

# FACTORS AFFECTING TO WORK MOTIVATION OF ENGLISH LECTURERS IN FACULTY OF FOREIGN LANGUAGES AT NATIONAL ECONOMICS UNIVERSITY, HANOI, VIETNAM

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## **Abstract:**

*From the fact that there is a decrease in labor motivation among English lecturers at a non-language major university - National Economics University (NEU), the author has studied some factors affecting to their labor motivation. through conducting exploratory research with the aim of (i) narrowing and clearly identifying the motivating factors for English teachers in the Faculty of Foreign Languages, NEU, and (ii) exploring responses, attitudes, opinions of officials, managers, as well as experts on research issues and questions, for timely adjusting before conducting official research. From the research model with 7 main groups of factors, 43 explanatory and dependent variables, the author has used a technique to remove the variables that increase Cronbach Alpha value. On the basis of the exploratory factors analysis (EFA) for the independent and dependent variables, the author has compiled research results from all English teachers (58 people) who are teaching in the Faculty of Foreign Languages. - NEU and interviewed some experts in the field of human resources, to draw out 9 specific factors that affect the labor motivation of English language teachers. Stemming from these 9 specific factors, the author proposes groups of specific solutions to increase labor motivation for English lecturers of the Faculty of Foreign Languages in Economics - National Economics University.*

**Keyword:** *Motivation; Motivating Factors; English Lecturers*

## **1. Introduction**

Recently the National Economics University (NEU) in general and the faculty of foreign languages in particular has been facing a problem of reducing number of English classes. This reduction de-motivates English lecturers in the faculty of foreign languages much because it directly affects income of these teachers who also have to complete appropriate number of teaching hours according to the requirements of the university. Besides, in a non-language environment, the faculty of foreign languages is likely considered a minor faculty and rarely receives priorities from the Board of the university presidents. These changes and reality have affected to mental attitude and motivation of English lecturers in the faculty of foreign languages.

The study aims at finding out alternatives, current job motivation of teaching staff in

the faculty of foreign languages, National Economics University in a difficult context when number of classes is reduced and a lot of English lecturers are in danger of lacking their teaching position; assessing factors affecting to motivations of English lecturers in the faculty; providing some recommendations to maintain motivations of these English lecturers. Population of this study includes all the teachers of Faculty of foreign languages- National Economics University, Hanoi, Vietnam.

## **2. Method**

In this study, it is because there are so many factors affecting to motivation of employees that the researcher decides to conduct exploratory study with aims to (i) narrow and identify clearly factors motivating English lectures in the Faculty of Foreign languages, NEU, and (ii) (2) explore reactions, attitudes and opinions of officers, managers, expert about the issues, research questions, in order to adjust timely before conducting official study. After that, the author has given a research model that predicts the work motivation of lecturers of Faculty of Foreign Languages - NEU below.

Also through the previous research, the writer has hypothesized that the motivation of English teachers in the NEU Faculty of Foreign Languages - NEU could be influenced by 7 groups of factors: Motivation of English teachers in the Faculty of foreign languages can be hypothetically affected by 7 factors: Fully Recognized through Completed Tasks (FRCT); Income (INCO); Stable and Permanent Job (SAPJ); Independence in Work (INIW); Environment and Working Conditions (EAWC); Flexible and Sensitive Discipline Handling (FSDH) and Supports from the University Management Board (SUMB)

## **3. Results**

### ***3.1. Benefits of motivation***

The concept of motivation is situational and its level varies between different individuals and at different times. If the people understand what motivates them, the people have at their command the most powerful tool for dealing with them. According to Higgins (1994), motivation is a psychological process that orients individuals to act for certain purposes. Sharing the same opinion, Bernard (1997) thinks that motivation comes from inside individuals to meet his/her needs and it forces him/her to take efforts, be ready to achieve the targets with own desire.

To be able to create the motivation for employees, it is needed to learn need systems and working force of staffs to help them achieve what they desire with an aim to promote their employees to take effort and achieve main objectives of both employees and organization. According to Cook (1991), there are three main groups of staff motivation including income motivation; Objective achieving personal development; and Objective satisfying social activities.

Like other working staff, teachers need to be motivated. Teachers' motivation is similar to teachers' attitude to participate in their teaching processes within the education environment. Motivation can underlie their involvement or noninvolvement in academic and non-academic activities in their university. An essential factor in an academic environment is creativity which can be created through motivation methods. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the university. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control.

### ***3.2. Factors affecting to motivation of teaching staffs***

There are many factors affecting to staff motivation. The following table illustrates factors affecting to motivation of teaching staff which is summarized by the writer.

**Table 1. Summary of factors affecting to motivation of English lecturers in the Faculty of foreign languages**

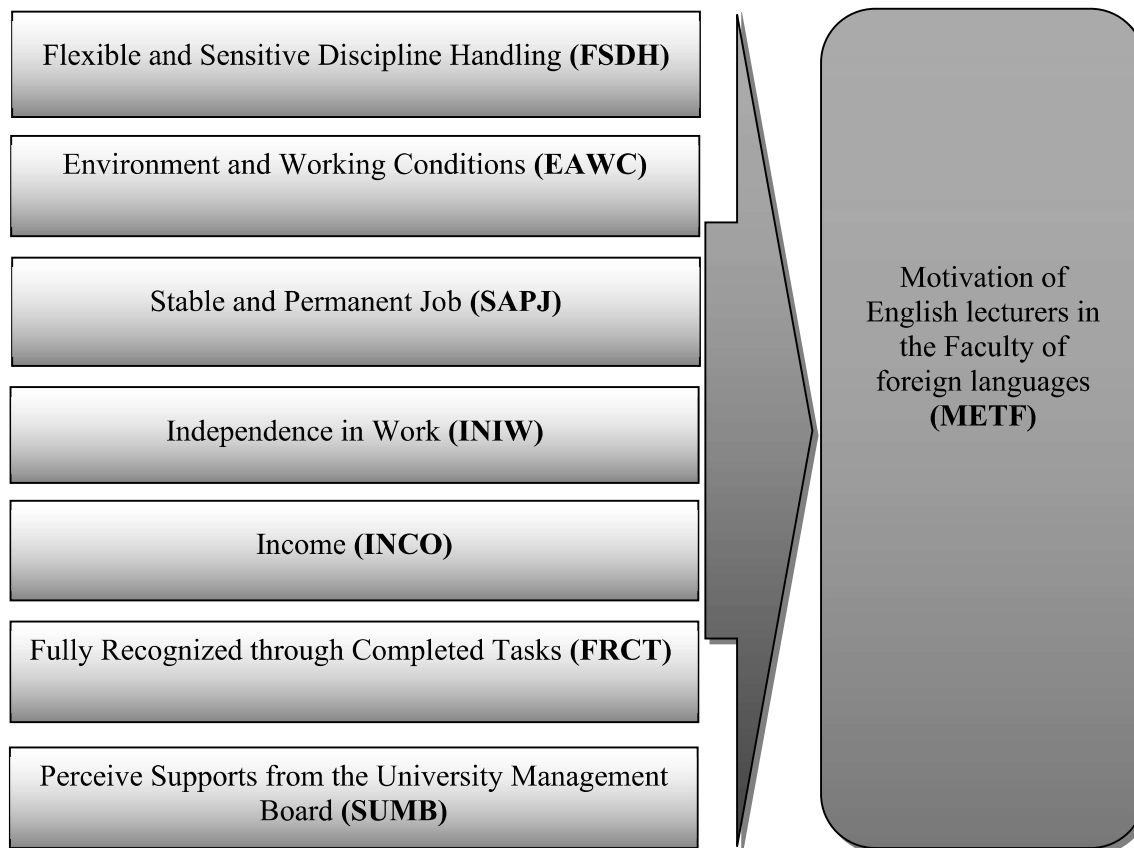
<b>No</b>	<b>Factors affecting to motivation of teaching staffs</b>	<b>Researchers</b>
1.	Interesting work/ tasks	Edwin Locke (1968) and Kenneth A. Kovach (1999)
2.	Fully recognized through completed tasks	
3.	High salary	
4.	Independence in work	
5.	Stable and permanent job	
6.	Promotion and professional development	
7.	Good working condition	
8.	The friendly relationship of the management board with teaching staffs	
9.	Flexible and sensitive discipline handling	
10.	Supports from the University Management Board	
11.	The increasing diversity and importance of the teaching tasks	Hackman and Oldham (2005)
12.	Changing teaching tasks into opportunities for employees	
13.	Empower/ Giving autonomy to the teaching staffs	
14.	Quick, direct and timely feedback mechanism	

No	Factors affecting to motivation of teaching staffs	Researchers
15.	The fairness	Stacy J. A. (1963)
16.	Attraction (Award)	Vroom, V. H. (1995)
17.	Expectation (task realization)	
18.	Means (belief)	
19.	Bonus and welfare	Nguyễn Thị Hương (2015)
20.	Infrastructure and working conditions	Nguyễn Thị Hương (2015)
21.	Achievement	Lương Văn Úc (2010)
22.	Recognition from the Board of management	Herzberg (1959)
23.	Responsibility	
24.	Advancement	
25.	Expecting growth	
26.	The monitoring inappropriate tasks	
27.	Out of expectations working conditions for teaching staff	
28.	Relationship with troublesome colleagues	
29.	Un-expectation in relationship between the superior and inferior	
30.	The appropriateness with teaching work	
31.	Desire	

*Source: Summary of the author*

From the previous research, the author comes up with a predictable model for the research about motivation for lecturers of Faculty of Foreign Languages- NEU as follow.

**Figure 1: Predictable model for researching motivations of lecturers in faculty of foreign languages in NEU**



*Source: Summary from the previous researchers*

The writer hypothesizes that motivation of English lecturers in the Faculty of foreign languages can be affected by 7 following factors: Fully Recognized through Completed Tasks (**FRCT**); Income (**INCO**); Stable and Permanent Job (**SAPJ**); Independence in Work (**INAW**); Environment and Working Conditions (**EAWC**); Flexible and Sensitive Discipline Handling (**FSDH**) and Supports from the University Management Board (**SUMB**).

#### **4. Discussion and Conclusion**

##### **4.1. Discussion**

To examine the scale reliability, variables have been designed and surveyed. Cronbach Alpha coefficients have been used. The author has analyzed the scale reliability for the independent and dependent variables which were assumed. These include:

- Fully recognized for completed tasks (FRCT): includes 4 explanatory variables (FRCT<sub>i</sub> = 1-4)
- Income: includes 4 explanatory variables (INCO<sub>i</sub> = 1-4)

- Stable and Permanent Job (SAPJ): includes 4 explanatory variables (SAPJ<sub>i</sub> = 1-4)
- Independent in work (INAW): includes 5 explanatory variables (INAW<sub>i</sub> = 1-5)
- Environment and working conditions (EAWC): includes 11 explanatory variables (EAWC<sub>i</sub> = 1-11)
  - Flexibility and Sensitive Discipline Handling (FSDH): includes 6 explanatory variables (FSDH<sub>i</sub> = 1-6)
  - Perceive Support from the University Management Board (SUMB): includes 5 explanatory variables (SUMB<sub>i</sub> = 1-5)
  - Motivation for English lecturers in Faculty of Foreign Languages (METF): includes 4 dependent variables (METF<sub>i</sub> = 1-4)

The following table presents the calculation coefficient Alpha Cronbach for dependent and independent variables.

**Table 2: Cronbach's Alpha summary**

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
FRCT	0.671	0.683	FSDH	0.698	0.698
TNNH	0.743	0.747	EAWC	0.896	0.896
SAPJ	0.801	0.802	SUMB	0.713	0.708
INAW	0.868	0.869	METF	0.994	0.994

Detailed results from the above table show that the majority of these variables meet the conditions of Cronbach Alpha values > 0.7 and will be selected; At the same time, the author also uses the technique to eliminate variables increase Cronbach Alpha value.

**Table 3: Results calculated reliability of scales**

	Scales	Cronbach Alpha	Types of Variables	Cronbach Alpha after rejecting variables	Notes
01	Fully recognized for completed tasks (FRCT)	0.671	FRCT2	0.709	Reject FRCT2 to get Cronbach Alpha > 0.7
02	Income (INCO)	0.743			No rejection
03	Stable and Permanent Job (SAPJ)	0.801			No rejection

04	Independent in work (INAW)	0.868			No rejection
05	Environment and working conditions (EAWC)	0.896			No rejection
06	Flexibility and Sensitive Discipline Handling (FSDH)	0.698	FSDH4	0.769	Reject FSDH4 to get Cronbach Alpha > 0.7
07	Perceive Support from the University Management Board (SUMB)	0.713			No rejection
08	Motivation for English lecturers in Faculty of Foreign Languages (METF)	0.994			No rejection

*Source: Results from author research*

From the original assumption of 43 explanatory variables and dependencies, analytical results of scale reliability are down 2 explanatory variables (FRCT2 and INAW4) which are not appropriate in terms of statistical value. The remaining variables (41 variables) totally meet the conditions for the reliability of the scale and are continued to be used in the study.

Based on the analysis of the exploratory factors for independent and dependent variables, the author has summarized the research results from 58 sample surveys and a model studying factors affecting to motivation for English lecturers as follows:

**Table 4: Factors affecting to motivation of English lecturers in Faculty of Foreign Languages**

	<b>Factors</b>	<b>Explanation</b>	<b>Variable</b>
1.	<b>Factor 1:</b> EAWC8,	The university/ faculty has a safe and clean teaching environment	MTLV8
2.	EAWC10, EAWC9,	The university/ faculty always have tactical way to behave and treat teaching staffs	EAWC10
3.	EAWC1, EAWC2,	There are available convenient teaching facilities and office facilities for English lecturers	EAWC9
4.	SAPJ2 →	The university/ Faculty has friendly teaching environment	EAWC1
5.	<b>Teaching environment</b>	The university/ faculty has a good foundation values, philosophy, culture,	EAWC2

	<b>Factors</b>	<b>Explanation</b>	<b>Variable</b>
6.	<i>and social welfare</i> Expectation “+”	The university/ faculty always fully has welfare benefits such as social insurance, health insurance, vacation for English lecturers.	SAPJ2
7.	<b>Factor 2:</b> EAWC6,	Communication and relationship between departments in the university/ faculty are good	EAWC6
8.	EAWC7, EAWC5, EAWC3,	The faculty always encourages all teaching staffs to exchange information, communication, strengthen their relationship.	EAWC7
9.	EAWC4 → <i>Close</i>	The faculty has reasonable, understandable and timely policies and procedures.	EAWC5
10.	<i>relationship</i>	The faculty is a fair and honest organization	EAWC3
11.	<i>and internal strength of the university/ faculty</i> Expectation “+”	The university/faculty has high reputation in public	EAWC4
12.	Factor 3: INAW2,	English lecturer feels the teaching work is meaningful to their life, business and community.	INAW2
13.	INAW3,	Working time of the university/ faculty is rational	INAW3
14.	INAW4, FRCT1, SAPJ4	The work is suitable with ability and capability of English lecturers	INAW4
15.	→ <i>The suitability</i>	Physical rewarding policies when achieving objectives at work in the university/faculty	FRCT1
16.	<i>of work and encouragement policies</i> Expectation “+”	The faculty always has the bonus system such as holidays, anniversaries to motivate English lecturers	SAPJ4
17.	<b>Factor 4:</b> INCO2,	English lecturers can fully base on salary/ income receiving from university	INCO2
18.	INCO1,	Appropriate income worthy to the effort of English lecturers	INCO1
19.	INCO3, EAWC11 →	The lecturers need to receive relevant bonus after completing assigned work	INCO3
20.	<i>Income and opportunities for</i>	The university/faculty always creates conditions and opportunity for English lecturers to develop personal or professional development	EAWC11



	<b>Factors</b>	<b>Explanation</b>	<b>Variable</b>
	<i>professional development</i> Expectation “+”		
21.	<b>Factor 5:</b> FRCT3,	Admiration and applause of the colleagues for the teaching work	FRCT3
22.	INCO4, FRCT4, SAPJ1 → <i>Developing</i>	Per diem policy of the university can encourage and appropriate with teaching environment	INCO4
23.	<i>capabilities and being</i>	The ability to get promotion when reaching achievement in work	FRCT4
24.	<i>recognized</i> Expectation “+”	English lecturers can use their personal capacity in the teaching job well	SAPJ1
25.	<b>Factor 6:</b> SUMB2,	The management board is friendly, closed with the teaching staffs	SUMB2
26.	SUMB3, SUMB1	The management board always motivates, encourages the lecturers in working process.	SUMB3
27.	SUMB5, SUMB4 →	The management board always concern, take care of the English lecturers	SUMB1
28.	<i>Perceive Supports from</i>	English lecturers are always respected by the management board	SUMB4
29.	<i>the University Management Board (SUMB)</i> Expectation “+”	University/faculty leaders recognizes the contribution of English lecturers	SUMB5
30.	<b>Factor 7:</b> INAW3, INAW1 →	English lecturers become self-aware, self-monitoring and self-correcting	INAW3
31.	<i>Independent at work</i> Expectation “+”	English lecturers are self-motivated or do not need regular feedback in order to make progress	INAW1
32.	<b>Factor 8:</b> FSDH5,	University/faculty handles complaints of teaching staff timely and keep the teaching staff informed of progress	FSDH5
33.	FSDH1 →	University/faculty managers keep problematic incidents	FSDH1

	<b>Factors</b>	<b>Explanation</b>	<b>Variable</b>
	<b><i>Flexible and Sensitive Discipline Handling (FSDH)</i></b> Expectation “+”	confidential	
34.	<b>Factor 9:</b> INAW6 → <b><i>Confident at work</i></b> Expectation “+”	English lecturers take the initiative rather than waiting to be told what to do	INAW6
35.	<b>Factor Y:</b> METF1,	English lecturers always try their best to complete the assigned teaching work	METF1
36.	METF2, METF3,	English lecturers always work hard to fulfill the objectives of the university/ faculty	METF2
37.	METF4 → <b><i>Motivation of</i></b>	English lecturers are ready to impliment assigned teaching tasks	METF3
38.	<b><i>English teachers in the Faculty of foreign languages (METF)</i></b>	English lecturers always try to improve themselves at the highest level with an aim to satisfy the work requirements of the university/ faculty	METF4

*Source: Results of the author's analysis*

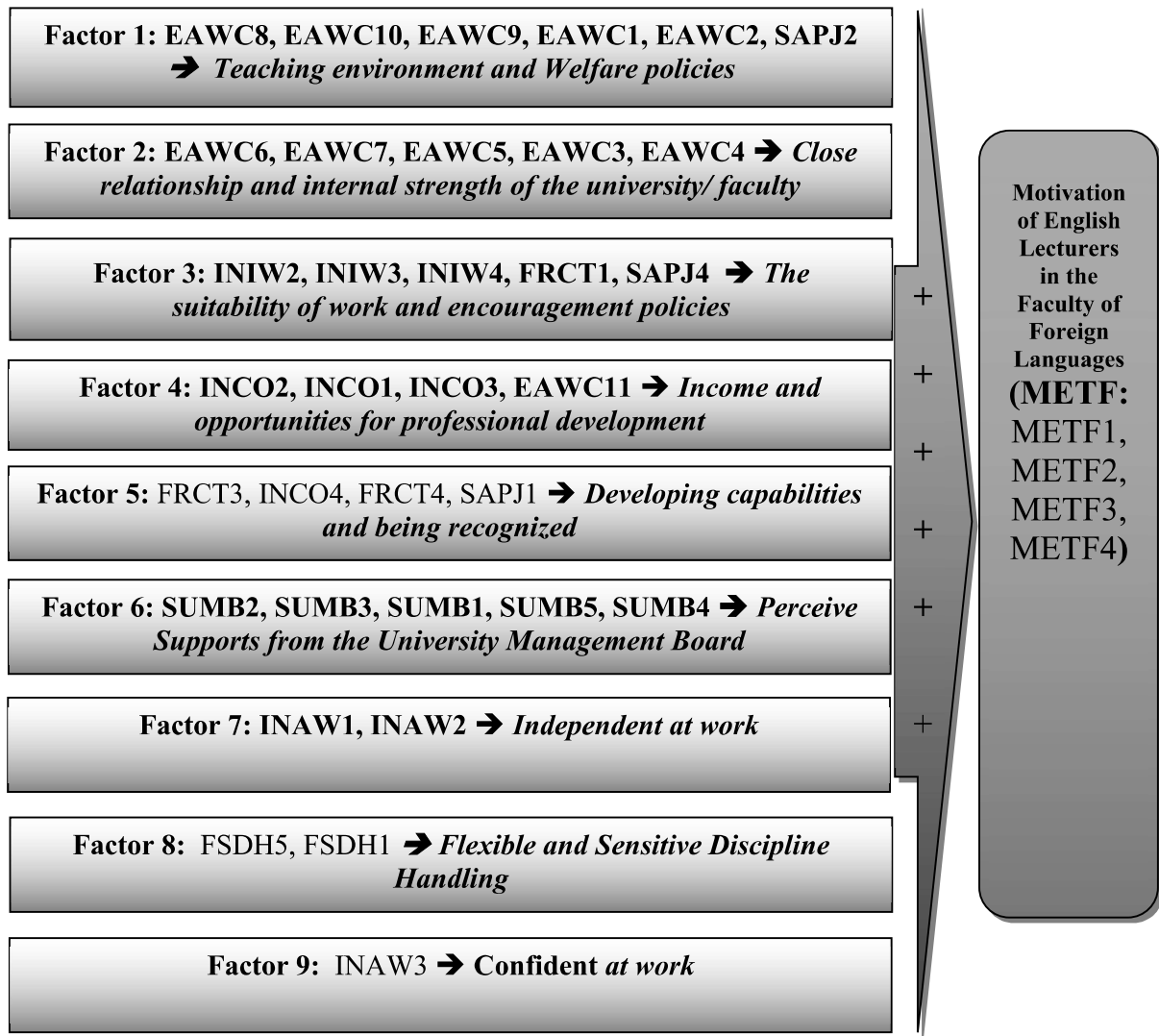
Basing on testing results of the reliability of the scale, and analysis of exploratory factors the author draws out a model studying factors affecting to motivation of English lecturers in faculty of foreign languages summarized in Figure 2 below.

With factors from 1 to 9 as described in Table 4 and explained in figure 2; to consider which factors in the model really affect to motivation of English lecturers in the Faculty of Foreign Languages, the author conducts the following pairs of assumptions with significance level of 5%.

Ho: with  $\beta_i = 0$  (There is at least one factor which does NOT affect to employees motivation of English lecturers in the Foreign Languages)

H1: with  $\beta_i \neq 0$  (There is at least one factor affecting to motivation of English lecturers in the Foreign Languages)

**Table 5. Summarizes the results of the test.**



**Figure 2: Research Model of Factors Affecting to Motivation of English Lecturers**

**Table 5: Testing Results of assumptions pairs (Source: Results of the author's analysis)**

Factor	T	Sig.	Conclusion	Status of Impact
Factor 1	2.162	.032	< 5%. reject Ho => Factor 1 has affection	+
Factor 2	4.453	.000	< 5%. reject Ho => Factor 2 has affection	+
Factor 3	4.075	.000	< 5%. reject Ho => Factor 3 has affection	+
Factor 4	.858	.392	> 5%. accept Ho => Factor 4 has no affection	-
Factor 5	-2.693	.008	< 5%. reject Ho => Factor 5 has affection	+
Factor 6	.176	.860	> 5%. accept Ho => Factor 6 has no affection	-

Factor 7	3.789	.000	< 5%. reject Ho => Factor 7 has affection	+
Factor 8	2.892	.004	< 5%. reject Ho => Factor 8 has affection	+
Factor 9	2.372	.019	< 5%. reject Ho => Factor 9 has affection	+

#### **4.2. Suggestions to motivate english lecturers in faculty of foreign languages**

##### *4.2.1. Improving the teaching environment and welfare policies to motivate English lecturers (Factor 1)*

Studies shows that teaching environment and welfare factor has a positive impact on motivating English lecturers; thus improving a better teaching environment (safe, clean, friendly, fully equipped, and good corporate culture, transparent labor regulations) and building reasonable welfare policies will facilitate increased working motivation for English lecturers.

For physical health, English lecturers have the right to work in a safe and sanitary environment. That factor 1 is at average level of importance can probably be explained because teaching environment is a risk-free environment. Teaching conditions must be assured so that English lecturers feel comfortable to have creative, interesting lectures.

Regarding to mental health issue, English lecturers are eligible to teach in a friendly, safe environment where other lecturers are willing to help them overcome difficulties, are willing to share with them interesting experience to teach better. Rewards and positive compliments are good to create a motivated teaching environment for English lecturers. In addition, almost all English lecturers are female; therefore, organizing outdoor activities for them and their families to join will create a peaceful, friendly and happy environment for these female English lecturers to prolong their working time.

##### *4.2.2. Increasing relationship and promote intrinsic strength (factor 2)*

Research results show that the relationship and intrinsic strength within the faculty will increase motivation for English lecturers through such elements as communications among lecturers in the faculty, communication with other faculties; encouraging all members to exchange information, communicate, interact; policies, procedures are reasonable, understandable; fairness, honesty; high reputation under public opinion ....

To increase relationship and promote the intrinsic strength for English lectures in the faculty of foreign languages, some of the following should be addressed. Firstly is building the core value for the university and especially faculty. Basically, the core value will be basic in each daily decision, and helps lecturers have unified behavior and standards in every situation. Second point is building counter-relationship with colleagues. Relationships with colleagues will be appreciated. In addition to understanding the professional capability, it is advisable for English lecturers to learn about individual circumstances, the family of colleagues in the faculty, so when it is needed people can support each other in time to

complete the work on time. As mentioned above, most English lecturers in the faculty of foreign languages are female who have separated from teaching by a time maternity period, and they have to spend much time taking care of their babies, their family; therefore, during this time, the faculty dean should not ask them to teach in the early morning, or late in the afternoon. Besides, the faculty tries to organize outdoor parties, sporting events, children competition, cooking contest, family festivals where they can take their family and children to participate, to create conditions for all English lecturers to exchange and understand each other more deeply. Thirdly is recognition and rewarding achievements. It is necessary for the faculty to appreciate the achievements made by a group or an individual to have timely praise and reward these people. Quarterly, the faculty dean holds an official meeting to vote for individual excellence in the implementation under the core values of the university, faculty, then given rewards for some of the most talented individuals. Award is not important than the way to reward; therefore, the awards are organized with the participation of all lecturers and representatives of the university leaders, and these awards are posted on the website of the university. The award should also be based on achievement award and progress award which reflects efforts of the lecturers because those who are rewarded progress award will try hard to get higher achievements. Fourthly is increasing public relation. One important part to increase intrinsic strength of the faculty, university is creating close relationship and responsibility to the community closed to the university. These activities involve volunteering staffs to improve living conditions for the community. Creating English community is an example among many other social activities the faculty can do. When participating into this activity, lecturers will find they are a part of the community having responsibility to make the community better, and they will be well known soon when participating into activities creating English community in the university. The fifth thing is communicating. It is necessary to encourage frequent communication and information exchange among all levels and departments within the university. At the same time, the leader of the faculty creates an open environment, conditions which allow the employees to ask questions or personal aspirations with the leaders/ head of the faculty when they have unsolved problems in the group or in parts. The sixth point is committing to organize training courses for the staff. The university/ faculty must make every English lecturer understand that capacity development for the staff is extremely important, and the university/ faculty now always creates changes for English lecturers to promote creativity and advancement. In addition to the training programs improve skills and qualifications, the university/ faculty has taken other way such as organizing an initiative book club, professional club to encourage all lecturers to participate. The seventh point is creating connection with levels in the university/ faculty. Participating in sports activities, singing contests is necessary for the university presidents and the faculty dean to create close relationships with English lecturers. The last point in the section is writing about traditional figures in the history. This document will help everyone in the university/ faculty as well as

other counterparts, alumni fully know about the historical milestone in the development process every few year. The university prints out and widely publishes this document because this document helps staffs to better understand the role of the university and even each lecturer in the faculty. It is also a very necessary book for new lecturers who will understand the traditional aspect of the university/ faculty.

#### *4.2.3. Constructing relevant disciplines for employees (Factor 3)*

The university has some disciplines and policies identifying regulations and procedures for employees. Appropriate labor policies bring many benefits for the university and faculty. Preparing a clear policy may also provide a positive image for the university/faculty in the eyes of students, alumni and local authorities. Besides enhancing the university's reputation, standards can also help the university attract more new excellent teaching staff. There are some basic regulations the university consider the following things. Among many regulations, as mentioned above, because the faculty consists of many female staffs, such disciplines as aternity regulations, sick leave, childcare policy; Equal Opportunities; Health and safety; Salaries, benefits and contributions policies; Controlling and handling violations; Chatting should be highly cared.

Among these principles, salary is an important factor affecting work relationship. The university/faculty needs to develop appropriate salary system and rewarding policy for their employees. Salary system includes rewarding forms for employees relevant to their contributions to the university/faculty. When considering bonuses for employees, the president of the university keeps in mind that salary and financial benefits are important and are engine for the implementation of the staff. The other important motive for employees include safety at work, job satisfaction, being recognized for their good work and are properly trained so that teaching staff can fully be promoted their potential ability.

For the case of English faculty, an appropriate salary system should be tailored to meet the needs in this particular circumstance of the university. Paying salary by considering workload and work performance is a good and fair way the university to apply. The university must organize talks in which teaching staff can raise questions for personnel officers as well as school leader relating to salary system, wage increases. Teaching staff must have the right to participate into process designing salary system so that their comments can be heard before the salary system is applied.

#### *4.2.4. Developing capabilities for English lecturers in a reasonable manner (Factor 5)*

Research has shown the improving capacity and being recognized factor has negative effect to labor capacity. Some following measures should be considered: (i) Constructing good examples which typically represent the advanced qualities that both the leaders and staffs want to reach; (ii) Setting clear objectives, goals and mission for teaching staff which base on physical items such as output, quality, profitability, cost ... or some spiritual items

such as working style, ethics ...; (iii) Taking care and using emotions are good methods to "win" lecturers' hearts. The head of the university/ faculty must pay more attention not only to his/her own work, but also to practical difficulties of English lecturers to help them feel comfortable when teaching, and not be distracted from working during creativity and working time; (iv) Rewarding or punishing timely and fair will help employees realize that their contributions are recognized. Timely and firm compliments have great effect to employees' confidence, stimulate pride and it will stimulate their creativity.

*4.2.5. The university/ faculty create relationship, and take more care teaching staffs (factor 7 and 8. 9)*

The leader of the faculty of foreign languages should implement a number of things as follows: (1) Do not get angry because anger does not include in "set of tools" for a leader to manage the organization; (2) Do not be indifferent, rude and unfriendly and apart from teaching staffs; (3) Be careful with communication to avoid causing confusion to teaching staffs; (4) Be careful with the rights, benefits of the faculty itself rather than anything else because. The teaching staff is always sensitive and appreciates the job a manager through their behavior; (5) Be responsible to actions. A proper manager is always a reliable person and ready to accept responsibility of his actions; (6) Be consistent. There is nothing better to show the excellence of a manager and reflect the success of an organization than proving that manager is a consistent person who always keeps his word and always does exactly what he has declared; (7) Be positive and enthusiastic in doing job of the faculty (for example, answering phones, emailing response to the teaching staffs); (8) Be opened to help and support the staff. The disappointment and dissatisfaction with the teaching staff must be addressed privately and not rushed; (9) Be frank in recognizing mistakes the leader him/herself ... and receives criticism, suggestions for different mistakes in his/her work; (10) Be fair and smart in evaluating and recognizing the strength and weakness of English lecturers in the faculty. The head of the faculty recognizes the importance, great effect and the power of the recognition and praise on employees for the effort of the teaching staff.

### **4.3. Conclusion**

The study points out factors affecting to motivations of lecturers in faculty of foreign languages - NEU. It is found that motivated lecturers will fulfill their responsibilities by exerting maximally if the university/ faculty apply appropriate methods and techniques to encourage teaching staff to show their capacities and creativity.

From the study, it is recommended that motivation techniques may be included in detail in training courses of teachers and a special training course may be arranged for educational managers, administrators and supervisors to use motivation techniques appropriately to achieve competency. It was found that abstract benefits such as teaching environment, welfare policies, relationship, intrinsic strength, relevant disciplines for

employees, and developing capabilities in a reasonable manner. In this study, it is clear that although teaching staffs are in financial difficulty, high salary is not always what teaching staffs really expect and motivate them. Therefore, creating a friendly environment, taking care of staff training should be taken more care by the university. Besides this, the study also suggests some specific recommendations which target to affecting factors 1, 2, 3, 5, 6, 7, 8 mentioned in the study.

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