

# The relationship between job characteristics, equity aspects to motivation of teachers of universities in the Mekong Delta region

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**Abstract:** In Vietnam, there are some comments that many university lecturers today lack motivation, leading to limited quality of teaching. A survey of factors affecting job satisfaction of university lecturers in Ho Chi Minh City found that the majority of lecturers at both public and non-public universities in Ho Chi Minh City has a low level of satisfaction with its job. In particular, many lecturers have low satisfaction with their income and leadership. However, this study just stopped at examining the general satisfaction level but not testing the relationship between factors and work motivation of lecturers. Currently, according to statistics of the Ministry of Education and Training as of March 2016, the total number of universities and colleges in the Mekong Delta is 43/149 schools in the country, accounting for 28.9% of universities. study in Vietnam. With the above analysis, it can be said that this research topic is necessary and has practical significance nowadays.

**Keywords:** work, equity, work motivation, teachers, Mekong Delta.

## 1. INTRODUCTION

Studies on the impact of job characteristics on employee work motivation have been carried out since the late 1970s. Hackman and Oldham (1980) developed a model for job's characteristics. This model describes five core aspects of any job. The two authors said that if managers design work in this way, employees will be satisfied with their jobs, thereby motivating them to work. This model helps managers get more specific ways in job design. However, unlike many other professions, the work of lecturers is relatively independent and autonomous, requiring a combination of skills, promoting creativity. Therefore, many researchers have carried out surveys to find out the relationship between job characteristics and work motivation as the researches of Shah et al. (2012), Kusereka (2009), Nguyen Thi Thu Thuy (2011), Alam and Farid (2011). However, the research on the relationship between the job characteristics of the profession with aspects of organizational equity has not been studied by the scientists with much interest (Tien & Vinh, 2019; Tien, 2019, 2019a, 2019b, 2019c). Since the characteristics of teachers' work are so different from those of other professions, it is important to research this relationship in order to provide scientists and administrators with more reliable resources to provide. make management decisions or expand the scope of other research.

## 2. THEORETICAL FRAMEWORK AND RESEARCH METHODS

### 2.1. Concept and the role of work motivation

According to Steers & Porter (1983), the motivation to work is the employee's desire and volunteering to increase efforts towards achieving the goals of the organization; is the impulse, consistency and persistence in the working process. Mitchell et al. (1997) also agree with this definition and argue that motivation is the process of showing strength, consistency and resilience in the individual's efforts towards achieving goals. Pinder (1998) further points out and argues that work motivation is a set of external and internal factors that lead to behaviors related to establishing, shaping, timing and intensifying. degree of action. This definition identifies the influence of external factors (e.g., nature of the job, the organization's reward system) and an individual's innate factors (e.g., motivations and needs of the organization). a person) to work-related behaviors.

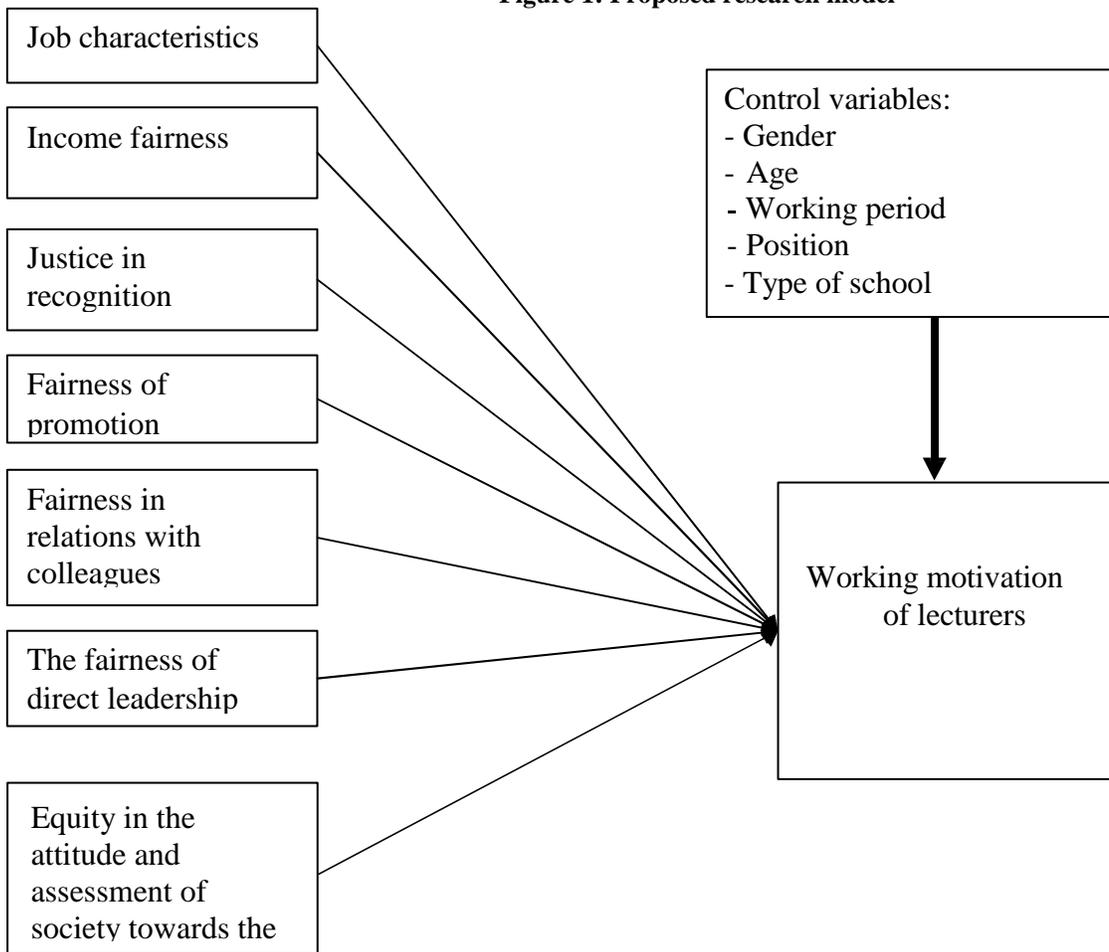
### 2.2. Theory of the pyramid of need by Abraham Maslow

This is one of the most talked about work motivation theories. Maslow viewed human needs in a hierarchical form, arranged in ascending order from lowest to highest, and concluded that when a group of needs is satisfied, then this need is no longer motivating. Individuals can move onto the higher demand ladder if the needs at the lower level have been substantially satisfied and the transition between the demand rungs must follow the hierarchical sequence (Tien, 2017).

### 2.3. Proposed research model

Based on the theoretical research results, the initial research model of the thesis is shown in Figure 1:

Figure 1: Proposed research model



Source: own development

**Job characteristics and work motivation:** If lecturers are under great pressure (not being active and promoting creativity in work), it will lead to stress, thereby limiting their motivation to work. (Alam and Farid, 2011). Many research authors in other fields also show that job characteristics is one of the factors that strongly affect employees' motivation to work. Houkes et al. (2001) pointed out a positive relationship between job characteristics (namely trait - promoting a variety of skills) and work motivation. Therefore, in this study, the author proposes the following hypothesis:

*H1: Job characteristics have a positive impact on the work motivation of lecturers.*

**Income fairness and work motivation:** The author has given and analyzed the status of professors of public schools who tend to find jobs in private schools because they have salaries and policies. treat them more satisfactorily. Adequate salary makes teachers motivated to complete the work in the best way, to the best of their ability. Stringer et al. (2011) show that workers are not paid well for their efforts at work affecting their internal work motivation.

*H2a: The equity in the results of income has a positive impact on the work motivation of lecturers.*

*H2b: Justice in the income distribution process has a positive impact on the work motivation of lecturers.*

**The fairness in recognition and work motivation of lecturers:** The fairness in recognition is the evaluation of organization correctly, objectively, consistently, worthy; The recognition process is clearly explained about the criteria and is consistent with the ethical standards of society with the achievements that lecturers have in their work through the forms of rewarding, voting for titles emulation and other non-financial forms such as holiday bonuses, free lunches ... Thus, many studies have shown that recognition has an impact on employees' work motivation if the credit Recognizing it is timely, worthy (one of the manifestations of fairness) with the effort in the worker's work.

*H3: Justice in recognition has a positive impact on the work motivation of lecturers.*

**The fairness of promotion opportunities and working motivation:** Promotion opportunities are the opportunities to make professional progress, rank and position in the profession of each individual employee. In this study, fairness of promotion opportunity is understood as the same chance of being appointed to positions as for equally qualified instructors; the appointment is based on competency; A transparent and open appointment process is based on accurate information and is consistent with

social ethical standards. Therefore, the author proposes the following hypothesis;

*H4: The fairness of promotion opportunities has a positive impact on the work motivation of lecturers.*

**Equity in relationships with colleagues and work motivation:** Akhtar et al. (2010) have supported Litwin and Stringer (1968) 's theory that working environment, atmosphere Active work (here is the relationship of colleagues) has an effect on the work motivation of lecturers. In addition, Forret and Love (2007) also found that perceptions about the dimensions of equity in the organization positively impact trust in colleagues and their work ethic. Thus, the co-worker relationship has an impact on the employee's work motivation and this relationship is related to the sense of fairness in the organization.

*H5: Fairness in relationships with colleagues has a positive impact on the work motivation of lecturers.*

**The fairness of direct leadership and work motivation:** Behavior, especially the vision of the leader, encourages teachers to improve their expertise and ability at work, making them always try striving for a common goal (Barnett & McCormick, 2003; Nguyen Thi Thu Thuy, 2011). Nguyen Thuy Dung (2011) has found that the fairness of direct leaders has a significant impact on the work motivation of lecturers. Therefore, we have hypothesis H6 as follows:

*H6: The fairness of direct leadership has a positive impact on the work motivation of lecturers.*

**Equity in social attitudes and assessments of teachers' career and work motivation:** This will bring them motivation at work. Thus, the lecturers understand their role in society. They always want to be treated and judged fairly. Therefore, the following hypothesis is proposed:

*H7: The fairness in the attitude and assessment of the society has a positive impact on the work motivation of lecturers.*

3. RESEARCH METHODS

In order to collect samples for this survey, the study used sample collection method by interviewing directly with prepared survey questionnaires. However, since the university faculty is a hidden population, that is, it is not possible to accurately detect whether the target audience is a university lecturer, so this study uses the The non-probability sampling method is a snowball. In this study, the time for sample collection is from April to December 2018 with a total of 180 samples meeting the requirements. According to Nguyen Dinh Tho (2013), the number of collected samples should be 5 times larger than the number of observed variables for the results of the discovery of factors to be satisfactory. With 36 observed variables, 180 samples is just enough to reach the upper limit.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Scale reliability test

Table 1a. Scale reliability test Jobs characteristics

Cronbach's Alpha = 0.838	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
DDCV1	10.91	6.935	.678	.792
DDCV2	10.87	7.133	.659	.801
DDCV3	10.99	6.603	.717	.774
DDCV4	11.16	6.981	.630	.814

Bảng 1b. Scale reliability test Equity in income

Cronbach's Alpha = 0.700	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
CBTN1	15.62	7.489	.516	.626
CBTN2	15.64	7.562	.511	.628
CBTN3	15.84	6.970	.469	.648
CBTN4	15.74	7.568	.500	.633
CBTN5	15.65	8.586	.298	.711

Bảng 1c. Scale reliability test Justice in recognition

Cronbach's Alpha = 0.914	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
CBGN1	19.72	17.467	.845	.887
CBGN2	19.58	17.742	.801	.893
CBGN3	19.43	18.235	.674	.912
CBGN4	19.73	17.493	.836	.888
CBGN5	19.72	18.593	.743	.901
CBGN6	19.65	19.100	.667	.911

Bảng 1d. Scale reliability test Fairness of promotion opportunities

Cronbach's Alpha =	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
0.914				
CBDT1	15.62	10.493	.911	.867
CBDT2	15.62	10.493	.911	.867
CBDT3	15.62	10.618	.904	.869
CBDT4	15.64	12.420	.597	.931
CBDT5	15.69	12.336	.604	.930

**Bảng 1d. Scale reliability test Fairness in relationship with colleagues**

Cronbach's Alpha =	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
0.773				
CBDN1	11.63	4.781	.606	.703
CBDN2	11.58	5.429	.570	.723
CBDN3	11.56	5.064	.632	.690
CBDN4	11.66	5.343	.503	.757

**Bảng 1e. Scale reliability test The fairness of direct leadership**

Cronbach's Alpha =	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
0.815				
CBLD1	11.26	5.512	.798	.686
CBLD2	11.26	5.512	.798	.686
CBLD3	11.24	7.222	.431	.856
CBLD4	11.17	6.624	.544	.809

**Bảng 1f. Scale reliability test Justice in attitude and social appreciation**

Cronbach's Alpha =	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
0.929				
CBXH1	11.32	8.354	.819	.912
CBXH2	11.41	9.337	.708	.946
CBXH3	11.36	8.053	.907	.882
CBXH4	11.36	8.087	.906	.883

**Bảng 1g. Scale reliability test Motivation to work**

Cronbach's Alpha =	Average if the variable excluded	Variance if variable excluded	Variable - total correlation	Cronbach's Alpha if variable excluded
0.918				
DLLV1	7.69	2.794	.912	.814
DLLV2	7.68	2.890	.895	.830
DLLV3	7.67	3.350	.705	.982

Source: Analysis results

**4.2. EFA Analysis**

The results showed that the KMO index = 0.911 <0.5. So the model that prepares the test is satisfactory. Total variance extracted 72.093% > 0.5 so the above model is suitable. Most of the observed variables have factor load factor > 0.5, except for the case of CBTN5. In the case of CBTN5, a factor load factor of 0.492 may be disqualified. However, this value is very close to the threshold and can be improved towards better when performing final studies. Therefore, the variable CBTN5 is between the author in the scale.

**Table 2. EFA analysis results**

	Component							
	1	2	3	4	5	6	7	8
CBGN1	.859							
CBGN4	.853							
CBGN2	.790							
CBGN5	.762							
CBGN6	.723							
CBGN3	.714							

CBDT2	.960							
CBDT1	.960							
CBDT3	.957							
CBDT5	.677							
CBDT4	.646							
CBXH3		.886						
CBXH4		.883						
CBXH1		.765						
CBXH2		.727						
DDCV2			.774					
DDCV3			.764					
DDCV1			.708					
DDCV4			.664					
CBLD1				.836				
CBLD2				.836				
CBLD3				.670				
CBLD4				.650				
DLLV2					.872			
DLLV1					.868			
DLLV3					.721			
CBDN1						.788		
CBDN2						.741		
CBDN3						.695		
CBDN4						.662		
CBTN2							.763	
CBTN3							.696	
CBTN4							.693	
CBTN1							.670	
CBTN5							.492	
KMO					0.911			
Total variance extracted					72.093			

Source: Analysis results

## 5. CONCLUSION

Qualitative research has shown that 6 factors of fair value and job characteristics affect the work motivation of lecturers at universities. Subsequent quantitative research once again confirms the reliability of the scales and these scales can be used in the thesis to explain the relationship of observed variables in the model and achieve the goal. research that the thesis has outlined.

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