

The Influence of the Quality Culture on the Work Motivation of Lecturers at Vietnam National University of Agriculture

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Abstract

This study aimed to analyze the quality culture factors affecting the work motivation of lecturers at the Vietnam National University of Agriculture (VNUA). A quantitative research study was conducted with 197 samples through direct and indirect interviews. After collecting and processing data, a regression analysis was conducted to assess the impact of the quality culture factors on the work motivation of lecturers. The results showed that there are three groups of quality culture factors (human resource management and mission, training and evaluation of education programs, and quality assurance system) that have a positive impact, of which human resource management and mission have the greatest influence on the work motivation of lecturers. Based on the findings, recommendations on these quality culture factors were made to enhance the work motivation of lecturers at VNUA.

Keywords

Quality culture, work motivation, lecturers

Introduction

The Industrial Revolution 4.0 and the processes of integration and globalization have opened up many opportunities for Vietnamese in higher education to exchange and learn for development, but they also pose many new challenges for the quality training of human resources in the increasingly competitive and demanding labor market. Human resources are one of the key factors that affect the existence and development of society. The higher work motivation is, the higher work performance will be, thereby minimizing the rate of people quitting their jobs (Farhaan & Arman, 2009).

Many universities want to meet the ASEAN University Network (AUN) quality accreditation standards and affirm their methodical education, dedicated teaching staff, excellent training quality, and that their innovative strategies are always up-to-date. Importantly,

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they want to progress to the final step in building their university's quality culture. The quality culture is a value system of an organization through which an environment that encourages the formation and continuous development of quality is established (Ahmed, 2010).

A quality culture at a university requires a long, steady, continuous, and persistent process of efforts from gradually raising individual and collective awareness of the benefits of quality culture to providing detailed instructions on quality assurance affairs so that everyone can overcome difficulties and well fulfill their tasks until these activities become a routine of each individual and unit. Therefore, research on the influence of quality culture factors on the work motivation of lecturers is very essential in order to establish uniformity in the ways of managing and stabilizing human resources at universities. Quality culture at Vietnam National University of Agriculture (VNUA) plays an important role in the development of the country by ensuring high quality education to its students. However, it is only possible when lecturers in these types of institutions are sufficiently motivated to achieve their assigned tasks. To maintain the lecturers' motivation at VNUA, leadership has to attract the right people to the institution by offering various things like proper compensation, a quality learning environment, and scientifically designed performance management system, training, and development opportunities, among others. A number of studies focusing on the factors affecting lecturers' work motivation have been conducted in universities to understand how to improve the lecturers' work motivation (Muhammad & Sabeen, 2011; Dung (2015); Ly & Nga, 2015; Tan & Hoa, 2018; Dung, 2019; Phuong, 2020). Hence, this study aimed to improve the lecturers' work motivation at VNUA based on quality cultural factors, and to analyze the quality cultural factors according to AUN-QA international accreditation.

Methodology

Data collection and analysis

As part of the quantitative research, primary data were collected by a direct survey. The study

used convenience sampling (Saunders *et al.*, 2012) and collection lasted from March to July 2023. For appropriateness and accuracy, before the survey was conducted, a pilot survey was conducted with a selection of lecturers at the Faculty of Accounting & Business Administration at VNUA in order to make the sampling form more suitable for a synchronous survey. The 5-point Likert scale was used to assess the level of agreement of respondents. These data were processed through SPSS 20.0 software. According to Hair *et al.* (2014), the minimum sample size for the use of exploratory factor analysis is 50, but 100 or more is preferable. The observation to variable ratio goal was 5:1 or 10:1. According to the proposed model, the usage trend was measured by 39 observed variables, so the minimum number of samples was calculated to be $39 \times 5 = 195$ samples. On this basis, the authors carried out investigating 197 samples that represented the overall study after the removal of responses that missed important information. The research used the data collected from the 197 lecturers from faculties at Vietnam National University of Agriculture with AUN-accreditation, namely: the Faculty of Accounting & Business Administration (47), Faculty of Economics (20), Faculty of Agronomy (30), Faculty of Biotechnology (20), Faculty of Food Science and Technology (30), Faculty of Natural Resources and Environment (20), and the Faculty of Veterinary Medicine (30). The random survey method was used.

Cronbach's Alpha reliability coefficient was used before the exploratory factor analysis to eliminate inappropriate variables because they can create artificial factors (Tho & Trang, 2009). After the variables of each group were selected, exploratory factor analysis was used to select the variables affecting the work motivation, and regression analysis was conducted to assess the influence of the quality culture factors on the work motivation of the lecturers.

Exploratory factor analysis was used to reduce the observed variables in the scale. This type of analysis is considered appropriate under the following conditions: (i) the factor loading coefficients of the observed variables are greater

than 0.5; (ii) the KMO coefficient receives a value from 0.5 to 1; (iii) the Bartlett test is statistically significant when the coefficient Sig. < 0.05; and (iv) the extracted variance value is greater than 50% (Gerbing & Anderson, 1988). After the scale of the survey factors was tested, the factors continued to be included in the linear regression function using the ordinary least squares (OLS). The regression function model can be written as follows:

$$DLLV = \beta_0 + \beta_1 \times X_1 + \beta_2 \times X_2 + \beta_3 \times X_3 + \beta_4 \times X_4 + \dots + \beta_k \times X_k + U_i$$

in which DLLV is the dependent variable measuring the work motivation of lecturers; β_0 is the blocking coefficient; β_i are the slope coefficients, which estimate the level and the trend of influence of the independent variables on the dependent variable; and X_i are the independent variables, which are the variables of the quality cultural factors.

Different views on the quality of culture

“The quality culture of a training institution is understood to be that every member (from learners to managers), and every organization (from departments to mass organizations) know what their quality work is like and follow the quality requirements” (Ngoc *et al.*, 2012).

“The quality culture is the integration/application of quality into all activities of the system/organization in order to create a positive environment inside the organization for the satisfaction of the beneficiaries from such organization” (Dung & Nhut, 2009).

“The quality culture is a value system of an organization through which an environment that encourages the formation and continuous development of quality is established” (Ahmed, 2010).

Therefore, the quality culture can be generalized as an important factor that directly affects the entire quality assurance system of each educational institution. The formation and development of quality culture in each higher education institution help people realize the importance of quality in higher education, specifically the roles and obligations of each

individual for the quality of each institution. Improving the quality requires the strong commitment of the leadership and the solidarity of collectives and units (lecturers, learners, managers, employees, and officers). Everybody needs to be aware of the quality culture.

The work motivation of university lecturers is the internal encouragement that orients and helps them to maintain their activities and make the best efforts for their personal goals in particular and the university’s goals in general. This can be measured in the Scale of Work Motivation of University Lecturers (DLLV), which can be divided into efforts to complete assignments (DLLV1); efforts for work goals and activities of organization (DLLV2); maintaining efforts for a long term (DLLV3); and always showing a good, cheerful, and optimistic attitude at work (DLLV4).

The ASEAN University Network recognizes the significance of quality in higher education and the need to improve a holistic quality assurance system to increase academic standards and raise the education, research, and community services among its member universities in ASEAN. Quality culture is integrated from curriculum elements, resources, and assigned information to establish, maintain, and improve the quality and standards of teaching and learning, research, publishing, and community service. It is a system in which mechanisms operate to maintain and improve quality in higher education institutions. Currently, the criteria in the AUN-QA assessment at the program level are in their fourth version. The 4.0 version of the AUN-QA model for the research program level includes the following eight criteria: expected learning outcomes, program structure and content, teaching and learning approach, student assessment, academic staff, student support services, facilities and infrastructure, and output and outcomes. The AUN quality accreditation standards have been the goal that many universities in Vietnam aspire to strive towards. It is not only to attract excellent students in the future but also to affirm a systematic education, a team of dedicated lecturers, and excellent training quality that is always updated with innovation, and importantly, gradually moving

up the university rankings ladder. Ultimately, the goal is to build the quality culture of a university. On this basis, the research team's quality culture elements were based mainly on the criteria of the 4.0 version of the AUN-QA model. Based on the results of a selection of research works, the authors proposed eight factors affecting the work motivation of lecturers, namely:

Firstly, human resource management (QLNL) is an important factor in the quality culture and affects the work motivation of lecturers. Human resource management, including human resource quality management, the creation of development opportunities, the establishment of the working environment, fair treatment, and the satisfaction of individual needs, may have a great influence on the work motivation of personnel. Human resource management according to Peretomode (2005) is the function of all organizations, which makes for the effective utilization of human resources to achieve not only the objectives of the organization but also the satisfaction and development of employees.

Human resource management was measured by the following scales: human resources are planned to fully meet the needs of training, scientific research, and community services (QLNL1); recruitment and selection criteria are defined and disseminated (QLNL2); the capacity standards for different officers, lecturers, and employees are determined and developed (QLNL3); the need for training, fostering, and developing a force of qualified officers, lecturers, and employees (QLNL4); a reward system is applied to promote and support training and scientific research activities (QLNL5); policies, procedures, and plans for human resource are reviewed regularly (HR 6); and the policies, procedures, and plans for human resources support training and scientific research activities.

Secondly, self-assessment and external assessment (TDGN) are also important factors affecting the work motivation of lecturers. Positive self-assessment and positive comments from others can motivate and promote self-confidence, while critical self-assessment and negative comments from others can depress confidence and motivation.

Motivation is influenced by self-assessment (Mortimer, 1998; McMillan & Hearn, 2008). In a meta-analysis, Sitzmann *et al.* (2008) concluded that self-assessment is linked to motivational outcomes.

Self-assessment and external assessment were conducted through the following scales: planning for self-assessment and external assessment (TDGN1); self-assessment and external assessment are periodically carried out by independent experts (TDGN2); and the findings and results of self-assessment and external assessment are reviewed (TDGN3).

Thirdly, mission, vision, and culture create a meaningful and motivating work environment for individuals and teams. When employees know the ultimate goal, understand the meaning of their work, and find that they can support and create values in their work environment, they will be strongly motivated to achieve success. According to Gurley *et al.* (2014), "A vision statement enables school community members to assume a desired state of heart and mind with which to carry out. Any effective leader who seeks success needs a clarification of vision which is considered to be a shared concept between the leaders and the employees, the thing which creates the organizational culture afterwards". Hill *et al.* (2015) concluded about vision and vision statements that, "Vision statements are an important tool in strategic management. Vision statements, along with mission statements and ethics statements, are an essential ingredient in the formation of strategy." Finally, Kinicki & Brian (2018) wrote that, "The mission, vision, and value statements of an organization encompass the first critical step of the strategic management process."

Vision, mission, and culture were assessed through the following scales: leadership ensures that the vision and mission of VNUA meet the needs and satisfaction of stakeholders (TNSM1); leadership promotes cultural values consistent with the vision and mission of VNUA (TNSM2); the vision, mission, and culture of TNSM are disseminated, generalized, and clearly explained for implementation (TNSM3); the vision, mission, and culture of VNUA are reviewed to meet the needs and satisfaction of stakeholders

(TNSM4); and the vision, mission, and culture of VNUA, as well as their process of formation and development, are improved to meet the needs and satisfaction of stakeholders (TNSM5).

Fourthly, learner assessment also impacts the quality culture. Jordan (1992) maintained that students' feedback is a major issue of teachers' motivation and, therefore, teachers should be provided feedback from their students. Rao (2004) also pointed out the same findings in his research, that lecturers are most satisfied with the intrinsic factors and least satisfied with the monetary aspects of teaching. He reported that poor appraisal systems, lack of recognition, and lack of respect from the head and other co-workers are some common reasons of distress and de-motivation among lecturers in educational institutions. The scale of learner assessment was measured through the following scales: description of the learner assessment contents at VNUA (DGNH1); designed learner assessment activities are consistent with the output standards (DGNH2); and learner assessment methods and results are reviewed to ensure their accuracy, reliability, and fairness towards the output standards (DGNH3).

Fifthly, teaching and studying approaches also affect work motivation. Interactive, flexible, and practical teaching methods often encourage the participation and interaction of students so that they feel more interested and motivated to complete their tasks. Sinclair's (2008) research with 211 Australian student teachers extended the findings of earlier studies that teaching attracts people because it provides an opportunity for working with students. Teaching also provides intellectual stimulation and personal and professional development. The nature of teaching work, perceived working conditions, and life-fit are other attractors of teaching as a profession.

The teaching and learning scale included: a system of teaching selection and learning activities consistent with the established educational philosophy and output standards (GDHT1); a system of attracting and selecting teachers, and assigning tasks based on professional qualifications, capacity, professional achievements, and experience is

applied (GDHT2); teaching and learning activities that promote lifelong learning are organized appropriately to achieve the output standards (GDHT3); teaching and learning activities are monitored and evaluated for quality assurance and improvement (GDHT4); and the educational philosophy as well as teaching and learning activities are improved to achieve output standards, ensure the quality of teaching and learning, and encourage lifelong learning (GDHT5).

Sixthly, community connection and service also impact the quality culture. Urdan & Maehr (1995) believed that the social meaning or value of the work is an important driving force to be intrinsically motivated. Positive feelings are built through interrelationships and connection through social interactions, and thus, membership breeds a sense of being understood and appreciated, and motivates people to strive for future generations. These ideas were developed on the basis of the theoretical arguments mentioned above and previous literature demonstrating links between workplace spirituality and intrinsic motivation (Milliman *et al.*, 2003).

The scale of community connection and service included: a connection plan is made and community services are provided to realize the vision and mission of the educational institution (KNPV1); Connecting with other students and other members of the education community can open opportunities to share ideas, documents and experiences (KNPV2); and policies and guidelines for community connection and service are implemented (KNPV3).

Seventhly, the design and review of the teaching programs are other factors for consideration. A teaching program with clear and specific goals helps teachers master the orientation and results to be achieved as guidance and direction for lecturers help them to be more motivated and focus on their work. Photanan (2004) is of the opinion that training is one of the most important activities that can be used as a motivational program for employees' development. Training programs are one of those different input factors that give motivation to teachers for their performance enhancement (Woodward, 1992).

The scale of design and review of teaching programs included: a system of designing, developing, monitoring, reviewing, appraising, approving, and issuing teaching programs for all curriculums and courses/modules with support and feedback of involved parties established (TKRS1); there is a system to develop, review, and adjust the output standards of the curriculum and subjects/modules that is consistent with the needs of the involved parties (TKRS2); the outlines of subjects/modules and training plans of the curriculum are documented, disseminated, and implemented based on the output standards (TKRS3); reviews of the design procedures, and evaluation and reviews of the curriculum are implemented (TKRS4); and the procedures of design, assessment, and curriculum are improved to ensure relevance and are updated to meet the changing needs of the involved parties (TKRS5).

Eighthly, training results show how students are impacted by the quality culture. As Adams *et al.* (1989) highlighted in their study, student achievement can be a factor of motivation for teachers, if students are hardworking, talented,

and high achievers, teachers will be more motivated as a strong relationship between teacher satisfaction and student achievement not only will raise a teacher’s job satisfaction but also will prompt him to put forth his best efforts. Training results were measured by the following scales: the percentage of learners who meet the requirements and the dropout rate of all training programs with a focus on how subjects/modules are developed, monitored, and compared for improvement (KQDT1); the average graduation time for all training programs is established, monitored, and compared for improvement (KQDT2); the employability of graduates of all training programs is established, monitored, and compared for improvement (KQDT3); and the satisfaction of involved parties with the quality of graduates is established, monitored, and compared for improvement (KQDT4).

Based on the various assessment scales for measuring the quality culture, a set of eight hypotheses were developed. The relationship among these hypotheses is shown in **Figure 1**.

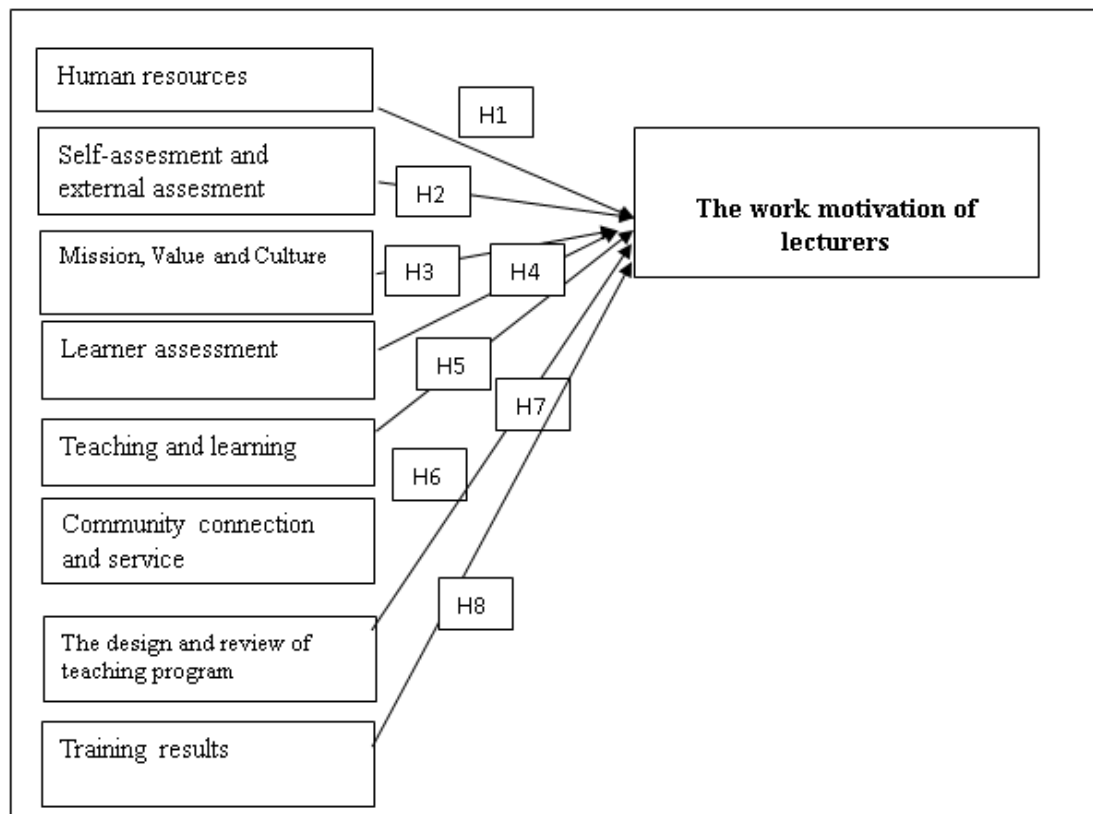


Figure 1. Theoretical research model

H1: Human resources management has a positive relationship with the work motivation of lecturers.

H2: Self-assessment and external assessment have a positive relationship with the work motivation of lecturers.

H3: The mission, vision, and culture have a positive relationship with the work motivation of lecturers.

H4: Learner assessment has a positive relationship with the work motivation of lecturers.

H5: Teaching and learning have a positive relationship with the work motivation of lecturers.

H6: Community connection and service have a positive relationship with the work motivation of lecturers.

H7: The design and review of teaching programs have a positive relationship with the work motivation of the lecturers.

H8: Training results have a positive relationship with the work motivation of lecturers.

Results

Characteristics of the survey sample

A total number of 197 survey questionnaires were distributed, and after the interviews, 197 responses were collected. No responses needed to be removed due to missing important information, so all 197 responses were valid. The education level and income of the lecturers are shown in **(Figure 2)**.

The survey results **(Figure 2)** showed that all the lecturers had a master's degree (100%), and about 30% had a doctorate degree. Their qualifications all met the training needs and the majority of lecturers (about 80%) were trained in advanced countries in the region and around the world, including the United States, Japan, Australia, the Netherlands, and Belgium, among others.

Analysis of quality cultural factors affecting the work motivation of lecturers

Accreditation of scale

The numbers of observed variables in Cronbach's Alpha analysis were 35 observed

variables belonging to eight independent variables and four observed variables belonging to one dependent variable. The results of Cronbach's Alpha are shown in **Table 2**.

Through the reliability analysis results of the scales, all the observed variables were reliable and included in the exploratory factor analysis. The results of exploratory factor analysis had 11 observed variables, namely QLNL1, QLNL2, TDGN2, TDGN3, DGNH2, GDHT1, GDHT 2, GDHT3, KNPV1, KNPV2, and TKRS1, which were excluded from the research model because their factor loading coefficients were smaller than 0.55. Thus, the remaining 24 observed variables were grouped into three factors representing the factors affecting the work motivation of lecturers by exploratory factor analysis. The scales met the requirements, had the ability to converge, and were statistically significant for inclusion in subsequent analyses. It was found that the exploratory factor analysis showed that the basic factors changed and were not as they were originally. The factors extracted from the exploratory factor analysis were as follows:

Through exploratory factor analysis, Factor 1 (F1) included nine observed variables, of which QLNL3, QLNL4, QLNL5, QLNL6, and QLNL7 belonged to the original scale of "human resource management", TNSM 3, TNSM5 belonged to the original scale of "vision, mission, and culture", and DGNH2 belonged to the original scale of "learner assessment", and GDHT1 were grouped into a new group named "human resource management and mission".

Factor 2 (F2) included eight observed variables, of which KQDT1, KQDT2, KQDT3, and KQDT4 belonged to the original scale of "training results", and TKRS2, TKRS3, TKRS4, and TKRS5 belonged to the original scale of "design and review of teaching programs", and through exploratory factor analysis, these factors were grouped into a new group named "training and review".

Factor 3 (F3) included seven variables, of which TNSM1 and TNSM2 belonged to the original scale of "vision, mission, and culture", DGNH1 and DGNH3 belonged to the original scale of "learner assessment", and QLNL1 and

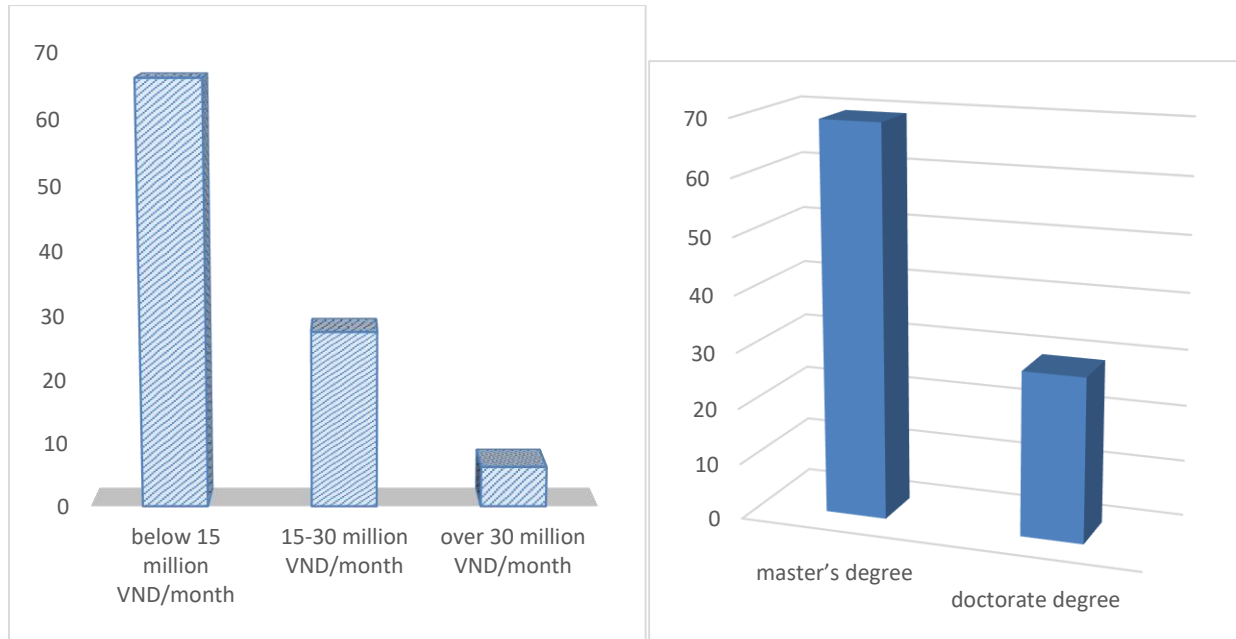


Figure 2. Survey sample information
 Source: Survey data (2023)

Table 2. Summary of Cronbach's Alpha results for accreditation of scales

No.	Scale	Cronbach's Alpha	Minimum Corrected Item - Total Correlation	Remaining variables
1	Human resource management	0.934	0.596	QLNL1, QLNL2, QLNL3, QLNL4, QLNL5, QLNL6, QLNL7
2	Self-assessment and external assessment	0.886	0.732	TDGN1, TDGN2, TDGN3
3	Mission, vision and culture	0.932	0.748	TNSM1, TNSM2, TNSM3, TNSM4, TNSM5
4	Learner assessment	0.889	0.769	DGNH1, DGNH2, DGNH3
5	Teaching and learning	0.906	0.701	GDHT1, GDHT2, GDHT3, GDHT4, GDHT5
6	Community connection and service	0.859	0.713	KNPV1, KNPV2, KNPV3
7	Design and review of teaching programs	0.88	0.656	TKRS1, TKRS2, TKRS3, TKRS4, TKRS5
8	Training result	0.899	0.715	KQDT1, KQDT2, KQDT3, KQDT4
9	Work motivation	0.897	0.714	DLLV1, DLLV2, DLLV3, DLLV4

Source: Data processed by SPSS20.0 (2023).

GDHT5 belonged to the original scales of “human resource management”, and GDHT5 “teaching and learning”, and through exploratory factor analysis, were grouped into a new group named “internal quality assurance system”.

Factor analysis for the outcome-dependent variable scale also showed that the observed

variables were correlated with each other and that exploratory factor analysis was appropriate. From the four original observed variables, one factor was extracted with a variance of 61.154% (>50%), and stationary data point of 1.835 >1. The loading coefficients of the observed variables were all greater than

0.5, so no observed variables were excluded from the model.

Multiple regression analysis

The analysis results showed that $R^2 = 0.652$, and R^2 after correction = 0.64. An R^2 value after correction of 0.64 means that 64% of the variation of the dependent variable for the influence on the work motivation of lecturers was explained by the variation of the independent variables. Since the sig value of the ANOVA analysis on the fit of the regression model was $0.000 < 0.05$, we rejected the hypothesis H_0 . That is, there is a relationship between the independent and the dependent variables.

Based on the results shown in **Table 3**, the regression model was defined as:

$$DLLV = 0.664 + 0.223 F1 + 0.628 F2 + 0.042 F3$$

The information in **Table 4** highlights that the value sig < 0.05 and the regression coefficients of all factors had positive signs. It can be seen that F1, F2, F3 had an positive influence to the work motivation of lecturers.

According to the chart (**Figure 3**) of evenly scattered plots around the line axis, these factors

were distributed according to the normal distribution and the linear regression line. The scattered plots were from left to right and from top to bottom, so the linear regression equation by the least squares method was suitable for the analysis results.

Discussion

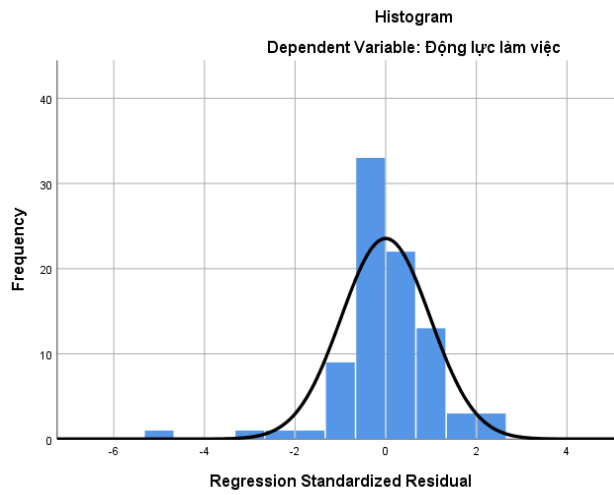
The quantitative analysis results indicated that three factors (human resource management and mission; training and review of teaching programs; and quality assurance system) positively affected the work motivation of lecturers, were verified, and met the requirements for validity, reliability, and conformity. The regression analysis results showed that these three factors explained about 64% of the work motivation of lecturers, in which the factor of human resource management and mission had the highest influence (beta coefficient of 0.581). These results were consistent with the results of previous studies (Chang *et al.*, 2010; Turkyilmaz *et al.*, 2011; Jun *et al.*, 2016) that clarified the direct positive relationship of human resource practices on

Table 3. Statistics of regression coefficients and multicollinearity

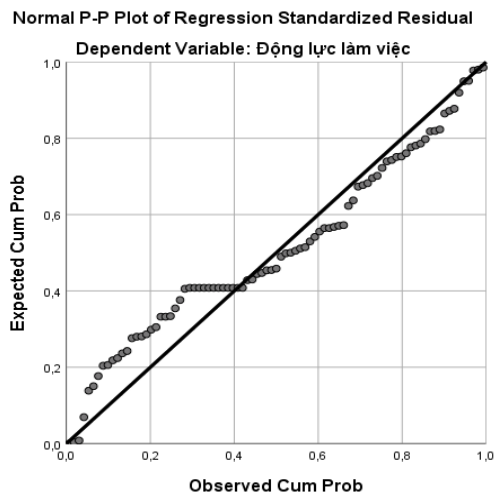
Model	Unnormalized regression coefficients	Standard deviation	Normalized regression coefficient	Value t	Value Sig.
1 Constant	0.664	0.313		2.123	0.037
2 F1	0.628	0.115	0.581	5.470	0.045
3 F2	0.223	0.109	0.238	2.039	<0.001
4 F3	0.042	0.124	0.124	0.336	0.038

Table 4. Summary of hypotheses and test results

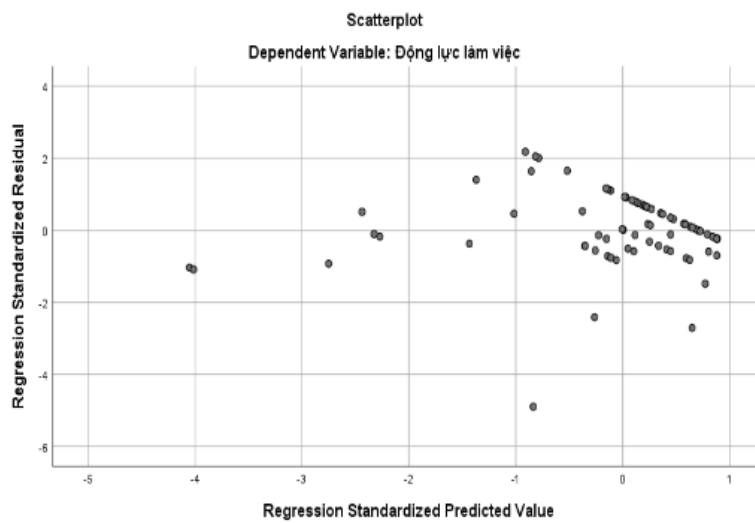
Hypothesis	Sig.	Beta coefficient	Conclusion at a significance level of 5%
Hypothesis H1: Human resource management and mission have a positive relationship with the work motivation of lecturers	0.045	0.581	Accepted
Hypothesis H2: Training and review have a positive relationship with the work motivation of lecturers	0.000	0.238	Accepted
Hypothesis H3: The internal quality assurance system has a positive relationship to the work motivation of lecturers	0.038	0.124	Accepted



(a) Normal distribution



(b) Normalized residuals



(c) Assumption of linear relationship

Figure 3. Multiple regression analysis results

employee motivation. This also means that the Board of Directors of VNUA directly grasp the content of the vision, mission, and core values for officials and employees in the annual meeting of officials and employees; and they propagandize and disseminate the vision, mission, and core values to students during the week of civic activities at the beginning and end of courses, and in dialogues between the Board of Directors and learners. In addition, VNUA's vision, mission, and core values were also disseminated and introduced at conferences, working sessions, and cooperation agreement signing sessions between VNUA and businesses, socio-professional organizations, and localities; and in alumni meetings. Generations of leadership have had specific solutions and actions to promote VNUA's traditional cultural values on the basis of the core values that have contributed to the VNUA of today. The traditional cultural values with five core values have been built and preserved by most personnel, lecturers, and generations of students; and VNUA's vision and mission are effectively communicated to various subjects within the University.

The factor of training and review (0.238) had a positive relationship with the work motivation of lecturers. The impact of this factor on job satisfaction was also studied by Bakotić & Fiskovića (2013), and they found that workers who work in normal working conditions usually show a high level of being satisfied at their work while those working in unfavorable conditions presented a low level of satisfaction at their work. Similar results were found by Munyengabe *et al.* (2016) as they reached to illustrate that working conditions play a vital role in increasing or reducing the level of employees' satisfaction at their work. It can be recommended that to increase the motivation lecturers, managers at VNUA should have a specific and clear quality assurance strategy and plan, and have target indicators for each period (short-term, medium-term, and long-term). Quality at the level of domestic educational institutions and quality of training programs have been accredited according to the AUN-QA with good policies to improve the capacity of staff in self-assessment and external assessment. Planning for improvement after the self-assessment and external assessment was well implemented. The

procedures for self-assessment and external assessment are clear, specific, and reviewed for improvement. The quality assurance system is specifically structured and consistent at all levels. The set of regulations and procedures for guiding the implementation of work is specific and clear. Key performance indicators are identified and have been made into action plans, which are reviewed and improved regularly. The number of training programs passing the AUN-QA is higher than the target. The consistent direction from the Board of Directors for functional departments, faculties, and subject groups in the implementation of quality assurance plans achieves a high efficiency.

Finally, for the factor of quality assurance system (0.124), VNUA has applied many different communication methods and promoted communication, promotion, consulting, and enrollment support for learners. VNUA has built a multi-dimensional, comprehensive, and cross-supervised enrollment and admissions monitoring system. VNUA has regularly updated the content of training programs according to the development trends of society by increasing the number of credits of training programs; increasing the duration of practice and internships at localities and enterprises; and standardizing the output standards of foreign languages, informatics, and soft skills in the direction of international integration and meeting the requirements of employers and involved parties. These are clearly shown through the level of job satisfaction of students upon graduation. Graduates are highly appreciated by employers due to their good knowledge, effective working skills, and their ability to be autonomous, self-responsible at work, and well adapted to the requirements of the Industrial Revolution 4.0. Adams *et al.* (1989) also highlighted in their study that student achievement can be a factor of motivation for lecturers. Besides, 36% of the work motivation of lecturers at VNUA is still influenced by other factors.

Conclusions and Recommendations

Conclusions

The analysis results showed that there are three groups of quality culture factors (human resource management and mission, training and

review, and the internal quality assurance system) positively influencing the work motivation of VNUA's lecturers. In particular, the factors of human resource management and its mission have a great and decisive influence on the work motivation of lecturers. Based on the research results, the authors proposed some implications in order to promote the work motivation of lecturers at VNUA. In terms of practical significance, this study will partly provide a more specific and in-depth view for higher education institutions to make appropriate plans for the purpose of promoting work motivation, enhancing brand value, and improving the quality of training and research at universities. This study only focused on a selection of quality cultural factors identified at VNUA. Therefore, subsequent studies should have more diverse approaches in analyzing the working motivation of various quality culture factors at different universities, and future studies can also follow up this study in analyzing the work motivation of lecturers at higher education institutions in Vietnam.

Recommendations

VNUA needs to not only focus on training and research in the fields of agriculture and rural development but also in many other fields such as digital economy, information technology, and tourism, among others, to be in line with the trends of the world in the context of the digital revolution 4.0 and the national target program on new rural development. VNUA should promote the involvement of enterprises in reviewing and assessing the vision, mission, and core values of the University; develop policies, plans, and solutions to promote the cultural values of the University; and optimize communication using the internet platform.

The foreign language capacity of support staff needs to be improved and it is necessary to supplement other foreign language requirements suitable for support staff in recruitment. It is recommended to focus the planning of human resources to meet the requirements of training, scientific research, and community service according to long-term, medium-term, and short-term plans. It is also important to develop

regimes and policies on personnel affairs in accordance with the regulations of the State and related ministries and industries.

There should be a strategy and plan for investment in facilities, infrastructure, equipment and tools, and a spacious campus and facilities. Facilities, infrastructure, and equipment of the University should be continuously improved and completed every year to effectively meet the training needs of scientific research for the University. The server system and high-speed network system need to fully meet the training, scientific research, and management needs of teachers, learners, and the University. This includes having a Wi-Fi networking infrastructure that covers the entire University for teachers and learners to look up and update information anywhere on campus. There also needs to be a system of equipment and IT facilities to support domestic and international meetings and online seminars. Annually, VNUA already spends a large amount of money to invest in, supplement, and upgrade IT infrastructure and services to meet the training and scientific research needs of officials, lecturers, and students.

Moreover, in terms of improving training at VNUA, the University needs to review, gather, complete, and standardize the course records of training programs that have not yet passed the AUN-QA international accreditation. Another goal should be to strengthen the organization of training courses for lecturers on digital transformation and digital technology. Promoting the work of lecturer inspections in class and professional training for lecturers will help to ensure the quality of all lecturers in addition to maintaining supervision and assessment of teaching and learning activities, and organizing the periodic collection of comments from involved parties on the activities of the University. Encouraging students to do scientific research as well as participate in exchange programs and activities at clubs will further help all learners be better prepared to enter the work force after graduation.

The procedures for assessing learners can also be improved in many ways. First, updating the comprehensive learner assessment system will help learners constantly improve themselves

during their studies at the University. Reviewing the content and assessment methods will help learners meet the output standards of subjects and majors, and supplementing various assessment forms for learners will allow them to develop themselves comprehensively. Student assessments can be conducted more regularly so that learners can constantly improve themselves during their studies at the University. A consistent and thorough assessment process must be made for the entire learning process of learners at the University from admission assessments to regular assessments throughout the learning process until graduation. The assessment process must be strict, fair, and objective. The methods of student assessment should be diverse, and publicly and specifically disseminated to learners. Various forms of assessment, teaching, and learning help learners to develop themselves comprehensively, and learner assessments should be regularly consulted. Annually, VNUA should plan and implement activities in order to improve the education quality by reviewing and adjusting the system of regulations and procedures. VNUA needs to compare performance results and use such comparisons to strengthen quality assurance activities and encourage innovation and creativity. The University should also select and use well-defined and reviewed benchmarking information to improve quality for timely improvements of VNUA.

Finally, Improving the internal quality assurance system at VNUA begins with conducting the quality assurance plan on a regular and continuous basis and collecting comments from involved parties to evaluate the performance level for the strategic objectives of quality assurance. Regulations should be developed based on consultations with involved parties, including lecturers, civil servants, officials, employers, social organizations and professional associations, scientists, experts, alumni, learners, and graduates in the following fields: training programs (output standards; structure and content of training programs; training activities; teaching activities of lecturers; student examination and assessment activities; management and organization of

training; scientific research activities), support activities (support and counseling activities for learners, lecturers, civil servants, and officials at the University; extracurricular activities of learners), facilities (materials for teaching and learning; equipment for lecture halls; dormitories; classrooms; work rooms; practice and experimental rooms; fields; experimental camps; safety and fire protection systems; environmental landscapes; health care facilities of the University), and the employment status of university graduates. Through survey data, we can draw experience and conduct quality assurance activities. In addition, surveys about training programs for involved parties such as employers, alumni, and social-professional organizations should also be implemented and stored in the forms of databases, questionnaires, and in specialized faculties.

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