, and creates a feeling of support and motivation for lecturers.

4.2.6. Evaluated results of Relationships with students (SV)

To evaluate the current status of the relationship factor with students, we use 05 observed variables. The results of a data survey on a group of 152 lecturers show that the current status of the relationship factor with Dai Nam University students is at a high level with an mean value of 4.05 points.

Table 4.2.6. Statistical table describing relationship factors with students at Dai Nam University

No.	Varibale	Sample	Mean
1	SV1: The level of interaction and communication between lecturers and students is good	152	4.09
2	SV2: Dai Nam University students have trust and respect for lecturers	152	4.21
3	SV3: Lecturers are given clear explanations about the results of student assessments to lecturers	152	4.08
4	SV4: Lecturers feel that students actively participate in learning activities	152	3.87
5	SV5: The current lecturer evaluation process is objective and is the official information channel for lecturer evaluation	152	4.00
	Average	152	4.05

It can be seen that Dai Nam University students show a positive studying attitude and lecturers are also very satisfied with it. Support and encouragement from students can create a sense of motivation and enthusiasm in the lecturer's work. When receiving encouragement from students, lecturers feel inspired and more motivated to improve the quality of teaching and promote student development.

4.2.7. Relationships with senior leaders (LDCC)

To evaluate the current status of the relationship with senior leaders, we use 5 observed variables. The results show that the current status of the relationship factor with senior leaders of Dai Nam University is at a high level with an average factor value of 3.84 points.

Table 4.2.7. Relationship factors with senior leaders at Dai Nam University

No.	Variables	Sample	Mean
1	LDCC1: You have received support and direction from senior leaders in developing your career and performing your job duties.	152	3.74
2	LDCC2: Senior leaders are properly supporting and encouraging faculty creativity and professional development	152	3.87
3	LDCC3: Senior leaders are transparent, fair and objective in their decision-making and management processes	152	3.76
4	LDCC4: All decisions made by senior leaders are in accordance with ethical standards	152	3.86
5	LDCC5: Senior leaders always treat subordinates with respect and friendliness	152	3.99
	Average	152	3.84

It can be seen that Dai Nam University lecturers have positive relationships with senior leaders. Support and trust from leadership can help individuals receive appreciation and be assigned to important projects and tasks, thereby creating opportunities for career growth and advancement. Support and positive evaluation from senior leadership can create a sense of confidence and job satisfaction. Recognition and encouragement from leaders can increase an individual's confidence and help them feel satisfied with their efforts and contributions.

4.2.8. Relationships with Faculty leaders (LDCC)

To evaluate the current state of lecturers' relationships with faculty leaders, we use 07 observed variables. Results of show the effectiveness of relationships with faculty leaders with an average factor value of 4.11 points. This means that Dai Nam University lecturers are satisfied with their faculty leaders.

Table 4.2.8. Statistical table describing relationship factors with department-level leaders at Dai Nam University

No.	Variables	Sample	Mean
1	LDCC1: Lecturers have received support and direction from Faculty leaders in developing their careers and performing their job duties.	152	3.96
2	LDCC2: Faculty leaders appropriately support and encourage faculty creativity and professional development	152	4.13
3	LDCC3: Faculty leadership is transparent, fair and objective in its decision-making and management processes	190	4.07
4	LDCC4: All decisions made by departmental leaders are consistent with ethical standards	152	4.19
5	LDCC5: Faculty leaders always treat subordinates with respect and friendliness	152	4.20
6	LDCC6: Faculty-level leaders always assign assignments based on capacity and ability	152	4.14
7	LDCC7: Faculty leaders always discuss with lecturers about decisions related to their work	152	4.06
	Average	152	4.11

This is quite appropriate because the relationship with department-level leaders of Dai Nam University is often concerned and there are exchanges with lecturers about teaching and working activities.

4.2.9. Evaluated results of Social attitudes and judgments (XH)

To evaluate the current state of social evaluation, we use 4 observed variables. The results display the effectiveness of social assessment with an average factor value of 4.16 points. It can be understood that Dai Nam University lecturers are satisfied with society's evaluation. When lecturers feel satisfaction from social evaluation, their motivation to work and their pride in their teaching also increase.

Table 4.2.9. Statistical table describing factors of social evaluation

No.	Variables	Sample	Mean
1	XH1: Lecturers always receive respect from society for their profession	152	4.18
2	XH2: The state's policies towards lecturers demonstrate an appreciation of the importance of the teaching profession	152	3.93
3	XH3: Lecturers always receive respect from friends and relatives for their profession	152	4.22
4	XH4: In general, lecturers receive fair treatment from friends and relatives regarding their work	152	4.25

Average	152	4.16
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4.3 The level and direction of the impact factors on the teaching motivation of *Dainam* University lecturers

4.3.1. Test the reliability of the scale

Table 4.3: Summary table of Cronbach's Alpha coefficient of research concepts

TT	Variable	Average scale	Variance of the scale	Correlation coefficient	Cronbach's Alpha
Factor 1: Evaluation on income ($\alpha=0.832$)					
1	TN1	11.89	5.181	.706	.768
2	TN2	11.66	4.809	.701	.766
4	TN4	11.43	5.743	.632	.803
5	TN5	11.68	5.279	.609	.813
Factor 2: Evaluation on working environment ($\alpha=0.804$)					
1	MT1	15.66	7.273	.506	.791
2	MT2	15.00	7.497	.520	.786
3	MT3	15.41	6.999	.569	.773
4	MT4	15.18	6.588	.664	.743
5	MT5	15.22	6.184	.689	.733
Factor 3: Valuation on supportive policies of <i>Dainam</i> University ($\alpha=0.928$)					
1	CS1	15.34	12.669	.758	.922
2	CS2	15.22	11.273	.852	.904
3	CS3	15.31	11.878	.803	.913
4	CS4	15.21	12.178	.809	.912
5	CS5	15.46	11.190	.841	.906
Factor 4: Evaluation on promotion opportunities ($\alpha=0.902$)					
1	TT1	15.77	9.304	.749	.882
2	TT2	15.54	9.032	.722	.888
3	TT3	15.66	8.794	.801	.870
4	TT4	15.63	8.885	.742	.883
5	TT5	15.74	9.079	.766	.878
Factor 5: Evaluation of relationship with colleagues ($\alpha=0.905$)					
1	ĐN1	17.09	7.125	.719	.893
2	ĐN2	16.92	6.656	.797	.876
3	ĐN3	17.00	6.781	.753	.886
4	ĐN4	16.99	6.762	.722	.893
5	ĐN5	16.97	6.609	.820	.871
Factor 6: Evaluation on relationship with students ($\alpha=0.825$)					

1	SV1	16.16	7.423	.547	.811
2	SV2	16.04	6.727	.662	.780
3	SV3	16.17	6.739	.617	.791
4	SV4	16.38	6.103	.647	.783
5	SV5	16.25	5.977	.653	.783
Factor 7: Evaluation with senior leaders ($\alpha=0.914$)					
1	LDCC1	15.47	9.907	.804	.892
2	LDCC2	15.34	9.074	.829	.884
3	LDCC3	15.46	9.495	.738	.903
4	LDCC4	15.36	8.881	.836	.882
5	LDCC5	15.23	9.834	.706	.909
Factor 8: Evaluation with faculty leaders ($\alpha=0.925$)					
1	LDCS1	24.79	15.942	.806	.910
2	LDCS2	24.62	15.483	.800	.911
3	LDCS3	24.68	16.284	.777	.913
4	LDCS4	24.56	15.811	.821	.909
5	LDCS5	24.55	17.229	.620	.927
6	LDCS6	24.61	15.883	.780	.913
7	LDCS7	24.69	15.659	.756	.915
Factor 9: Evaluation on Social attitudes and judgments ($\alpha=0.725$)					
1	XH1	12.35	4.767	.662	.691
2	XH2	12.59	4.423	.355	.890
3	XH3	12.32	4.617	.698	.672
4	XH4	12.29	4.248	.753	.634

(Source: data analyzed by SPSS)

The results of the scale analysis of the factors are shown in the summary table above:

The factor "Lecturer's income" has a Cronbach's Alpha coefficient of $0.7 < 0.798 < 0.8$. This is a good measurement scale; the observed variables have a close correlation with each other. However, the observed variable TN3 of this factor has a small total correlation coefficient of 0.3, so it is necessary to remove the observed variable TN3 from the factor "Lecturer's income". After removing variable TN3 and running again, the Cronbach's Alpha coefficient of the factor "Lecturer's income" is $0.832 > 0.8$, the remaining observed variables have total variable correlation coefficients greater than 0.3. Cronbach's Alpha coefficient, if the variables of the component observations are removed, are all less than 0.832. Therefore, this factor will consider the observed variables TN1, TN2, TN4.

The factor "Working environment" has a Cronbach's Alpha coefficient of $0.804 > 0.8$. The observed variables of this factor have total variable correlation coefficients that meet the requirement of greater than 0.3. Cronbach's Alpha coefficient, if the variables of the component observations are removed, are all less than 0.804. Therefore, in this formal study no variables were eliminated and the scale was appropriate.

The factor "University support policy" has a Cronbach's Alpha coefficient of $0.928 > 0.8$, proving that the study of the impact of this factor on the teaching motivation of Dai Nam University lecturers is reliable and reliable. acceptable. The total correlation coefficient of the component observed variables is also greater than 0.3 and the Cronbach's Alpha coefficient, if some of the observed variables are omitted, is less than 0.928. So no variables are eliminated.

The factor "Promotion ability" has a Cronbach's Alpha coefficient of $0.902 > 0.8$. The observed variables of this factor have total variable correlation coefficients that meet the requirement of greater than 0.3. Cronbach's Alpha coefficient, if the variables of the component observations are removed, are all less than 0.902. Therefore, in this study no variables were eliminated and the scale was appropriate.

The factor "Relationship with colleagues" has a Cronbach's Alpha coefficient of $0.905 > 0.8$. The observed variables of this factor have total correlation coefficients that meet the high requirement of 0.3. Cronbach's Alpha coefficient, if the variables of the component observations are removed, are all less than 0.905, so there is no need to remove any variables.

The factor "Relationship with students" has Cronbach's Alpha coefficient $0.825 > 0.8$. The observed variables of this factor have a satisfactory total correlation coefficient greater than 0.3, and the Cronbach's Alpha coefficient, if the component observations are removed, is less than 0.825, so there is no need to remove any variables.

The factor "Relationship with senior leaders" has Cronbach's Alpha coefficient $0.914 > 0.8$. The observed variables of this factor have a satisfactory total correlation coefficient greater than 0.3, and the Cronbach's Alpha coefficient, if the variables of the component observations are removed, are all less than 0.914. So there is no need to remove any variables.

The factor "Relationship with department-level leaders" has Cronbach's Alpha coefficient $0.925 > 0.8$. The observed variables of this factor have a satisfactory total correlation coefficient greater than 0.3, and the Cronbach's Alpha coefficient, if the variables of the component observations are removed, are all less than 0.925. So there is no need to remove any variables.

The factor "Attitudes and social evaluation" has a Cronbach's Alpha coefficient of $0.7 < 0.775 < 0.8$. The observed variables of this factor have satisfactory total correlation coefficients greater than 0.3, and Cronbach's Alpha coefficients, if component observed variables are removed, are all less than 0.775. So there is no need to remove any variables.

The results of analysing the scale of the factors shown in the table above show that the Cronbach's Alpha coefficient of all factors has a value greater than 0.8. Therefore, these are all good measurement scales with high reliability and the total variable correlation coefficient meets the requirement of greater than 0.3, so no variables are eliminated except TN3 variable and the measurement scales are appropriate.

4.4 Qualitative analysis results

During the survey, the research team asked the question "What do you think Dai Nam University needs to change to be more motivated to teach?" This question received many comments from lecturers. The order of the lecturer's answers will be arranged in descending order of duplicate opinions. Include

- 1) Increase income and benefits
- 2) Eliminate administrative work and work unrelated to professional development so that lecturers have time to focus on teaching and scientific research.
- 3) Respect the autonomy of lecturers when teaching in class.
- 4) Recognize abilities and reward promptly when there are achievements.
- 5) Strengthen collective activities further
- 6) It is necessary to change the way of motivating students towards learners who focus more on self-study and self-training.
- 7) Consider the income policy, taking into account seniority working at the university
- 8) Do not give work and ask for hasty preparation in too short a time.
- 9) Implement a quick payment regime to ensure an average income for employees so they do not have to work part-time outside.
- 10) Salary increase policy should be announced before the university year
- 11) There needs to be understanding and respect between departments and faculty
- 12) Departmental administrative procedures should increase support for departments more
- 13) There is a mechanism to further promote scientific research activities of lecturers
- 14) Encourage lecturers to provide professional training with support regime
- 15) More empowerment
- 16) Further enhance the teaching and learning equipment of lecturers and students
- 17) From the comments of lecturers, we can see that there are a series of issues that need to be considered and improved to enhance teaching motivation.

5. Discussion, recommendation and limitations

5.1. Discussion and recommendations

5.1.1 Lecturer's income

The majority of lecturers participating in the survey are still satisfied with the university's salary and bonuses. However, a number of lecturers today still do not completely agree with the remuneration they receive when teaching. There are also some opinions about the speed of salary payment and the salary and bonus regime not being clearly announced before the university year. To overcome these limitations, we propose to Dai Nam University a number of solutions such as clearer salary policies for lecturers, salary increases based on contract term, seniority. In addition, the university can diversify forms of reward such as mid-term leave, reward immediately after completing the evaluation instead of just on holidays and Tet; Awarding certificates of merit to members with outstanding achievements

5.1.2 Working environment

The majority of lecturers at Dai Nam University are satisfied with their working environment. However, there are still some problems in the working environment of Dai Nam University such as rules on supervising the teaching process that make lecturers uncomfortable when working or relatively rigid regulations. Dainam university should limit rules that are too rigid or change them with other methods that create comfort for lecturers.

In addition, some comments from lecturers about facilities are not good. For example, items directly used in teaching such as microphones, speakers or projectors sometimes have problems. The university should focus on improving and upgrading these deteriorating facilities.

5.1.3 Supportive policies from the university

The majority of Dai Nam University lecturers agree with the university's support policies such as regularly organizing seminars, training, and supporting the cost of master's and doctoral studies at the university. These are quite favourable policies for lecturers that few universities have. Universitys should maintain these policies regularly to satisfy and increase teaching motivation for lecturers

5.1.4 Promotion opportunities

The teaching environment at non-public universities such as Dai Nam University always promotes fair competition, especially promotion, compared to public universities. The majority of lecturers agree with the university's promotion regulations. Lecturers with excellent achievements are assessed to have completed their work well, which is the basis for leaders to be included in planning, promoted to higher positions, and assigned more difficult or challenging jobs. This will also create opportunities for lecturers to develop themselves.

5.1.5 Relationship with colleagues

The relationship with colleagues of Dai Nam University lecturers is relatively stable when receiving very positive surveys from lecturers. Colleagues are willing to discuss and help with work problems, even problems outside of classroom teaching.

5.1.6 Relationship with students

The lecturer's relationship with students is an important factor in motivating lecturers to teach. According to the survey, the majority of lecturers are satisfied with their relationships with students. However, according to qualitative research, some lecturers feel that Dai Nam University students' access to learning is negatively affecting lecturers' interest in class. When a group of students is not too focused on learning in class, the lecturer feels demotivated. Therefore, Dai Nam University, in addition to extracurricular activities to connect lecturers and students, should also have many academic activities to further strengthen the relationship between students and lecturers.

5.1.7 Relationship with senior leaders

The majority of Dai Nam University lecturers are currently satisfied with senior leaders. Lecturers have good relationships and regularly receive direction from senior leaders. In general, the senior leadership team of Dai Nam University is doing their tasks very well, both motivating lecturers to teach and making the university better and more developed.

5.1.8 Relationship with faculty leaders

Like senior leaders, departmental leaders are keeping faculty happy. However, according to some opinions in the survey, there are still a few problems such as assigning work too quickly and high requirements from university lecturers/deans, leading to lecturers taking more time to work. overtime and the quality of work is not guaranteed

5.1.9 Social attitude and judgments

According to the survey report, lecturers are relatively satisfied with society's attitudes and assessments of the teaching profession. This also affects the motivation of lecturers to teach when they are being recognized. The state also has policies to support or create conditions for lecturers.

3.1.10 Comparison between quantitative and qualitative results

From the quantitative method, the results show that the faculty's evaluation of the university is very positive. This can be demonstrated through increased income, welfare benefits, and other proposed compensation policies to improve teaching motivation. These factors are highly appreciated and considered important in maintaining and improving teaching quality.

However, from the qualitative method, there are several complaints and suggestions for improvement about other aspects of the university emerged. These responses included dissatisfaction with administrative tasks, feelings of control in the teaching process, lack of recognition and reward for effort, and requests for changes in policies and procedures. program in university.

The inconsistency between the two types of evaluation may reflect differences in approach and data collection between quantitative and qualitative methods. Quantitative methods often focus on measuring and analyzing data, while qualitative methods often emphasize a deeper understanding of lecturer's insights, including: inner thought and feeling, personal opinions and suggestion for the better development of the university.

In summary, the contradiction between these two types of assessments provides a more comprehensive view of the satisfaction and specific problems that lecturers have encountered in the process of teaching and working at Dai Nam University. This may support in proposing solutions to solve improve the working policies of the university to promote lecturer's teaching motivation.

5.2 Limitation

The article has certain limitations and may be suitable for further research in the future. First, the participants are not yet diverse and complete. It is necessary to supplement survey results from lecturers from different sectors: engineering, health and social sciences. Furthermore, this research was mainly conducted using quantitative methods, qualitative methods were limitedly. Therefore, there have not delved deeply into the lecturers' expectations and thoughts about their teaching motivation. There are many other influencing factors that have not been implemented in this model. To better understand faculty motivation, future research should use in-depth interviews and group interviews to explore other predictors.

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