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MANAGEMENT CREATINGWORK MOTIVATION FOR LECTURERS AT THE HO CHI MINH NATIONAL ACADEMY OF POLITICS

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INTRODUCTION

1. Research rationale

Over the years, Vietnamese Party and State havecared about teachers. This is said determining factor for improving quality and promoting the development of education. Indeed, the 2nd Plenum of the8th meeting of Central Committee of the Communist Party of Vietnamhas affirmed: "Want to enhance the quality of education and training, one of the key solutions which has the determinant meaning is building and developing the teachers" [11].

Government's Resolution No. 14/2005/NQ-CP issued 02/11/2005 of The comprehensive and fundamental innovation of Vietnam university education 2006 - 2020 stated the direction: "…Based on innovative thinking and the management mechanism of university education, the logical and effective combination between functions and duties assigned of the state management and ensuring autonomy, enhancing the social responsibility, the transparency of the higher educationalinstitutions; Promoting the positive and proactive of higher educational institutions in the innovation which the cores areteaching staff, managers and proactive participation of the society.[55]

There are many theories aboutcreating work motivation, techniques of human resource management have been discovered for assisting people to fulfill the potential, reduce waste of resources, increase the operational efficiency of the organizations, especially in economic sectors and human resource management both at national and international level. Therefore, the most importance is organizations must create motivation for employees to work with creativity and achieve the high effectiveness of job performance.

Ho Chi Minh National Academy of Politics (HCMA) is a unit which is directly under the Central Committee of the Communist Party and Government. Although the lecturer team at HCMA works with dedication, responsibility and efficiency, they are definitely not at the same level because they have different starting points. The reason would be motivation, which is the fundamental factor to promote the process and dominate the results of each individual work.

There are two basic groups of motivation in terms of external and internal motivation (external and internal forces), in which the internal forces are the main factor that dominate the teachers' activities, while the external forces are the interaction in the specific situations. However, there is still a shortage or incompatibleness of thesolutionscreating reasonable work motivation of managers as well as the other subjects related to the Academy's lecturers.This issuealso needs to be solved in the research.

From the reasons above, the researcher recorgnizedthe importance of the management to creatework motivation for lecturers, the researcher has selected the topic: "Management creatingwork motivation for lecturers at the Ho Chi Minh National Academy of Politics".

2. Research purposes

Based on academic research and current management creating work motivation for lecturers, the researcher recommends solutions for management to create work motivation for lecturers at the Ho Chi Minh National Academy of Politics. As the result, work motivation would be created and contributed to improve the work results of lecturers.

3. Object and subjects of research

- Research object: Management creating work motivation for lecturers.
- Research subject: Management methods to create work motivation for lecturers at HCMA.

4. Hypothesis

Lecturer management at HCMA has beenimplementing in accordance with regulations and has a certain effect. However, the policies and solutionsimpactingthe lecturer team have not fully promoted internal strength.If the solutions for management creating work motivation for lecturers at HCMA are suggested and have impact on the elements of work motivation and the contents management creating work motivation, the result will contribute to improve the results of work of lectures at the academy.

5. Research mission

(1) To systemize theoretical basis of work motivation and management creating work motivation for lecturers: work motivation concept, the elements of work motivation, concept of management creating work motivation, and the contents of management creating work motivation for lecturers.

(2) Toevaluate the current situation of themanagement to create work motivation for lecturers at HCMA in order to suggest solutions.

(3) To recommend management solutions to create work motivation for lecturers at HCMA in order to enhancethe work results of lecturers at HCMA.

(4) To organize the experiment of the research result to determine the scientific and feasibility of the solution suggested, as well as the basis for implementing the system in practical solutions.

6. Research scope

6.1. Limitation of content

Although lecturer management has large content, this thesisonly focuses onthe research of management solutions to create work motivation

in order to improve the quality and efficiency at the workforce of lecturers at the academy.

6.2. Limitation of location

Survey focuses on the current situation to create motivation at the workforce of lecturers at the Center Academy, Academy of Politics Region II, Region Political Academy III, Academy of Politics Region IV - the units of the HCMA.

6.3. Limitation of objectives

+Leaders: 40

+ Lecturers: 160

+ Trainees: 300

7. Research methods

7.1. Research methodology

The system approach, operational approach and the approach of role - function are used in the thesis, and the approach of role - function is identified as the main approach.

7.2. Research methods

7.2.1. Theoritical research methods

7.2.2. Practical research methods: Questionnaires,interviews, in-depth interviews,seeking experts'sopinion, pedagogicalexperiment methods (PEM)

7.2.3. Statistical methods

8. Theoretical poits

Theoretical poit1:Work motivation is very crucial for lecturers.It can enhance the results of task performance of lecturers in higher education institutions. Creating work motivation for lecturers is an important task for managers. Therefore, we need to determine the structure/ elements of work motivation for the lecturers.

Theoretical poit2:Management creating work motivation for lecturers is acontent to promote the potential power of lecturers in higher educationalinstitutions. Therefore, managers need to pay attention to the content and solutions of management creating work mortivation for lecturers in order to measure, evaluate the current management situation which create the work motivation for lecturers in HCMA.

Theoretical poit3:The system of management solutions to create work motivation for lecturers at HCMA needs to be ensured thereasonableness and synchronicity. These canbestarted by understanding the structure of work motivation of lecturers, the content of management creating work motivation for lecturers. Therefore, work environment would be established, and the movement would be created in order to enhance the proactive, self-discipline, team effectiveness of lecturers in the process of implementing the assigned tasks.

9. Thesis contribution

1) Contribute to the development of theory about creating work motivation and management creating work motivation for lecturers.

2) Specificallyidentify the limitations, difficulties and their causes in the process of implementation management to create work motivation for lecturers in HCMA.

3) Suggest solutions to enhancethe efficiency of management creating work motivation for lecturers in meeting the teaching duties and scientific research in the specific nature at HCMA.

10. Thesis structure

Besides the introduction, conclusion and recommendations, list of references and appendices, the structure of the thesis consists of three chapters:

Chapter 1: Theoretical basis of management creating work motivation for lecturers

Chapter 2: Reality of management creating work motivation for lecturers at the National Academy of Politics and Ho Chi Minh .

Chapter 3: Solutions for management creating work motivation for lecturers at the National Academy of Politics and Ho Chi Minh .

CHAPTER 1
THEORETICAL BASISOF MANAGEMENT CREATING WORK MOTIVATION OF LECTURERS

1.1. Overview of theory

1.1.1. Research of work motivation

** Foreign research:*

There are many points of view in terms of philosophy of Marxism and Leninism, the point of view of scientists about "Dynamics", Principles of Management. These researchers confirmed the role of "leverage" in dynamics which impacts on human. In which, the main point is Philosophy of Marxism and Leninism which towards resolving internal conflict and external conflict.

** Local research:*

Dynamics was researched by the local scientists since the last decade of the twentieth century. The most typical study is the study of Le Huu Tan. Recently, there is the point of view in Vietnam: “human is both objective and motivation of the social - economic development.

In addition, there are research of Tuan Phuong (1992), Do Nhật Tan (1990), PhanThanhKhoi (1992), Le Van Thuc, 1995, Pham Minh Ngoc – 1998, Hoang Van Luan – 2000, Vu ThiUyen -2008, Nguyen LinhKhieu, Ho Van Thong, Nguyen The Nghia, Hoang Ba Tham….

1.1.2. Research ofmanagement creating work motivation

** Foreign research*:

There are various different approaches such astraditional approach, approach to human relationships, approach to human resources and modern approach. The modern approach is expressed as follows: *The classical theory – Frederick Taylor's theory , A.Maslow's hierarchy of needs, The two factor theory of Frederick Herzberg, Theory Y, Acquired needs theory of David Mc Clelland, Equity theory of J. Stacy Adams, Expectancy theory of Victor Vroom, Positive reinforcement theory of B.F.Skinner, The Goal Setting* Theory of *Edwin Locke…*

In summary, the theories mentioned about creating motivation in different ways in terms offulfilling salaries, needs, equality and encouragement, setting goals, expectations with the specific steps lead to actual behavior and can help managers to predict individual behavior in the future through management solutions. These researches have significant orientation for this thesis.

** Local research:*

Nguyen QuocKhanh (2011) with *Human Resource Management,* Nguyen Van Diem – Nguyen Ngoc Quan (2010) with *Human Resource Management*, M*anagement psychology for leaders* of Nguyen Ba Duong (1999), research of Bui Anh Tuan, Nguyen Cong Khanh (2012)… These authors mentioned about create motivation for employees and also mentioned about aspects of dynamics factors, especially focused on creating friendly, comfortable and trustful environment.

1.1.3. Research onmanagement creating work motivation of teachers

There are several foreign researchers and local researchers such asA.V.Petrovski, Tran Ba Hoanh, Nguyen Thi Phuong Hoa (2010), and researchof The Communist Party of Vietnam

Thus, most of the developed countriesin the worldhave special care forteachers, lecturers, because the impact on this team would be an importantleverage to promote the quality and efficiency of education. Creating work motivation of teachers, lecturers has been researched for a long time. In which, through pratical policies, solutionsmostly focused on teacher salary, respectability, high requirement and great expectation by pratical policies.

**Evaluating the research results related to the thesis*

Based on the summary of foreign researchesand local researches, the thesis has summary several previous researches which are researched indeeply, deeply, and vice versa in order to guide and concentrate on the questions of the thesis as follows:

1. Creating work motivation for lecturers is the important task of educational managers. What are structure/elements of work motivation for lecturers?

2. What are contents and solutions of management creating work motivation for lecturers which are determined by education managers?

3. How to measure and evaluate the reality of management creating work motivation for lecturers?

4. What are the suggestion for the solutions of management creating work motivation for lecturers at Ho Chi Minh National Academy of Politics, in order to enhance thequality and efficiency of lectures?

1.2. Definitions

1.2.1. Motivation

Human motivation is the combined impact of elements (physical and mental) that promote, stimulate enthusiasm the efforts of each individual to achieve personal goals and organizational goals. [HàThanh]

1.2.2. Creating motivation

To get motivation of employees, we need to find ways to create them. Therefore,"c*reating motivation at work is the system of policies, solutions, management techniques that impact on employees in order to for them to get motivated to work*".

1.2.3. Lecturer

In general,there is consent to the term "lecturer" in professional academiawhoare professional at colleges and higher education.

1.2.4. Management

According to the most common definition, “management is the activity or influence with the clear orientation and clear intention of management subject (manager) to management object (employee) in an organization to operate and achieve its goals.

1.2.5. Management creating work motivation for lecturers

Management creating work motivation for lecturers is the impacts of management, includes policies, solutions, management techniques that create work motivation for lecturers in order to meet the development requirements of the academy.

1.3. Work motivation

1.3.1. The essence of motivation:

Motivation is always associated with job, organizational environment. It never stands alone, and does not entirely depend on individual personality characteristic. In addition, motivation can frequently change and depend on objective factors at work, voluntariness and plays an important role in labour productivity growth if the other input conditions are unchanged.

1.3.2. The relationship between motivation and purpose, demand and benefit

Purpose, demand, benefit and work motivation are closely related to each other.

1.3.3. The elements of motivation

Based on the elements of motivation above, the structure of work motivation includes 3 main components as follows:

Element	Content
Personal element	- Demands of employee: + Physical demand + Spirital demand - Personal values: qualifications, experience, personality, goals, attitude
Natural elements and the contents of work	- Suitable job with qualifications of employee - Training and improving qualifications - Stability and initiative - Different responsibilities - Complexity of the job - Attraction and challenge - Evaluation of implementation results
Elements of the environment	- Cultural Organization - HR policies - Conditions and work hours - Labor discipline

1.4. Management creating work motivation for lecturers

1.4.1. The role of management creating work motivation

For employees.

For organization

1.4.2 Some points of view about management creating work motivation

Traditional approach

The approach of relationships to human

The approach to human resources

Modern approach

1.4.3. The content of management creating work motivationfor lecturers

1.4.3.1. Establishing regulations and provisions formanagement creating work motivationfor lecturers

1.4.3.1.1. The basis of establishment

First, the characteristics of organization / educational institution.

Second, the characteristics of human resources.

Third, the reality of social and economic conditions

1.4.3.1.2. Establishing the regulations and provisions

** Regulations, provisions impact on personal elements of lecturers*

Establishing the system of regulations and provisions about compensation, remuneration, welfare and development for lecturers

** Regulations, provisions impact on natural elements and the contents of work:* creating attraction and assessing work motivation.

1.4.3.1.2. Identify resources for implementation

Resources include human resource, material, financial and informational resources of the academy

1.4.3.2. Implementation of regulations, provisions about management creating work motivation of lecturers

1.4.3.2.1. Planning

The planning needs to ensure following criteria:

- Definingtarget for each phaseduring the implementationprocesssuch asacademicyear, semester, month, emulation stage.
- Determinesteps (method, process) to achieve goals/
- Determiningunits and individuals are responsible or jointlycoordinate to implement
- Determineresources and solutions to achieve goals
- Havingspecific plans for eachlevel of management, focus on specialized and professionalunits to avoidpassivity or congestion information for managers and lecturers and executors.

1.4.3.2.2. Identifying executor

The highest leader should clearly defines roles, functions, duties and powers of participated individuals and departments; simultaneously ensures agreement in Academy, which are expressed in regulations, provisions, plans or guidelines. Such as: Party Committee, Board of Directors, Advisory Board, Function Departments, Specialized Units /Faculty, lecturers

1.4.3.2.3. Implementation of regulations, provisions

** Implementation of regulations, provisions which impact on personal elements of lecturers*

The head of Academy is a person who firstly receives regulations and provisions and must direct function departments to appropriately apply according to particular conditions of Academy. In fact, most of the issued regulations and provisions are appropriately apply for each educational institution. The head of Academyis also an account holder, will be responsible for the implementation of regulations and provisions in his unit. Implementation of regulations, provisionswhich impact on personal elements of lecturers is expressed through specific activities:

a. Salary remuneration

b. Remuneration

c. Welfare

d. Development for lecturer

** Implementation of regulations, provisions which impact on natural elements and the contents of work*

Party Committee, Board of Directors are responsible for general direction of all units to implement these regulations and provisions, in which will assign to functional departments according to their duties for monitoring, inspection and assessment and report the results to the highest leader of their educational institution, as follows:

a. Creating attraction and challenge for lecturers

b. Accurately assessing and promoting the work of lecturers

** Implementation of regulations, provisions which impact on elements of the environment*

- Complying regulations, provisions, and standards in communication. When the rector (director) directs for implementation, the units (direct subordinates) receive and implement under steering documents and organize for under control lecturers to implement.

- Creating solidarity, unity, stability in the workplace.

Modernizing infrastructure and supporting equipment for research and teaching activities of lecturers.

In addition, it is also necessary to implement, such as: convenient working time for senior lecturer with achievement dedication, flexible management and adjustment of relations.

1.4.3.3. Evaluating and adjusting the implementation of regulations and provisions about management creating work motivation for lecturers

- Establishing standards and standardizing the assessment of implementation the regulations and provisions about management creating work motivation of lecturers

- Towards innovation for the evaluation process and assessment methods

- Establishing evaluation culture in "organization can learn"

- Implementing the timely and reasonable adjustment in order to prevent and solve mistakes that may happen during the implementation of regulations, provisions, at the same time, completing the system of management and implementation for regulations, provisions in reality according todevelopment target of each specific stage, each area and specific area.

1.4.3.4. Establishing environment to implement the regulations and provisions about management creating work motivation of lecturers

- Determiningphilosophy of development, mission, and vision of organization.

- Creating consensus of all lecturers about strategy, target of Academy in each phase.

- Planning the programs to entice people to join.
- Organizing many activities, movements to improve autodidactism and creativity of lecturers about profession, qualification, scientific research, community/society service.
- Organizingevaluation, review, encouraged exchange experience.

1.5. Elements affect management creating work motivation for lecturers

- The document system of provisions on capacity requirements, qualifications, regulations and remunerations for lecturers.
- Conditions, working environment and facilities of the Academy.
- The essence of work.
- Organizational culture, the specific characteristics of the organization.
- Capacity, quality, leadership style at all leader levels.
- Objectives, needs, purposes and benefit of lecturers.
- Value orientation and personal mood.

CONCLUSION OF CHAPTER1

Work motivation plays an important role in labour productivity growth if the other input conditions are unchanged, as an invisible power inside human that motivates them more hard-working. The thesis establishes the definition of "motivation", "work motivation" and “management creating work motivation”, also defines the relationship between motivation and purpose, demand and benefit, defines the elements of work motivation and the content of management creating work motivationas well as the impact elements.

CHAPTER 2
REALITY OF MANAGEMENT CREATING WORK MOTIVATION FOR LECTURERS AT HO CHI MINH NATIONAL ACADEMY OF POLITICS

2.1. General introduction of Ho Chi Minh National Academy of Politics

2.2. Reality of work motivation for lecturers at Ho Chi Minh National Academy of Politics

2.2.1. Awareness of managers and lecturers about the roles of work motivation for lecturers

The survey results show that 100% of managers and lecturers assessed work motivation for lecturers at HCMA is important and very important. In which, the level of awareness “very important” accounted for 79.5%, follow by 20.5% of those who aware it is important. The percentage of the level of awareness “very important” of managers is higher than lecturers.

2.2.2. The impact of personal elements to work motivation of lecturers at HCMA

Statistics show the impact level of personal elementsto work motivation of lecturers at HCMA is quite large, with average value of 2.67. This impact level includes up to 5/7 elements with average value > 2.5.

The impact level of personal elements to work motivation of lecturers at HCMA is unequal; some contents have more impact than others.

2.2.3. The impact reality of natural elements and the content of work to work motivation of lecturers at HCMA

The impact level of natural elements and the content of work to work motivation of lecturers at HCMAis quite large, with average value of 2.67. It occupies up to 5/7 elements with the average value higher than 2.5.

There are three factors which have greatest impact, namely assessing work results, the suitability of work for professional qualifications of lecturers, attraction and challenge.These factorshave average values respectively $\overline{X}$= 2.86, $\overline{X}$= 2.84 và $\overline{X}$= 2.83, respectively ranked 1/7, 2/7 and 3/7. To be trained and improved qualification, stabilization and task autonomy are also two elements which have large impact on work motivation of lecturers with average values respectively $\overline{X}$= 2.81, $\overline{X}$= 2.59, respectively ranked 4/7 and 5/7.

The complexity of job and the different level of duties are two elements which have less impact on work motivation of lecturers with average values respectively 2.42 and 2.48, respectively ranked 7/7, 6/7.

2.2.4. The impact reality of work environment on work motivation for lecturers at HCMA

The impact level of work environment factorson motivation at the workplace for lecturers at HCMA is quite large, with average value of 2.70, in which all elements with average value > 2.5.

Regulations, provisions of personnel and organizational culture are two elements evaluated as the greatest impact with average value respectively $\overline{X}$= 2.87, $\overline{X}$= 2.84, respectively ranked 1/4, 2/4. Work conditions, work hours and labor discipline also have the large impact on work motivation of lecturers with average values respectively $\overline{X}$= 2.51, $\overline{X}$= 2.60, respectively ranked 4/4 and 3/4. Therefore, environment factorshave large impact on work motivation of lecturers at HCMA. Educational managers also need to pay attention to regulations, provisions to promote the role of work environment in management to create work motivation for lecturers at Academy.

* Overview reality of three factors affecting work motivation of lecturers at HCMA:

Table 2.7:Overview reality of three affecting work motivation of lecturers at HCMA

No.	Items	$\overline{X}$	Rank
1	Personal factors	2.67	3
2	Natural factors and the contents of work	2.69	2
3	Work environment factors	2.70	1
	Average	2.68	

2.3. *The reality ofmanagement creating work motivation for lecturers at the cademy*

2.3.1. Awareness of managers and lecturers about management creating work motivation for lecturers

Statistics show 100% of managers and lecturers evaluated work motivation for lecturers at HCMA is important and very important. In details, the level of awareness "very important" accounted for 87%, the level of awareness "important" accounted for 13%. The percentage of awareness level "very important" of managers is lower than those who are lecturers.

2.3.2. Reality of establishingregulations, provisions about management creating work motivation for lecturers at Academy

2.3.2.1. Implementation level of establishing regulations, provisions about management creating work motivation for lecturers at Academy

Implementation level of establishing content for regulations, provisions about management creating work motivation for lecturers at Academy is regularly with the average value $\overline{X}$= **2.54,** in which the evaluation of managers and lecturers are respectively$\overline{X}$= **2.56** and $\overline{X}$= **2.53.**

Implementation level of establishing content for regulations, provisions about management creating work motivation for lecturers is unequal in the survey.

2.3.2.2. Results of implementation level of establishing regulations, provisions about management creating work motivation for lecturers at HCMA

The table above shows thatthe result level of content implementation which are regulations and provisions for work motivation for lecturers at Academy is not high with the average value $\overline{X}$= **3.02,** in which the evaluation of managers and lecturers are respectively$\overline{X}$= **3.12** and $\overline{X}$= **2.99.** The level of implementation result of each content is evaluated is unevenly in the survey. Besides, there is only 1/10 regulations and provisions achieved good implementation result (>3.25). It is responsible forAcademy leaders and functional departments to establish regulations and provisions. These leaders are considered as an advisory

boards.Therefore many regulations, provisions are frequently implemented. Lecturers are only interested in regulations, provisions which are directly related to the rights and obligations of themselves.

The compared result indicatesthe implementation level of establishing regulations, provisions about the management creating work motivation for lecturers at HCMA is the average level ($\overline{X}$ = **2.54)** and this result of implementation of establishment regulations, provisions is above average ($\overline{X}$ = **3.02)**.

The thesis uses hierarchical coefficient of correlation Spiec-man to calculate in order to confirm the suitability of different opinions about the implementation level and its result related to the establishing regulations and provisions (r = 0.65).Therefore,they are correlated and very tight.

2.3.3. Reality of implementation of regulations and provisions about management creating work motivation for lecturers at HCMA

2.3.3.1. Reality of implementation level for establishing regulations and provisions about management creating work motivation for lecturers at HCMA

The statistics show the level of contentimplementation for regulations, provisions about management creating work motivation for lecturers at Academy is regularly with the average value $\overline{X}$= **2.50,** in which the evaluation of managers and lecturers are respectively$\overline{X}$= **2.60** and $\overline{X}$= **2.47.**

The level of contentimplementation for regulations and provisions about management creating work motivation for lecturers is unevenly in the survey.

2.3.3.2. The results level of implementation forregulations and provisions about management creating work motivation for lecturers at Academy

The result level of implementing regulations and provisions to create work motivation for lecturers at Academy is above average with the average value $\overline{X}$= **3.05,** in which the respective evaluation of managers and lecturers are $\overline{X}$= **3.15** and $\overline{X}$= **3.03.**The result level of each content implemented is unevenly in the survey. There areonly 3/10 of regulations and provisions which have good result (> 3.25).

From the correlation table, level of contentimplementation for regulations, provisions about management creating work motivation for lecturers at Academy is average ($\overline{X}$ = **2.50)** and the result of these implementation is above average ($\overline{X}$ = **3.05)**.

In order to confirm the suitability of different opinions between the implementation level and its implementation result, the thesis uses hierarchical coefficient of correlation Spiec-man to calculate, with the result r = 0.825. Therefore, they are correlated and very tight.

2.3.4. Reality of evaluation and adjustment of the implementation for regulations and provisions about management creating work motivation for lecturers at Academy

2.3.4.1. Reality level of implementation of evaluation and adjustment forregulations and provisions about management create work motivation for lecturers

The implementation level of evaluation and adjustment of regulations, provisions about management creating work motivation for lecturers at Academy is irregular with the average value $\overline{X}$= **2.44,** in which the evaluation of managers and lecturers are $\overline{X}$= **2.52** and $\overline{X}$= **2.42**respectively**.** The result level of implementationof each contentis unevenly in the survey. Overall, the evaluation level of managers is higher than lecturers.

2.3.4.2. Reality level of implementation resultsofevaluation and adjustment for implementation of regulations, provisions about management creating work motivation for lecturers

The survey results as follow:

The result level of implementation of evaluation and adjustment for regulations, provisions about management creating work motivation for lecturers at Academy is above average with the average value $\overline{X}$= **3.15,** in which the valuation of managers and lecturers are $\overline{X}$= **3.18** and $\overline{X}$= **3.14** respectively**.** The level of implementation result for each content is unevenly in the survey.

Table 2.17: Correlation between implementation level and implementation result of evaluation and adjustment for implementation of regulations, provisions about management creating work motivation for lecturers at HMCA

No.	**Content**	**Implementation level**			**Result level**		
		Σ	$\overline{X}$	Rank	Σ	$\overline{X}$	Rank
1	Establishingthe standards and standardization in the evaluation for implementation of regulations, provisions about management creatingwork motivation for lecturers	524	2.62	1	657	3.28	2
2	Towards the innovation for evaluating process and methods	472	2.36	3	596	2.98	3
3	Establishing theevaluation	458	2.29	4	607	3.03	4

	culture in "organization can learn"						
4	Implementing the timely and reasonable adjustment in order to prevent and solve mistakes that may happen during the implementation of regulations, provisions.	499	2.5	2	660	3.3	1
	Average:		**2.44**			**3.15**	

The table above shows implementation level of evaluation and adjustment for regulations, provisions about management creating work motivation for lecturers at the academy is low ($\overline{X}$ = **2.44),**and theresult of its implementation is good ($\overline{X}$ = **3.15)**.

The thesis uses hierarchical coefficient of correlation Spiec-man to calculate, in order to confirm the suitability between different opinions about implementation level and results level of evaluation and adjustment for regulations, provisions creating work motivation for lecturers at HCMA. The result shows r = 0.865, therefore, they are correlated and very tight.

2.3.5. Reality of establishing the environment for implementating regulations and provisions about management creating work motivation for lecturers at Academy

2.3.5.1. Reality of implementation level of establishing the environment for implementating regulations and provisions about management creating work motivation for lecturers

The table indicates the implementation levelof establishing environment for implementating regulations and provisions about management creating work motivation for lecturers at the academy is irregular with the average value $\overline{X}$= **2.46,** in which the evaluation of managers and lecturers are $\overline{X}$= **2.51** and $\overline{X}$= **2.45**respectively**.**The level of implementation result of each elementis unevenly in the survey. Overall, it canbe seen that the evaluation level of managers is higher than lecturers. There are 3/5 contents are evaluated that their implementation is regular ($\overline{X}$>2.5).

2.3.5.2. Reality results level of implementationfor establishingthe implementation environment of regulations and provisions about management creating work motivation for lecturers

It is shown that the level of implementation for establishing the implementation environment of regulations and provisions about management creating work motivation for lecturersis not high with the average value $\overline{X}$= **3.18,** in which respective evaluation of managers and

lecturers are $\overline{X}$ = **3.22** và $\overline{X}$ = **3.17.** The level of implementation result in each element is unevenly in the survey. Overall, the level of evaluation result of managers is higher than lecturers.

The correlation result shows the implementation level of establishing environment for implementating regulations and provisions about management creating work motivation for lecturers at Academy is low ($\overline{X}$ = **2.46)** and the implementation result is good ($\overline{X}$ = **3.18)**.

In order to confirm the suitability between different opinions about implementation level and its result levelof establishing environment for implementating regulations, provisions creating work motivation for lecturers at HCMA, the thesis uses hierarchical coefficient of correlation Spiec-man to calculate, with the result r = 0.925. Therefore, they are correlated and very tight.

2.4. Evaluation of factors affectingthe management creating work motivation for lecturers at HCMA

According to the collected data, all factorsaffect the management creating work motivation for lecturers at HCMA, with the average value $\overline{X}$ = **3.56**. In which, the factors *Conditions of facilities and equipments of the academy, The document system includingthe requirements of capacity, qualifications, regulations and remuneration for lecturers, the nature of work (attraction, qualification requirements, mentality), organizational culture, organizational characteristics* are factors that the most affected, with the average values ranging from 3.66 to 3.78

CONCLUSION OF CHAPTER 2

The thesis has surveyed objectively the reality of creating work motivation for lecturers and the reality of management creating work motivation for lecturers. The results show that all 4 contents evaluated above are not high for implementation level and level of implementation result. In addition, the thesis also points out the affecting level of factors impact on management creating work motivation for lecturers at HCMA. The objective reality above is a crucial basis to propose solutions in Chapter 3.

CHAPTER3.

SOLUTIONS FOR MANAGEMENT CREATING WORK MOTIVATION FOR LECTURERS AT HO CHI MINH NATIONAL ACADEMY OF POLITICS

3.1. Development orientation of the academy in the future

3.2. Principles of solution proposals

3.3. Solution proposals

3.3.1.Completing the evaluation system for emulation and rewards for lecturers

** Purpose*

- To createdeep movements; implement regulations,rewards regulations; simultaneously establish the mechanisms guiding for the implementation to ensure objectiveness and equitableness in the emulation and rewards.

- To encourage, glorify, recognize individuals and team which have good achivement andthis should be expanded.

** Content*

Establishing criteria system for evaluating emulation and rewards

Evaluating the duties of lecturers according to the new criteria system built.

** Implementation*

Leaders of the academy need to determine the purpose and objectives of the movement; After that, they direct establishing the criteria system for evaluating emulation and rewards focus on the conditions and specific criteria for each object of emulation in the organization; they also direct to complete the structure and the component of The Emulation and Rewards Council at all levels; using multiple methods for evaluating results of movements and rewards; well implementing the work of detection, propagation and replication of advanced models...

** Conditions for implementation*

3.3.2. Creating w*ork motivation for lecturers by extending regulations, and rules of welfares*

** Purpose*

The regulations and rules of welfares are benefits that the state and organizations ensure for employees. A good welfare system will create a powerful leverage; simultaneously help leaders harmonize social relations.

** Content*

Completing welfare strategy according to the objectives set. Maintaining and developing the system of regulations and rules of welfares in organization and subordinate units.

** Implementation*

Defining obligatory welfares; expanded welfares; measures to saving spending, reasonable adjusting to create stable welfare resources; adjusting regulations of welfare for increasingly public, clear, equitable and reasonable.

** Conditions for implementation*

3.3.3. Promoting regulations of training, and lecturers development

** Purpose*

To provide opportunities for lecturers to get professional training environment.

To create the foundation for implementation of planning strategy and lecturers development of the academy and subordinate academy.

To help the organization always has sufficient capable employees and develop successor employees.

** Content*

- Designing and implementing the system of short-term and periodic training programs for lecturers in the academy about professional knowledge, pedagogical experience, and teaching methods.
- Establishing regulations concerning the sent training to enhance professional qualifications for lecturers in national & international level.This would improve the quality of lecturers, develop key lecturers and successor employees under the employee planning of the organization.
- Constructing work position schemes and human resource development strategy of the organization.

** Implementation*

(1) For designing and implementing of short-term and periodic training programs for lecturers:

(2) For the content of regulations concerning the sent training to enhance professional qualifications

(3) For constructing regulations and prescript about reasonable promotion.

** Conditions for implementation*

3.3.4. Completing evaluation process for the implementation of lecturers duties

** Purpose*

To ensure the works of lecturers are implemented in accordance with regulations, effectively and promptly prevent mistakes in order to save resources for the academy; simultaneously gain professional knowledge for lecturers.

** Content*

- Establishing a criteria system for work evaluation of lecturers
- Establishingthe processes of inspecting and evaluatinglecturer's duties.

- Focusing on innovation of evaluation methods of work results of lecturers, which focuses on the methods of management by objectives.

** Implementation*

Leaders of the academy direct to establish the criteria system for work of lecturers. This should follow the approach of capacity based on the interference of three functions: research - training - social services; issue the evaluation criteria; determine purpose of inspection, evaluation and establishment of inspection board; innovate the evaluation methods of work results of lecturers; focus on enforcement orientation of evaluation methods according to management by objective (MBO)....

** Conditions for implementation*

3.3.5. Establishing organizational culture to meet the development mission of Academy in the current period

** Purpose*

To establish organizational culture in order to create work motivation for lecturers towards purposes: creating advantage environment and arousing work motivation of pedagogical team and lecturers in theacademy; encourage activeness, enthusiasm, inquisitive spirit and potential of lecturers, thereby contributing to improve the working quality of lecturers, simultaneously establish a healthy pedagogical and modern environment, bring the most advantage support for teaching activities, scientific research and community service of lecturers in the academy.

** Content*

- Establishing organizational culture.

** Implementation*

Conducting survey and statistic the cultural values that have existed in the academy; forming and developing cultural values which are suitable with the strategic development of Academy in the new stage; ensuring unification in terms of identifying and establishing cultural values of the academy; completing mechanisms, regulations for officials, lecturers and trainees to ensure the benefits for all members of the academy; establishing "An organization can learn"; completing infrastructure, vehicles and equipments.

**Conditions for implementation*

3.3.6. Strengthening coordination mechanisms between departments ***in the academy to enhance the efficiency of implementation regulations and provisions for creating work motivation for lecturers***

** Purpose*

Strengthening coordination mechanisms between different departments in terms of Department of Management and Training, Emulation and Rewards Board, Inspection Board, Offices to uniformly

implement the impacts on management creating work motivation for lecturers at Academy.

Enhancing the responsibility of each individual in order to ensure the implementation of work quickly and effectively, and suitable with function and duties of each department.

** Content*

Establishing regulation on coordination between functional departments in accordance with functions and duties, in which focusing on solving the administrative procedures related to regulations creating work motivation for lecturers.

Organizing to get comments and implementing regulation on coordination between departments in working reality.

** Implementation*

Firstly, leaders of the academy establish a drafting regulation board about on coordination between departments

Secondly, leaders of the academy organize to get comments of related individuals and units in the academy.

Thirdly, leaders of the academy sign the decision to issue regulation on coordination between functional departments and units in Academy.

Fourthly, leaders of Academy deploy guiding documents for implementation regulation.

Fifthly, leaders of Academy guide the related units to pay responsibility to develop plan, in order to well organize the implementation regulation on coordination between functional departments and units.

Sixthly, organizing, monitoring, inspection and guiding the implementation regulations for units in Academy.

** Conditions for implementation*

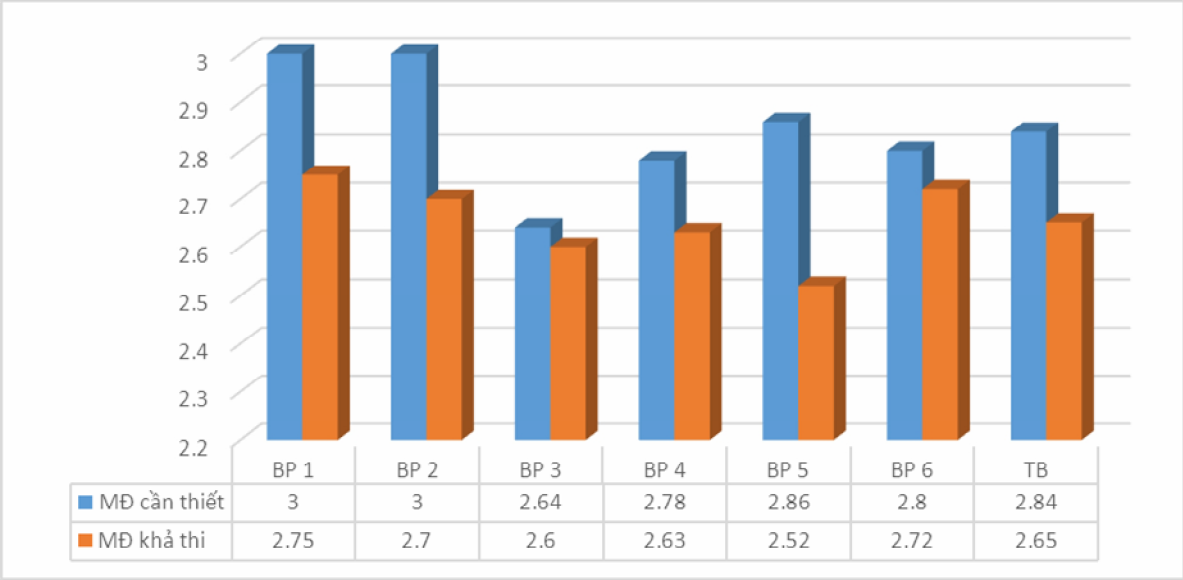
3.3. Experiment about necessity and feasibility of suggested solutions

The result of referendum of the tables 3.1 and 3.2 shows that 100% of people who totally agree about the suggested solution, with the average value of the necessary level is 2.84 and the average value of the feasible level is 2.65.

In details, most opinionsconcernaboutthe completionof the evaluation system for emulation and rewards for lecturers and creating work motivation for lecturers by extending regulations, and rules of welfares (the necessary level X = 3.00, ranked 1,5). Most of lecturers, especially young lecturers pay much attention to remuneration and rewards regulation. The reason is these physical values have practical significance for lecturers.

The chart below shows the comparison between necessity and feasibility of suggested solutions in order to clarify the experiment results.

Chart 3.1: The correlation between the necessary level and the feasible level of suggested solutions



Simultaneously, the thesis also uses coefficient of correlationSpiecman to calculate, with r = 0.675. Therefore, they are correlated and very tight. It means the suggested solutions are necessary and feasible. In details, the first solution and second solution are evaluated with the highest necessary level and the feasible level. The seventh solutionhas high necessityand low feasibility. The third, fourth, fifth solutionshave high necessity and feasibility and relatively uniform.

In summary, although the evaluations about solutions are not uniformly and the levels of them are different, results of referendum show that all solutions have relatively high consensus on necessity and feasibility.

3.4. Organizing the experiment for one solution about completing the evaluation system for emulation and rewards.

3.4.1. Overview about organizing of pedagogical experiment

The thesis implements an experiment with sub-measure completing the evaluation system for emulation and rewards for lecturers in order to evaluate logicality, feasibility, effectiveness of the suggested solutions, from whichthere would be a scientific basis to implement the suggested solutions in the reality of management creating work motivation for lecturers in Academy.

3.4.2. Result analysis of pedagogical experiment

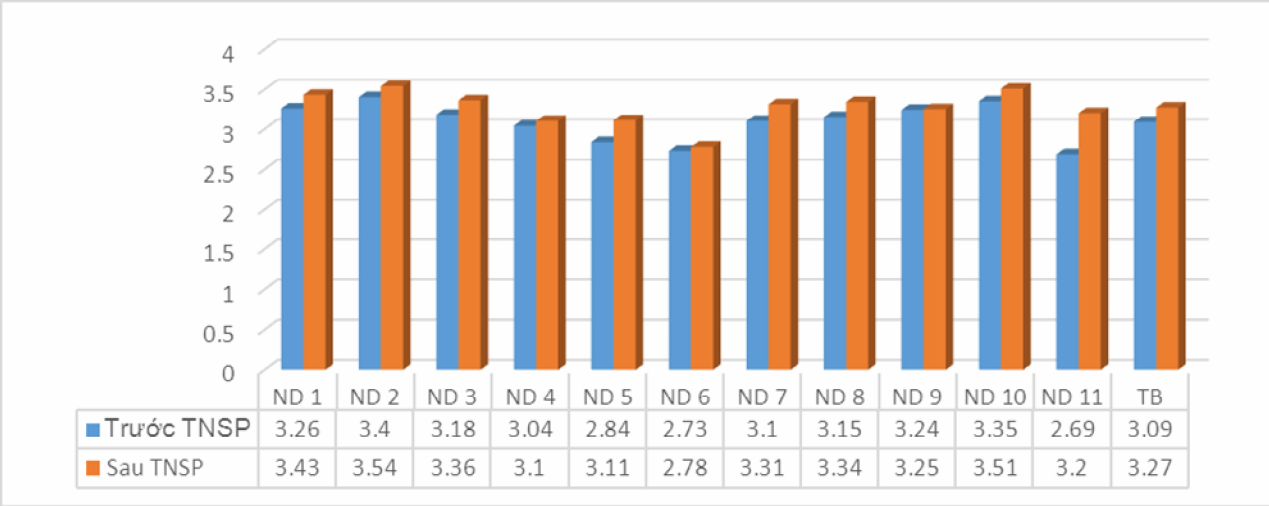
This thesis selected 60 lecturers and 20 managers to participate in the pedagogical experiment. They are from 3 units in terms ofthe center of academy, Academy of Politics Region 1 (Thanh Xuan – Ha Noi) and

Academy of Politics Region 4 (Can Tho) to ensure the evaluation between units with different conditions.

The summary table shows all duties of lecturers have an increase of result implementation, from good level in the result of general evaluation before pedagogical experiment is 3.09, has increased very good level after pedagogical experiment is 3.27. With 7/11 content has achieved very good results.

In which, we need to pay attention to contents such asparticipating scientific research activities, participating seminars/conferences and social service/community, teaching quality and teaching effectiveness also has substantially increased.

Chart 3.2: Correlation between result level of duties implementation of lecturers before and after pedagogical experiment



**** Conclusion of pedagogical experiment***

After 6 month pedagogical experiment withthe parcipation of 60 lecturers at three academies, there are some conclusions before and after pedagogical experiment as follows:

- Criteria system are evaluated by managers and lecturers are suitable and easy to implement.

- The application of the criteria system for evaluating emulation and rewards has initially improved the implementation of duties of lecturers, in which have uniformly implemented than pedagogical duties.

- Lecturers have motivation to implement assigned work, as well as the recognition of efforts of each individual has ensured accuracy, objectiveness, fairness.

CONCLUSION OF CHAPTER 3

This thesis suggested 6 specific solutions. The results of referendum of relevant subjects about management creating work motivation for

lecturers at the academy have confirmed that, all suggested solutionsare urgency and high feasibility.

The results of pedagogical experiment for *completing the evaluation system for emulation and* rewards*for lecturers* are good,therefore it is affirmed that the suggested solutions of management creating work motivation for lecturers at the academy have positive meaning and canbe implemented in reality.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Theoretical research by a systematic way about the elements of work motivation, the thesis determines work motivation including three main components: (1) the personal elements (2) the elementsof nature of work and the content of work (3) the elements of the work environment. The thesis also determines content of management creating work motivation for lecturers based on these elements.

The research result about the reality of management creating work motivation for lecturers at the academy has defined the issues that need to be solved in order to promote work motivation of lecturers as follows: the impact of three elements is greatly to the work motivation of lecturers; survey results about reality showed four contents of management were notevaluated at high level. The thesis determined the system of 6 suggested solutions as follows:

The results of referendum of relevant subjects about management creating work motivation for lecturers at the academy have confirmed all suggested solutions are urgency and high feasibility.

The results of pedagogical experiment for *completing the evaluation system for emulation and rewards for lecturers* are good, therefore it is affirmed that the suggested solutionsof management creating work motivation for lecturers at the academy have positive meaning and canbe implemented in reality.

2. Recommendations

2.1. For Party Central Committee and Board of Directors of the academy

- Issuing regulations on coordination between functional departments, strengthen the role between sections/departments/units.

- Directing the completionof criteria system for evaluating emulation and rewards to ensure uniformly and equally the implemention between units with different conditions, thereforecreating the work motivation for lecturers.

2.2. For managers and leaders from the upwarddepartment level of the academy

- Should be uniformly and overall coordinate in the implementation of the evaluation process for work content, the results of duties of lecturers.

- Guiding, organizing the strict and unprejudiced implementation of emulation and rewards for each lecturer.

2.3. For lecturers

- Understanding documents, provisions which are related to the functions, responsibilities and entitlements of themselves, especially the criteria system of emulation and rewards.

LIST OF PUBLICATIONS

1. Ngo Thi Hai Anh (2015), "The Youth Affairs in the new period - From the perspective of state management", pages 38-41, Journal of State Management No. 230 (June 3/2015).
2. Ngo Thi Hai Anh (2016), "Working motives for lecturers at Ho Chi Minh National Academy of Politics", pages 77-79, Journal of Educational Theory No. 249 (June 8/2016).
3. Ngo Thi Hai Anh (2016), "The reality of management creating work motivation for lecturers at Ho Chi Minh National Academy of Politics", pages 81-85, Journal of Educational Management No. 9 (June 9/2016).
4. Ngo Thi Hai Anh (2016), "Measures to motivate lecturers at Ho Chi Minh National Academy of Politics", pages 117-119, Journal of Party History No. 310 (June 9/2016).
5. Ngo Thi Hai Anh (2016),"The reality of management creating work motivation for lecturers at Ho Chi Minh National Academy of Politics", pages 121-124, Journal of Educational Equipment No. 135 (June 11/2016).