

AN INVESTIGATION ON VIETNAM'S NON-PUBLIC UNIVERSITY EMPLOYEES' WORK MOTIVATION: A CASE STUDY IN THE MEKONG DELTA

UMA INVESTIGAÇÃO SOBRE A MOTIVAÇÃO NO TRABALHO DOS FUNCIONÁRIOS DE UNIVERSIDADES NÃO PÚBLICAS DO VIETNÃ: UM ESTUDO DE CASO NO DELTA DO MEKONG

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ABSTRACT

The Mekong Delta is identified as one of the areas with low levels of education in Vietnam. In addition to the system of public universities, private universities are increasingly developing and making a significant contribution to improving the level of education in this area. The purpose of this study is to identify the factors influencing the work motivation of employees at non-public universities in the Vietnamese Mekong Delta. Data for the study came from 450 employees at five private universities in the Mekong Delta. The research was carried out in two stages: qualitative research and quantitative research. Additionally, the authors' choice of data analysis techniques included (1) evaluating the Cronbach's Alpha scale's reliability; (2) conducting an exploratory component analysis; and (3) performing a linear regression analysis. The study's findings demonstrated the wide range of factors that affect the job motivation of employees at five non-public universities in the Mekong Delta. The working environment was the most important factor, with a standardized beta regression coefficient of 0.282; welfare, regime, and policy came in second with an impact of 0.280; leadership style came in third with an impact of 0.212; training and promotion, and salary and bonus had an impact of 0.166 and 0.149, respectively. The author offers some suggestions to improve the job motivation of employees in Mekong Delta non-public universities based on the findings of this study.

Keywords: Job motivation. Factor analysis. EFA. Employees. Mekong Delta.

RESUMO

O Delta do Mekong é identificado como uma das áreas com baixos níveis de educação no Vietnã. Além do sistema de universidades públicas, as universidades privadas estão se desenvolvendo cada vez mais e fazendo uma contribuição significativa para melhorar o nível de educação nessa área. O objetivo deste estudo é identificar os fatores que influenciam a motivação no trabalho dos funcionários de universidades não públicas no Delta do Mekong, no Vietnã. Os dados para o estudo foram obtidos de 450 funcionários de cinco universidades privadas no Delta do Mekong. A pesquisa foi realizada em duas etapas: pesquisa qualitativa e pesquisa quantitativa. Além disso, as técnicas de análise de dados escolhidas pelos autores incluíram (1) a avaliação da confiabilidade da escala Alfa de Cronbach; (2) a realização de uma análise exploratória de componentes; e (3) a realização de uma análise de regressão linear. Os resultados do estudo demonstraram a ampla gama de fatores que afetam a motivação no trabalho dos funcionários de cinco universidades não públicas no Delta do Mekong. O ambiente de trabalho foi o fator mais importante, com um coeficiente de regressão beta padronizado de 0,282; bem-estar, regime e política ficaram em segundo lugar, com um impacto de 0,280; estilo de liderança ficou em terceiro lugar, com um impacto de 0,212; treinamento e promoção, e salário e bônus tiveram um impacto de 0,166 e 0,149, respectivamente. O autor oferece algumas sugestões para melhorar a motivação no trabalho dos funcionários das universidades não públicas do Delta do Mekong com base nos resultados desse estudo.

Palavras-chave: Motivação no trabalho. Análise fatorial. EFA. Funcionários. Delta do Mekong.

1. Introduction

Employee work motivation is crucial for increasing productivity and working effectiveness for both individuals and organizations. Employee motivation is crucial for enhancing organizational success.

The Mekong Delta's system of private institutions is a component of the overall educational system in the country. Numerous high-caliber human resources have been added to society as a result of the growth and development of non-public colleges, particularly in the Mekong Delta. Non-public universities, however, need to make adjustments and innovations to keep up with the development trend in the new era in light of the rapid socio-economic changes. Therefore, it is essential for colleges, especially private universities in the Mekong Delta, to have plans and actions that reflect the development trend. To achieve this, non-public institutions in the Mekong Delta must have qualified staff that are committed to both working and learning. In order to keep the labor force engaged with the school, it is crucial to identify and study the elements influencing the employee's job motivation.

In light of this, the author conducts research on the elements influencing the work motivation of officials connected to the information of private universities in

the Mekong Delta. The findings of the study will serve as the foundation for the author's proposals for governance-related measures to boost the productivity of employees at non-public universities in the Mekong Delta and thus advance development. It will be important to see the growth of non-public universities in the Mekong Delta in the coming years.

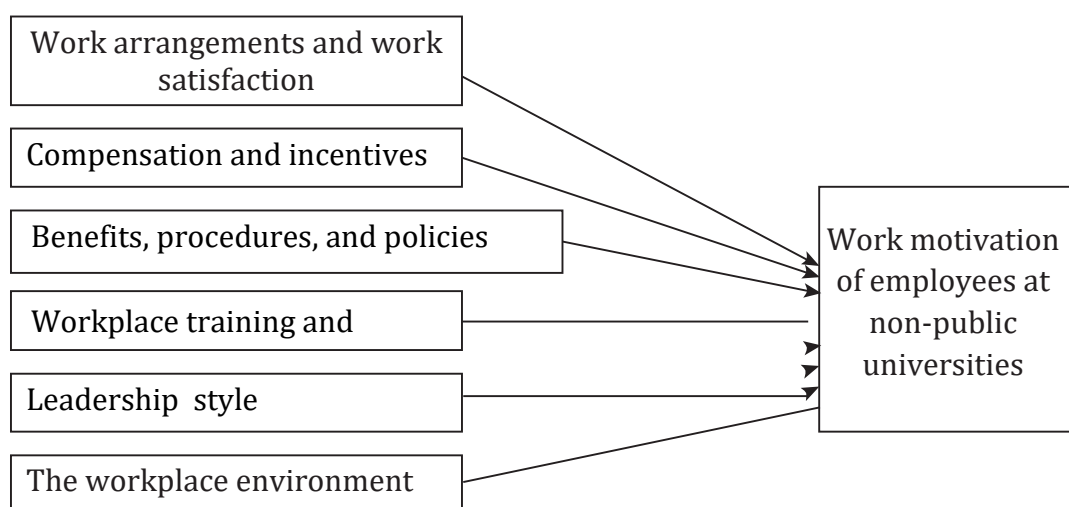
2. Theory-based model and research model

Numerous research have been conducted on employee motivation at work all over the world. It should be noted that Maslow's 5-level need theory study from 1943 separated needs into two levels (high and low level). Physical necessities, security, and safety are considered low level. High level: These include self-esteem, social needs, and self-actualization. Research was undertaken, and Herzberg (1959) proposed the two-factor hypothesis, also known as the motivation theory. In contrast to what many people believe, Herzberg (1959) demonstrated that the absence of discontent with a job does not equate to happiness with that job. The elements that contribute to job satisfaction are distinct from those that contribute to discontent. Herzberg refers to these two elements as the motivating factor and the sustaining factor. This idea enables managers to identify the root causes of employee dissatisfaction and devise solutions for doing away with them. According to Vroom (1964), people's actions and motivation to work are also influenced by how they perceive their aspirations for the future. The three relationships that are the focus of expectation theory are the relationships between effort and performance, effect and reward, and reward and personal purpose. The three wants that are the emphasis of McClelland's (1985) need theory with content are the need for achievement, the need for power, and the need for affiliation. Maslow (1943) proposed six categories of requirements, although McClelland (1985) offers just three: accomplishment needs, power needs, and affiliation needs. According to McClelland's (1985) theory of needs, managers can effectively encourage staff members by identifying their particular needs and the requirements of the position.

The study of Le Thi Bich Phung (2011), which examined the variables influencing employees' motivation at work, is essential to the nation's research position pertaining to the theme of work motivation based on Kovach's ten motivating elements model, with "Brand and business culture" added. According to research findings, there are six elements that influence an employee's motivation at work: the job itself, the company's brand and culture, the pay policy, the direct superiors they report to, their earnings and benefits, and their coworkers whereby elements 1 and 2 have the greatest effects on employee motivation.

Using research from both domestic and international sources, including Maslow's hierarchy of needs (1943), Frederick Herzberg's Two Factor Theory (1959), Victor Vroom's Expectancy Theory (1964), McClelland's Needs Theory (1985), and Le Thi Bich Phung (2011) and Kovach (1987). The research model has six variables and the following six hypotheses:

Figure 1 – Conceptual framework



Research hypotheses:

- H1: Workplace arrangements and work satisfaction have a favorable effect on employee motivation
- H2: Compensation and incentives have a favorable effect on employee motivation.
- H3: Benefits, procedures, and policies influence employees' job motivation favorably
- H4: Workplace training and promotion has a favorable effect on employee motivation.
- H5: A good leadership style affects employee motivation.
- H6: The workplace environment has a positive effect on employee motivation.

3. Research methods

3.1. Scale development

The scale used in this study for the research model's principles is based on inheritance and correction from earlier investigations. In particular, factor (1) Organization and interest in work has nine observed variables; factor (2) Salary and bonus has six; factor (3) Welfare, regimes, and policies has six; and factor (4) Training and advancement has seven. Factor (5) Leadership style has eight observed variables, factor (6) Workplace has four, and factor (7) Work Motivation has five. A 5-point Likert scale with a range of 1 (Strongly disagree) to 5 is used to evaluate all observed variables measuring study concepts (Strongly agree).

Table 1 – Scale of research concepts

Encode	Clusters	Number of items (observed variables)	Reference source
CV	Work arrangements and work satisfaction	9	Frederick Herzberg (1959), Expectancy theory by Victor Vroom (1964)
LT	Compensation and incentives	6	Maslow (1943); Frederick Herzberg (1959)
PL	Benefits, procedures, and policies	6	Maslow (1943); Frederick Herzberg (1959); Le Thi Ngoc Phung (2011)
TT	Training and promotion	7	Maslow (1943); Frederick Herzberg (1959); Le Thi Ngoc Phung (2011)
LĐ	Leadership style	8	Maslow (1943); Frederick Herzberg (1959); Le Thi Ngoc Phung (2011)
MT	Workplace environment	4	Maslow (1943); Frederick Herzberg (1959); Le Thi Ngoc Phung (2011)
ĐL	Work motivation	5	Maslow (1943); Frederick Herzberg (1959); Le Thi Ngoc Phung (2011)

(Source: Author's research results)

3.2. Stages of research

3.2.1. Initial research

The author conducts preliminary research using qualitative research techniques and target group discussion approaches. To be more precise, the author chose two groups using a practical sample method: one group of lecturers to teach and one group of training personnel, with ten participants in each group. The objective of this research phase is to scale the concepts in the research model and add observed factors to the scale.

3.1.2. Quantitative research:

Formal research is a quantitative study that aims to determine the factors that affect an employee's motivation at work by using an EFA exploratory factor analysis. It also tests theoretical models and research hypotheses. The author used a convenient sampling method. With an intended sample size of 500, data is gathered by handing out survey questionnaires to employees at 5 private institutions in the Mekong Delta between January 1 and September 1, 2022.

3.2. Data analysis

(1) Assess scale's reliability and validity: assessing the construction scale's level of quality using the Cronbach's Alpha coefficient. When the population's Cronbach's Alpha coefficient is higher than 0.6 and the correlation coefficient - the sum of the observed variables - is higher than 0.3 (Corrected Item - Total Correlation), the scale is considered to be of high quality (Nunnally & Bernstein, 1994).

(2) Exploratory factor analysis (EFA): assists in the extraction of variables for additional investigation. The standard to ensure the practical relevance of EFA is factor loading coefficients. This coefficient is regarded as being at the minimal level when it is greater than 0.3, important when it is greater than 0.4, and of practical significance when it is greater than 0.5. (Hair et al., 1998). In this study, the author only chooses the factors with the transfer coefficient more than 0.5, with the Kaiser-Mayer-Olkin (KMO) having the greatest value, in order to improve the applicability and trustworthiness of the research findings. To ensure that the factors derived from the results of the EFA analysis have explanatory content, they must have a large value (between 0.5 and 1) and the total variance retrieved must be greater than 0.5. In this study, important factors will be extracted using the Principal Component Analysis approach and Varimax rotation.

(3) An examination of the multiple regression model.

4. Results and discussion

4.1. Research sample information

The findings of the interview and evaluation of the survey's quality revealed that 450 of the questionnaires were of high quality, while 50 were disqualified because many respondents left out or gave the same ratings for several items. To perform the subsequent phases of analysis, we make use of information gathered from 450 officials during the survey period. In particular, Table 2 provides details regarding the research sample (n = 450).

Table 2 – Research sample information

Characteristics		Frequency	Percentages
Non-public universities	Tay Do University	95	21,1%
	Vo Truong Toan University	85	18,8%
	Nam Can Tho University	91	20,2%
	Cuu Long University	89	19,7%
	Long An University of Economics and Industry	90	20,2%
Gender	Male	248	55,1%
	Female	202	44,9%
Occupation	Lecturers	259	57,5%
	Staff	191	42,5%
Seniority	Less than 5 years	110	24,4%
	From 5 years to less than 10 years	140	31,1%
	From 10 years to less than 15 years	125	27,7%
	Over 15 years	75	16,8%

(Source: The author's data collection and analysis results)

4.2. Research results and discussion

4.2.1. Check the reliability of the scale using Cronbach's Alpha coefficient

Cronbach's Alpha of all scales is above 0.6; the correlation coefficients of the total variables of the observed variables in the scale are all less than 0.3. The results of Cronbach's Alpha test show that the model's scale has good reliability, so the factors that have been evaluated for reliability will be selected and used in the next EFA analysis.

Table 3 – Synthesize the results of the quality analysis of the scale using Cronbach's Alpha coefficient

T	Cluster	Number of items (observed variables)	Cronbach's alpha
1	Work arrangements and work satisfaction	9	0,853
2	Compensation and incentives	6	0,809
3	Benefits, procedures, and policies	6	0,719
4	Training and promotion	7	0,878
5	Leadership style	8	0,814
6	Workplace environment	4	0,860
7	Work motivation	5	0,861

(Source: The author's data collection and analysis results)

4.2.2. Exploratory factor analysis (EFA)

The Bartlett criteria and KMO coefficient are used to gauge the applicability of EFA. These criteria are used to apply and choose variables for EFA analysis. Table 4's KMO = 0.777 demonstrates that exploratory factor analysis is adequate for real data by satisfying the requirement 0.5 KMO 1. The study may do an EFA since Sig. = 0.000 0.05 suggests that the variables are related to one another. The study data from KMO and Sig were appropriate for using in EFA.

Table 4 – KMO and Bartlett's Test

Kaiser-Meyer-Olkin coefficient (Measurement of sample completeness)		0,777
	Chi-Square equivalent	4406,739
Bartlett's Test of Sphericity	Df	274
	Sig.	0,000

Table 5 – Result of factor rotation matrix

	Factor					
	1	2	3	4	5	6
CV 3	0,86 3					
CV 2	0,81 0					
CV 1	0,80 0					
CV 4	0,77 4					
LT 1		0,86 5				
LT 2		0,79 1				
LT 4		0,75 2				
PL 5			0,91 8			
PL 1			0,91 4			
PL 2			0,78 2			
PL 6			0,78 2			

TT 3				0,90 7		
TT 5				0,88 4		
TT 2				0,84 9		
TT 4				0,84 2		
LÐ 2					0,89 6	
LÐ 1					0,88 7	
LÐ 3					0,88 6	
LÐ 4						
MT 3						0,97 4
MT 4						0,97 2
MT 6						0,96 9
MT 1						0,96 7
MT 2						0,96 4

(Source: The author's data collection and analysis results)

According to Table 5's findings, all of these variables' factor loading coefficients are higher than 0.5, which is satisfactory. To comply, each observed variable's factor loading coefficient must differ from the others by more than 0.3. The suitable variables with factor loading > 0.5 are grouped into six factors using

the Transform/Compute Variable/mean command factors based on the rotation matrix results.

It can be seen from the results of Bartlett's test of sphericity in KMO and Bartlett's test table with sig = 0.000 and KMO index = 0.791 > 0.5 that the right conditions are present for factor analysis.

Bảng 6 – KMO and Bartlett's Test

Kaiser-Meyer-Olkin coefficient (Measurement of sample completeness)	0,791
Chi-Square equivalent	518,652
Bartlett's Test of Sphericity df	4
Sig.	0,000

4.2.3. Analysis of linear regression

With the variable (L) of working motivation, the t-test of the independent variables: LT, PL, TT, LD, and MT has a Sig value 0.05 and is significant. However, the CV variable, which should be left out of the study, does not have a correlation with the work motivation variable (L), with a value of Sig = 0.809 > 0.05. VIF 3 indicates that the variance magnification factor was sufficient. As a result, the multiple linear regression model does not exhibit multicollinearity, and the relationship between the independent variables has no bearing on the model's explanatory findings.

Table 7 – Regression coefficient test

Model	Unnormalized coefficients		Normalized coefficients	T	Sig.	Multicollinearity	
	B	Standard error	Beta			Acceptance of the variable	Variance exaggeration factor VIF
Constant	0,834	0,417		1,997	0,002		
LT	0,149	0,070	0,155	2,125	0,034	0,639	1,561
PL	0,280	0,062	0,318	4,449	0,000	0,667	1,497
TT	0,166	0,051	0,189	3,186	0,001	0,964	1,035
LD	0,212	0,056	0,226	3,774	0,000	0,946	1,055
M	0,282	0,051	0,348	5,419	0,000	0,828	1,206

(Source: The author's data collection and analysis results)

Results of the regression analysis with $R^2 = 0.624$ and corrected $R^2 = 0.611$. This finding demonstrates the model's suitability at 62.4%, or, to put it another way, that 62.4% of the variation in the work motivation component is explained by 5 factors: LT (salary and bonus), PL (welfare, regimes, and policies), TT (training and promotion), LD (leadership style), and MT (Working environment). The suitability of the model, or the appropriateness of the combination of factors contained in the model, is demonstrated by the F test in the analysis of variance with the value $F = 29.528$ and the significance level Sig. of 0.000 0.05. There is at least one independent factor altering Work motivation, as the model can explain the change in the

dependent factor. However, only 62.4% of the research issue is represented by the model with 5 components. As a result, due to the limitations of the survey sample, there will likely be more factors and observed variables that may also affect work motivation but have not been fully addressed by this study in the current research model. In conclusion, the assessment and appropriateness test conditions for deriving research results are satisfied by the multivariable regression model.

Hypotheses H2, H3, H4, H5, H6 are accepted and the regression equation has the form:

$$TL = 0.834 + 0.149*LT + 0.280*PL + 0.166*TT + 0.212*LD + 0.282*MT$$

The importance of influencing factors are arranged in order from high to low, including: MT (work environment); PL (Welfare, regimes and policies); LD (Leadership style); TT (Training and promotion); LT (Salary and Bonus).

5. Conclusions and implications for policy

First, the working environment is the aspect that has the biggest impact on employee motivation, according to the research findings. regularly revitalize their departments, faculties, and divisions by performing tasks like office renovation, upkeep, and repair; The schools themselves must establish a resting area for their officers and employees and ensure the maintenance of the employees' health while they are working at the unit, faculty, or department. The schools must also regularly urge and require each employee to know how to plan work. The schools must inspect, maintain, and replace necessary equipment and machinery for the job.

Second, the findings of the study indicate that welfare, regimes, and policies have a second-most-significant impact on an employee's willingness to work. To ensure that payments are made to employees in a timely manner and that allowances are accurate, it is necessary to regularly monitor and verify the accuracy of allowances (through plans, work programs, receipts, and payments, etc.); to ensure that schools are providing employees with the most complete and timely insurance, sickness and maternity benefits, etc.; and to monitor, observe, ask questions of, and quickly support difficult situations.

The leadership style element, according to the research findings, is the third most significant factor affecting an employee's motivation at work. The managers should always pay attention to what employees have to say and follow their lead; give regular attention to and support university employees by participating in their activities, lending a helping hand with challenging instances, and calming the mind so they can concentrate on their task; All information exchanged and assessments of people who fail to accomplish their jobs have to be done with the intention of offering solutions to issues that officials are unable to handle. The managers should be a good model, earn the respect of employees by listening to suggestions from them about the best ways to complete tasks, trusting them, and exchanging ideas with them before making choices at work.

Fourth, the research results show that the fourth most important factor affecting the work motivation of employees is training and promotion. Regularly detecting and fostering competent officials; Research, innovate and update training programs and contents to suit the actual work undertaken; The school not only implements general training and development programs for all employees, but also needs to research specialized training programs to be more suitable and commensurate with each position. the work of the officers; Calling on officials to contribute creative ideas, new ways and forms for training and development at the University; Proposing officials to key positions, the University's leadership should be based on a long-term working process that should not be temporary; Always create conditions for officials to show leadership talent; Proposing officers to higher promotion positions according to their expertise, experience and profession.

Fifth, the research results show that the last important factor affecting the employee's work motivation is the salary and bonus factors. To pay salaries, bonuses and allowances according to the capacity and working ability of each public employee; Implement a public reward policy for individuals, faculties and departments who successfully complete assigned tasks; Various forms of rewards for officials.

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