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EMPLOYEE'S MOTIVATION.

How to improve employees' motivation in order to increase work performance.

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<p>This thesis examines the state of employee's job satisfaction and motivation at language school KTDC Group that is located in Ho Chi Minh City, Vietnam. The study deals with the major factors that influence teachers' motivation at the target school. Employee motivation is extremely crucial for the company as it has a great impact on employee's job performance and responsibility. Especially for companies that are operating in services and education industry, motivated employees are vital. There are certain dominant factors that influence employee motivation and certain requirements need to be met before further action could be taken to improve employee motivation to a greater extent.</p> <p>The main goals of the study were to explore employee motivation and employees' opinions concerning their job as an English teacher at KTDC Group; and to discover if there are any changes needed to be implemented or things that are needed to be done in order to further improve employees' motivation and hence, increase overall performance of the school.</p> <p>The thesis consists of literature review section studying different motivational theories and an empirical research section focusing on revealing the results of the quantitative and qualitative research on teachers' motivation. The empirical research was carrying out in two part; part 1 is a quantitative descriptive research that was conducted on a total of 20 expat teachers working at KTDC Group language school using SPSS software; and part 2 was qualitative research using personal interviewing methods with 5 teachers randomly picked from 20 teachers that participated in the first part of the survey.</p> <p>The research revealed that job satisfaction and motivation of teachers at KTDC is generally in good level indicated that most teachers are motivated and satisfied with their job. The dominant factors that influence their job satisfaction are recognition, work environment, wages and the job itself. However, there are certain improvements should be executed to be able to increase further the teacher motivation such as better performance evaluation system and more often interaction between different management levels and teachers that could be implemented.</p>	
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1 Introduction

1.1 Introduction.

In today's world, the increasing in intensity of competition and constantly changing economic conditions have made organisations transform and renew the way they conduct their business. To be able to survive and remain competitive, besides working hard to implementing new business models that focus on customer's wants and needs, organisations also need to taking into account the important of employee's motivation and performance as their powerful tools to help organisation to bring up the levels of productivity, to gain sustainable development and achieve long term success. According to Smith (1994) and Lindner (1998), higher productivity and higher employee commitment can be recognised through enhancing employee motivation which also helps company survive in rapidly changing and competitive environment. However, how to motivate employees properly is still a remained question that challenges many of human resource managers nowadays.

Regarding companies that are working in services and education, managing and motivating staffs are even greater concern as in these organisations, employees are those who have frequent direct contact with customers and normally play the representative role of both the organisation and the products or services that the organisation offers to customers. Customer's assessment of service quality and their satisfaction level might be made through the service experiences. Therefore, employees who are entrusted and motivated in a company can represent either negative or positive image of the company to customers. For that reason, keeping both customer and employee satisfaction are crucial value to the organisation. It is important that firm's management is capable of formulating a system that would help to generate satisfaction of employees in order to bring satisfaction to customers. This study concentrated on finding major motivational factors of teachers at KTDC, and examining how these factors influence teachers' job satisfaction and performance. To be able to suggest for KTDC management the considered means through which their teachers can be well motivated to exploit their talents and competencies, maximise their work and their contribution to the school.

1.2 Research problem and objectives of study.

The study topic of this thesis is increasing and maintaining job motivation so as to enhance employees work performance. The topic regards the way KTDC management improves job motivation among teachers in order to gain overall productive work performance of the company. The research is executed on a case study basic by which KTDC company located in Ho Chi Minh City, Vietnam will be analysed at length.

The purpose of the study is to discover what are the dominant factors that influence KTDC teachers' motivation to work and perform well, as well as examining the level of their job satisfaction. Further, conclusions and suggestion for improvement are made based on the study results.

Research objectives.

Based on the aim of this study, the following objectives have been formed:

- The first objective is to gather and review the basic theories of motivation and the contemporary methods of improving employee motivation and satisfaction. This objective will give information and ground understanding of the purpose, goals, and the essential of the use of motivation.
- The second objective is to introduce the company background and the main activities that the company involves. Company's culture, values, mission, future plan and such are also mentioned.
- The third objective is to examine the current situation of the case company in order to evaluate and analyse the outcome. This process will be executed through survey and interview with employees. The aim of this process is to gather information, learn about the insights and opinions from employees in order to recognise the basic needs and motivational elements that managers are not able to recognise.
- The last objective which is also the most important objective of the study paper is to suggest a development plan which includes practical recommendation based on literature reviews that would help to improve the current situation, bring benefits for not just only the company but also the employees.

1.3 Research method

The quantitative and qualitative research methods are being used in conducting this research. The initial questions in the survey are designed to learn about the important

motivational factors, evaluation of employees' satisfaction in term of the job itself, working environment and management. The second part of the research is qualitative research which aims to perceive the knowledge and insights of why those factors contribute to improving motivation. With this method, it will allow data collection process to be all-encompassing and the view of individual to be exposed. The employees who are being interviewed have the opportunity to answer all the questions in depth and explain them fully. The survey is conducted all in English as all the teachers are native English speaker.

Literature research.

According to Research Method (2014), a literature research involves gathering and reviewing all the existing available materials from different resources. These materials can be internal company information, publications research papers, publishing books, newspapers, magazines, annual reports, company literature, online-data bases, and other published materials.

With this research method, it offers the advantages of exploring and accessing to foundation information from Internet and library sources without any cost. However, the time frame is a disadvantage when using this research method in certain literature. Therefore, in order to overcome this challenge, it is important to select the literature carefully and the year of publishing of material should be taken into account.

Surveys.

A survey is a range of questions that are designed and prepared in advance. There are different types of survey that can be used depending on the objective of the research. The common survey methods are telephone survey, mail survey and internet survey.

Personal Interview.

A personal interview is interview method which helps to get in-depth and comprehensive information. It takes the form of one person interviewing another person for exclusive information, insights and knowledge.

1.4 Case company.

KTDC Group is fast growing company and is on its way to becoming one of the leading training centres in Ho Chi Minh City, Vietnam in Academic English and Business skills training. Founded in 2009 by Ken Taft, Danny Colomer and Chi Ho, during the last six years, KTDC has helped thousands of students achieve their goals of studying abroad and working for international companies.

With the goals of preparing students for getting the band score that they need to enter a certain foreign university or gaining effective English skills in different sectors such as Banking, Trading, Manufacturing, and soft skills that needed to work at the top multinational companies in Vietnam. KTDC provides effective and well-designed courses delivered by highly experienced trainers, who have solid backgrounds in training and education industry.

Three stakeholders Ken Taft, Danny Colomer, and Chi Ho owns 40%, 40% and 20% the capital of the company respectively. All of them are holding a different position in the company. Ken Taft is Director of Academic English and IELTS training; Danny is Director of Business English included TOEIC, Business English and Soft skills training for both individual and corporate customers while Chi Ho is Managing Director who is in charge of managing the operation of the company. In training, KTDC has 15 Academic English and IELTS trainers, 5 TOEIC and Business skills trainers. In operation, there are 14 customer consultants, 3 staffs in marketing team and 2 in human resources.

KTDC Group core services are IELTS training courses and Business skills training program. IELTS training course have 4 different levels which are Pre-IELTS, IELTS level 1, 2, and 3 that are divided based on the IELTS band score expectation and students' take-in English level. Business Skills training courses include TOEIC 1, 2, 3 preparing for students who aims to get TOEIC band score 600, 700 and above respectively. Beside TOEIC courses, KTDC also provides business skills training courses for individual customers or designed programmes for corporate customers in presentation skills, business writing skills, negotiation skills, Business English, etc....

2 Literature reviews.

2.1 Understanding motivation.

2.1.1 Definition of motivation.

The motivation terminology is varied among many research fields like psychology, biology, philosophy, behavioural studies, business studies and many others. It is pointed out by Steers, Mowday and Shapiro (2014) that the term motivation has its root originally from a Latin word for movement (Latham, 2012:3). The term is generally used by both researchers and practitioners to indicate people's intention, direction and consistency toward their work (Gallstedt, 2003). Many researchers in psychology field stated that motivation is the force that begins, guides and maintains the oriented behaviours which consist of both sets of internal and external factors. While other research-

ers and scientists believed that motivation is a process of placing an effective guideline and direction for activities according to condition of a person which decides how enthusiastic and how goals oriented that person behaves. In work context, motivation is a process that comes from the interaction between an employee and the work environment in which it is identified by a certain level of willingness. Employees are willing to invest more effort in their work in order to gain a specific need or desire that they hold (Beardwell & Claydon, 2007:491).

Although there are plenty of definitions of motivation that are different in wording, however there are certain elements and underlying ideas that are prevalent. The five common underlying ideas that pointed out by Vera (1995) are:

- Motivation has an impact on productivity.
- Motivation is an intrinsic and within oneself phenomenon or process.
- Motivation stimulates people to gain their objectives.
- Motivation connects to psychological, social status and relations and economic satisfaction.
- Motivation refers to creating a working environment that helps employees to achieve work-related goals and gain the maximum personal satisfaction at the same time.

There are three key elements that motivation can be divided into, which are intensity, direction and persistence. Intensity indicates the level of effort or how hard a person is trying and reaching to achieve their goals. It is considered not only the quality of work performance but also included the directions. In work context, the intensity should be aimed towards the organisation's goals so that the results will be the desired objectives. In addition, time frame or the duration of work performance is also important as the motivations need to be maintained long enough to achieve the goal (Robbins, Judge & Campbell 2010: 140 - 141).

2.1.2 Important of Motivation.

Motivation is crucial for management and organisation as it has a great impact on employee job performance and responsibilities. Resist Likert in his book while showing the important of motivation, has called motivation "the core of management", in which it indicates that every human being looks for a secure, friendly and supportive relationship that provides him/her a feeling of worthiness (Dewakar Goel, 2012: 153). Similarly, Allen while emphasising the need of motivation has noticed that "poorly motivated people can nullify the soundest organisation" (Dr. R. K Singla, 2009: 52). Motivation helps

to put human resources into action; this is because to be able to accomplish any goal; there are certain requirements of physical, financial and human resources. Through motivation, the human resources can be exploited completely, securing the best possible utilisation of resources. Through motivation, the organisation can also level up the efficiency of employees. Work performance does not only depend on employee's qualification and ability, but it also relies on their willingness and commitment. Thus, if organisation succeeds in filling the gap between ability and willingness, it will help to improve level of performance in which it leads to the results of increasing productivity, reducing cost of operations and improving overall efficiency. Following these results, it will also lead to achievement of organisation goals where these following factors are created:

- Best possible exploitation and usage of resources.
- Co-operative work environment
- Employee's goals oriented and willingness of acting in a deliberate manner.
- Co-ordination and co-operative appear simultaneously throughout the work.

Consequently, when these factors are achieved, the friendly relationship will be built between employees and organisation in which it also results in a more stable work force (MSG Expert)

The important of motivation is clearly significant to firm and management as well as employees. That is why firms have been paying much more attention to this matter and there has been increasing numbers of research on this topic. To be able to practice motivation and utilise its application, it is important for management to know and understand about motivation theories where motivation is identified, categorised and explained carefully along with its relationship with employee's behaviours. The next chapter will provide principals and backgrounds of motivation through literature reviews of motivation theories.

2.2 Motivation Theories.

Motivation is explained in several motivational theories and tactics which help management gain understanding about motivation in order to motivate employees. However, it is important to notice that motivation is varied over time and depending upon the circumstances. Therefore, these different theories offer a framework within which direct attention is organised to the problem of how to motivate the employee to work voluntarily and productively. The main theories of motivation can be grouped into two main categories which are Content Theories and Process Theories (Hellreigel et al, 1979).

Content Theories try to explain specific issues which really motivate employee at work. These theories are regarded to identifying people's needs and related strengths, as well as the objectives they attempt to achieve in order to satisfy their needs. These theories emphasise on what motivates people and try to determine the link between needs and certain behaviour while Process Theories study how personal needs collaborate and affect each other to produce behaviours (Maloney, 1986). Process Theories try to indicate the relationship within the dynamic variables; those create motivation. These theories are more related into which way behaviour is introduced, directed and maintained. Process theories emphasise on the real process of motivation.

2.2.1 Content Theories.

Content theories of motivation provide methods of profiling or evaluating individuals to realise their needs. They indicate to "what" activates people to be motivated. These theories concentrate on personal goals, needs and motives as well as the incentives that lead people to be driven towards behaving in a particular manner. The main content theories of motivation include Maslow's hierarchy of needs, Herzberg's motivator - hygiene theory, Alderfer's ERG theory and McClelland need theory (Szilagyi, et al. 1990).

I. Maslow's Hierarchy of Needs.

The concept of hierarchy of needs is developed by Maslow in 1943 while he was studying the highest achievers of the Northern Blackfoot Indian Tribe in Canada. It is one of the first and mostly used theory of motivation. The concept indicates that every individual looks for satisfaction continuously from lower level of needs to higher level of needs. Maslow indicated that individual has five classifications of needs, which is followed an instructed order:

- Physiological needs: are the basic needs for human survival such as food, drink, shelter, sexual satisfaction and other physical needs.
- Safety needs: is the higher level of needs after physical needs, where people seek for security and protection from physical and emotional harm and at the same time the physical needs are assured and will continue to be met. These needs could be freedom from danger, job security and health care, etc.
- Social needs: are needs of affection, belongingness, acceptance, love and friendship by people whose opinions and companionship an individual value. For instance, acceptance from a group, acceptance among friends and family, good friendship and relationship.

- Esteem needs: are needs that come from internal esteem factors like self-respect, autonomy and feeling of achievement or accomplishment, or external esteem such as status, recognition from others, and attention.
- Self-Actualisation needs: are the highest level of needs, they are the needs for growth, obtaining one's potential, and self-fulfilment; the desire or the drive to be or become the one that they are capable of being or becoming



Figure 1: Hierarchy of needs (Robbins et al, 1997)

According to the Hierarchy of Needs theory, when each lower level of needs is fulfilled, the next higher level of needs will become stronger. As it can be seen from Figure 1, a person's needs move up the hierarchy. The basic need emerges first before the more sophisticated need arises. Latham stated in his book that needs are both physiological and psychological as they influence individual's survival and well-being. He emphasised that the needs are the starting points of motivation (Look, 2000). Understanding different levels of needs will help managers to identify which level of needs their employees are at in order to develop an appropriate reward strategy (Tosi, Rizzo & Carroll, 1994: 217 and Beardwell & Clayton, 2007: 493).

Although the theory clarifies the relationship between one's intention and behaviour, there are several criticisms about the limitation of the theory. One of the most significant limitations were asserted by Gaurav Akrani in his article where he gave an overview of Maslow's research paper. Gaurav argued that the theory of needs was over simplified as it relied only on human needs. There was lack of direct cause and effect connection between need and behaviour that is present. There was also lack of testimonial as Gaurav believes that theory has to include other motivating factors such as expectation, experience and perception (Gaurav Akrani 2010).

II. Herzberg's Motivator - Hygiene Theory.

After conducting an extensive interview with more than 200 engineers and accountants working in 11 industries in the Pittsburgh area of the U.S.A in 1959, Frederick Herzberg and his associates developed the motivation-hygiene theory to explain the results of his work which is also known as Herzberg's two-factor theory. Herzberg discovered that the factors resulting job satisfaction were different from those resulting dissatisfaction. He named the satisfiers motivators and the dis-satisfiers hygiene factors. NetMBA explained the reason Herzberg used the term "hygiene" is that these factors are considered as maintenance factors that are needed to avoid dissatisfaction, however, by themselves, they do not bring satisfaction. Herzberg's theory states that there are certain factors in work environment that are likely to lead to job satisfaction, whilst in another way, a separate set of factors can result in job dissatisfaction. Herzberg's theory developed basing on the fact that job satisfaction and dissatisfaction behave independently from each other. The hygiene factors are connected to work environment and extrinsic to the job itself. The hygiene factors are used to build a suitable working environment for employees and at the same time, they serve to prevent dissatisfaction. Motivator factors, on the other hand, affect the feelings of satisfaction or no satisfaction, however, do not affect dissatisfaction (Mullins, 2007). In preference to motivators, they bring job satisfactions and shape the way of work within the company regarding intrinsic aspects.

The diagram below illustrates Herzberg two factors theory which is much more broaden than the original point of view:

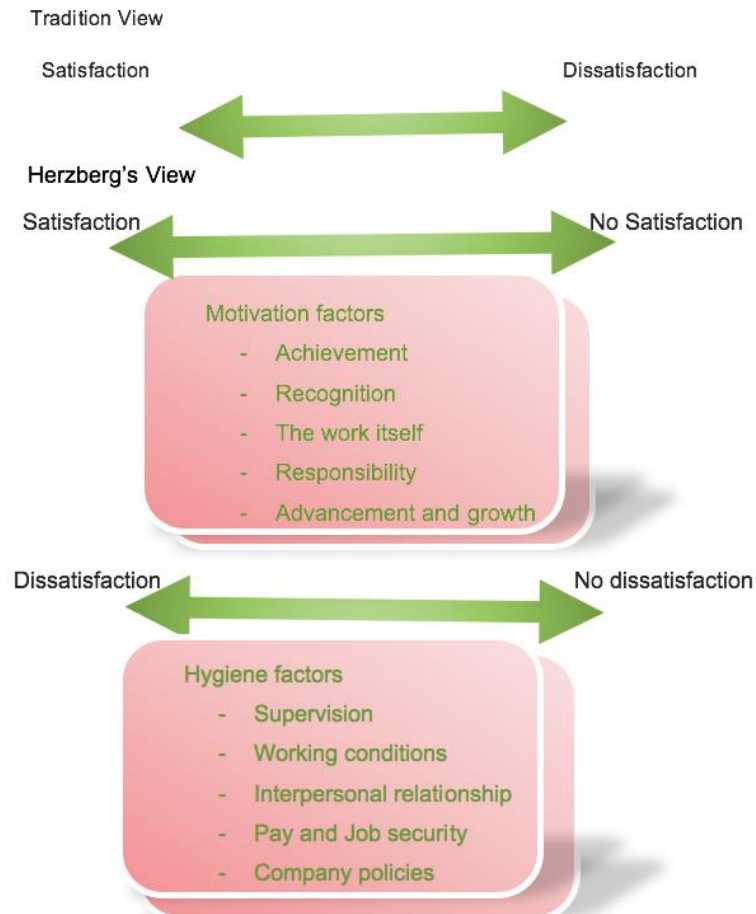


Figure 2: Dual Structure Theory of Motivation - Griffin & Moorhead 2007:91

III. Alderfer's ERG Theory.

Clayton Alderfer proposed his theory of Existence, Relatedness and Growth (ERG) with the purpose of establishing a relationship of human needs in an organisational setting. In this theory, Alderfer reclassified the five levels of need of Maslow's theory into three broader classifications of human needs.

- Existence needs category combines Maslow's physiological needs and safety needs together into one. It basically means that this first category of Alderfer's theory includes essential needs for survival and safety. These needs are foods, shelter, and safe working conditions.
- Relatedness needs category is equivalent to social needs level of Maslow's needs theory; they are needs to have and maintain interpersonal relationships, and to connect to others. Extrinsic motivation also belongs to this group.
- Growth needs category contains esteem needs and self-actualisation of Maslow's theory. They are needs of developing and growing, gaining self-improvement and intrinsic motivation through accomplishment.

Dissimilar to Maslow's view that satisfaction progression has a crucial part as individual move up in the hierarchy of needs, with Alderfer's view, it is not necessarily so. He stated that an individual may be motivated by two or three need categories at the same time. One group of needs can appear to be more dominant than the other. It is also described as "frustration - regression process" by which if a person who is not satisfied with the growth need will regress to other relevancy need which carries on to be a strong motivator (McShane et al.2000: 68).

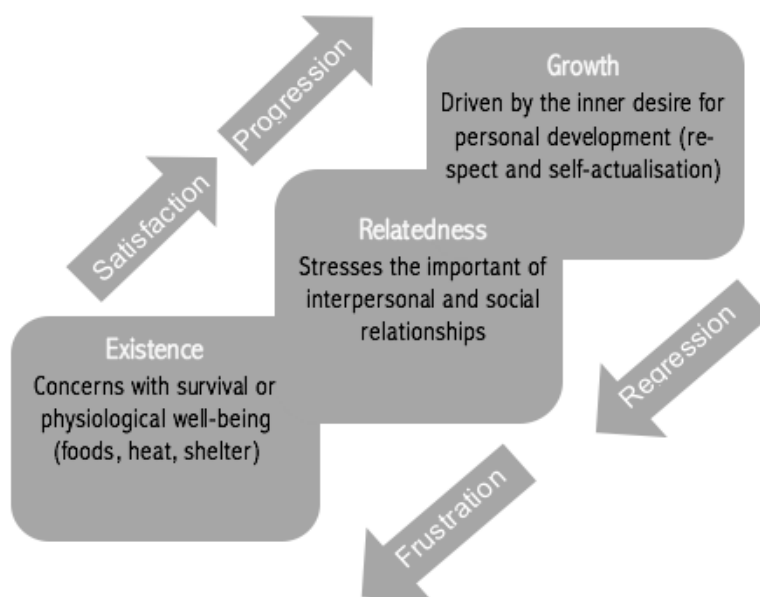


Figure 3: Adapted from Alderfer, C. P., 'An Empirical Test of a New Theory of Human Need.' *Psychological Review* (1969)

Figure 3: Adapted from Alderfer, C. P., 'An Empirical Test of a New Theory of Human Need,' *Psychological Review* (1969).

Although Alderfer's ERG theory has its advantages of being more consistent with our knowledge of individual differences, taking strong points of earlier content theories while being less restrictive and limiting than others, the theory still has its disadvantages. According to Khushboo Sinha, the theory does not provide a clear-cut guideline for management. It confirms that one can satisfy any of the three needs first, however, does not provide a framework of how to determine which of these three needs is more crucial to that individual.

IV. McClelland's Needs theory.

David McClellan and his associates developed the theory concentrating on needs that are similar to higher order needs such as social and esteem needs which identified by Maslow's theory. McClelland's needs theory is also known as Achievement motivation

theory, in which he tried to explain how individual needs and environment factors together form three basic human motives.

- The need for achievement (nAch)

Nature of people who have a high need for achievement are those who want to take responsibility, searching solutions to problems, seeking challenges, and are willing to work hard to reach ultimate goals. People who are motivated by high achievement tend to get better money incentive and promotion because they are continuously trying to find the best way of doing their work. This effort is the achievement need.

- The need for power (nPower)

Need for power is the desire to have influence and impact on others. People who have a high need for power also strive to have control over their surroundings, tangible resources that are available and even other people. They like to be in charge, and have the need of acquiring, exercising and maintaining their power or influence on others.

- The need for affiliation with others (nAff)

Need for affiliation is regarding the desire for affection, acceptance and forming friendly relationships. People who have a high affiliation need look at the organisation as an opportunity to establish new and fulfilling relationships. They are likely to be motivated by jobs or tasks that often offer interaction with other colleagues. They gain fulfilment through being accepted and loved by the group. (McShane et al. 2010)

An attempt to compare the four theories to identify the similarities between them is illustrated in the table below:

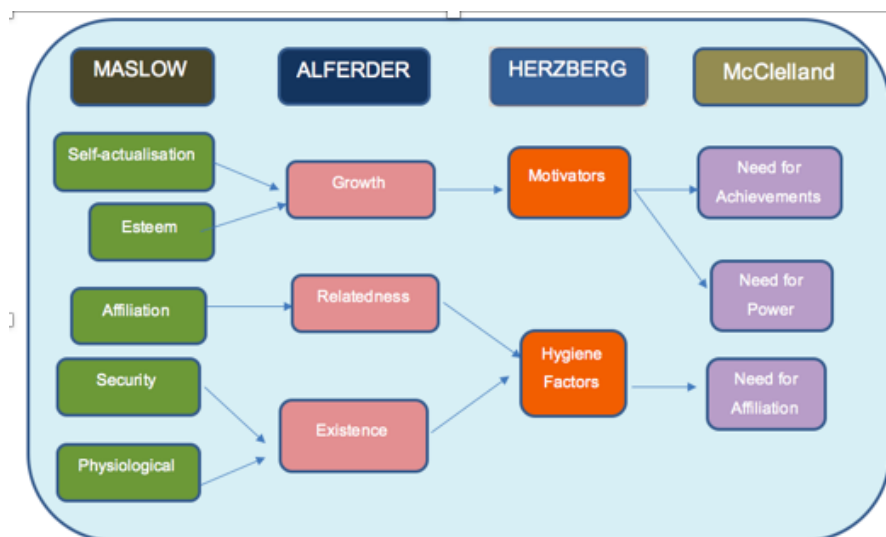


Figure 4: Langton, Robbins and Judge, *Organisation Behavioural, Fifth Cdn. Ed.*

V. Individual differences in Needs.

Researchers discovered that people's needs are different from each other and change over time. They react differently to the situation and the reactions of an individual to the same situation may differ over time. This is because the desire to satisfy the needs varies among people and in different times (Maloney, 1989). According to Oglesby, Parker and Howell (1989) concerning needs differences, they explained that different people would have different responses to the same needs in the same work circumstance. The reason for that is that humans have certain characteristics, and these characteristics react in different ways in the same situation. For instance:

- Cultural and religious beliefs may affect many aspects of how people behave in a work situation which can be the attitudes toward status, friendliness level, power distribution and responsibilities (Oglesby et al, 1989).
- Childhood or bringing up, which involves attitudes and behaviour toward family members, and the outside world, together with beliefs about loyalty, honesty, and fair play those are developed through the time that individual was brought up (Oglesby et al, 1989).
- Attitudes toward work. For some people, hard-working is a norm while others it is just getting enough work done. These attitudes can be developed through how they were growing up or from their past working experience. It is expected to have a very wide range of differences among individuals regarding this matter (Oglesby et al, 1989)
- Expectation of the job itself, rewards, and future development. Employees in different position or profession will have different expectation about the job, the incentive, and long term prospects.
- Other influenced factors can be economic situation, ages, and education backgrounds (Maloney, 1986).

As individual is unique, working with all employees differently can be complex and challenged, especially when an organisation operates on a large scale. In that case, tailoring jobs that suit each individual is an impossible task. Therefore, what management can do is to identify the common needs of different groups within an organisation. These groups can be divided based on demographic, occupational, functional or personality types. Recognising the pattern of needs for each group will help management to align the organisational goals and objectives to employees, hence creating and retaining a strong motivational work climate (Maloney, 1986).

2.2.2 Process theories.

Before explaining the process theories, it is crucial to analyse the meaning of the outcome as outcome is a very critical element of process theories. Outcome refers to the

event that results from certain behaviours. In organisation setting, outcomes are known as “job outcomes”, they are following results of people doing their works (Almohawis, 1986). According to Maloney & McFillen (1985a, 1985b, 1988), Almohawis (1986) and Robbin et al (1997), job outcome and reward are identical; as they are all directly connected to the experience of presenting a task or assigned by others as a function of performing or finishing a task. Job outcomes can be divided into “intrinsic job outcomes” and “extrinsic job outcomes”. The job outcomes that are directly connected to presenting a task are called “intrinsic job outcomes” whilst those assigned by others are described as “extrinsic job outcomes” (Maloney & McFillen, 1985a). Employees involve in presenting and finishing a task in a work environment consequently gain job outcomes that fulfil their needs.

Process Theories describe how motivation is arisen and transferred into the effort. They give the “thought” processes about individuals who give intention to job outcomes and allow them to impact their effort. In addition, Process Theories introduce guidance on certain allocation of job outcomes in the different work employees’ performance required by managers. The most used Process Theories is Expectancy theory. However, there are theories such as Equity theory and Reinforcement theory which complement Expectancy theory in term of job outcomes allocations in attempt to achieve organisation desired performance while meeting employee’s needs (Robbins et al, 1997).

I. Equity theory.

Equity theory is developed by Jean Adams based on Herzberg’s theory of job enrichment and Maslow’s theory of needs. In Herzberg’s theory of job enrichment, it asserts that lack of money incentive can be a main source of dissatisfaction. However, it does not explain what individual will do as the result of dissatisfaction. Adams’ theory filled in this blank (Latham, 2010: 43).

Equity theory states that a majority of the input into job performance and satisfaction is the level of equity and inequity that people recognise in their work situation. It focuses mainly on money issue, where the author asserted that people consider their outcome (denominator) comparative to their inputs (numerator) comparative to those of others who do the same or similar work. The inputs here could be education, social status, qualification, age, organisational positions, etc...and outputs could be rewards like salary, promotion, the intrinsic interest in the job, etc... of an individual and other which are based on the individual’s perception. If an employee learns that there was uncertainty in the overall evaluation of his/her work, he/she tends to seek the opportunity to decrease the intensity. Meanwhile, it does not bring a positive impact on increasing the intensity of work if an employee acknowledges his/her compensation is higher than

others who are doing the same job. Equity theory explains that in most of the cases, people normally tend to remain the intensity of work in a certain degree (Latham, 2012: 45-46). The fundamental behind this theory is to describe the different perceptions of different individual when involving distribution and exchanges of resources. At the same time, it attempts to explain what causes employees to behave in certain ways when they feel they are not being treated equally (McShane et al, 2003).

The Figure below illustrates Adams' Equity Theory and its elements for a better understanding.

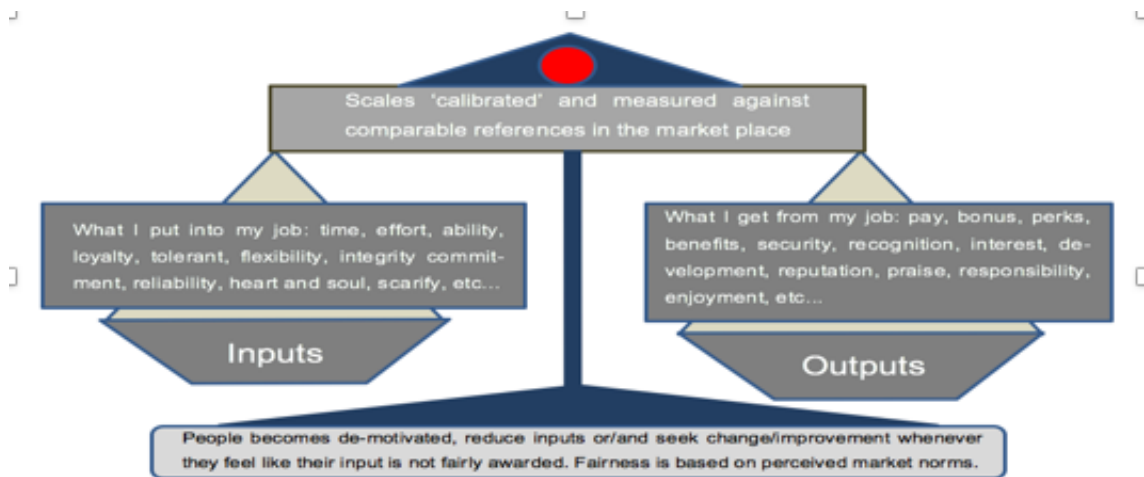


Figure 5: Adam's Equity Theory of Job Motivation (Chapman, A., 2001)

Like other theories, Equity theory is also not free from criticism. It was being criticised of lacking of precision. Robert Pritchard (1969) asserted that the weakest part of this theory are the modes of inequity recommendation. There are numerous of methods for decrease inequity, therefore, individual differences definitely occur regrading preferences among methods (Latham, 2012: 43). It is challenged to determine the perception of employees. In addition, it is also difficult to select another comparable person. Nevertheless, the Equity theory gives a clear message to management that they must pay much more attention to the nature of outputs and inputs comparison and how to develop and change them (Campbell, Dunnette, Lawler, and Weick, 1970).

II. Expectancy Theory.

Expectancy theory has been concerned by organisations for many decades as it gives the most practical insights on motivation management pioneered by Victor Vroom in 1964. The theory is a model of behavioural choice, in which it is an explanation of why people choose one behavioural option over others (Richard W., 2002). It is based on the hypothesis that work behaviour is decided by a person expectations which are likely results of such behaviour (John S. 2007: 77). In this theory, together with Edward Lawler and Lyman Porter, Vroom discovered that an employee's performance is relied

on individual determinants like personality, skills set, knowledge, work and life experience and capability. Vroom asserted that effort, performance and motivation are connected in an individual's motivation. Certain performances will have foreseeable job outcomes based on individual's expectations by which these outcomes satisfy organisational or individual goals. Organisational goals focus on measuring in term of quality, quantity, or timeliness of output while individual goals can be money, recognition, job promotion and job security (Olgesby et al 1989).

The theory is comprised of three key components which are Expectancy, Instrumentality, and Valance. Vroom has created a model where he shows these components affect motivation:

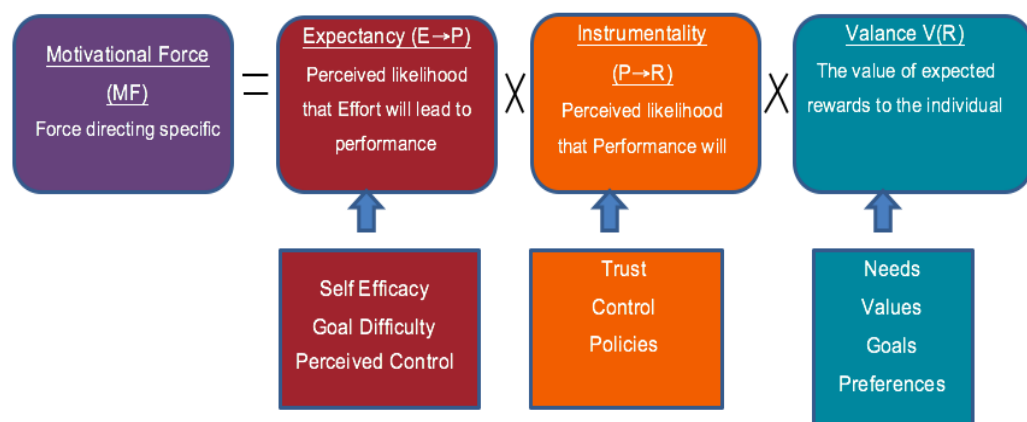


Figure 6: Expectancy Theory model by Vroom (Richard W. 2002)

- Expectancy - Probability (E→P)

The expectancy is the perception that one's effort (E) will lead to a result which is attainment of desired performance (P) goals. This perception is normally based on an individual's experience, self-confidence or often called self-efficacy, and the recognised difficulty of the performance standard or goal. In other words, there are variables that can affect the individual's expectancy perception which are self-efficacy, goal difficulty and control.

- Instrumentality -Probability (P→R)

The instrumentality is the perception that if an individual meets performance expectations, he/she will get a greater reward. This reward could be in the form of an increase in salary, recognition or the feeling of accomplishment. It is important to realise that when it is understood that valued rewards follow all levels of performance, so the instrumentality is low. For instance, if a teacher is known to give every student an "A" disregard of their performance, then the instrumentality is low. There are variables affecting a person's instrumentality outcomes such as trust, control and policies.

Valance- $V(R)$

The valance indicates the value a person personally put on the rewards. This is a behave of individual's needs, goals values and the sources of motivation. The variables that affect a person's valance for outcomes are values, needs, goals, preferences, and sources of motivation.

Expectancy theory is used to help management understanding how people make decisions concerning various behavioural alternatives. The model works on the direction aspect of motivation, which is, when behaviour is stimulated, which behavioural alternatives are people tend to follow.

III. Porter and Lawler Model.

Porter and Lawler developed a much more complex model of work motivation using Vroom's model as a foundation. This model can probably be seen as a refined and extended Expectancy model which serves as a guideline for management that use motivation as a managing tool. The theory is a more complex compared to Vroom's theory because it emphasised on intrinsic and extrinsic rewards, task requirements and ability as well as the perceived fairness of rewards for performance.

This theory indicates the relationship between efforts, performance, rewards and satisfaction. The effort of an employee is mostly reliant on the value of expected reward. Therefore, in expectation of the reward, employee effort results in better performance. However, to be able to have better performance, a person need to have the necessary abilities and skills. In between efforts and performance, there are traits and abilities that take places. These traits and abilities can be personal knowledge, skill and ability, task complexity, understanding of the role (John S. 2007: 79-80). The performance results in rewards; it could be either intrinsic rewards that built in by oneself for her/his good performance or extrinsic rewards such as payment and promotion which are offered by the organisation. Satisfaction is always linked to rewards. If the real rewards are better than the expected rewards, people get more satisfaction and another way around. This satisfaction will have an impact on forthcoming personal values.

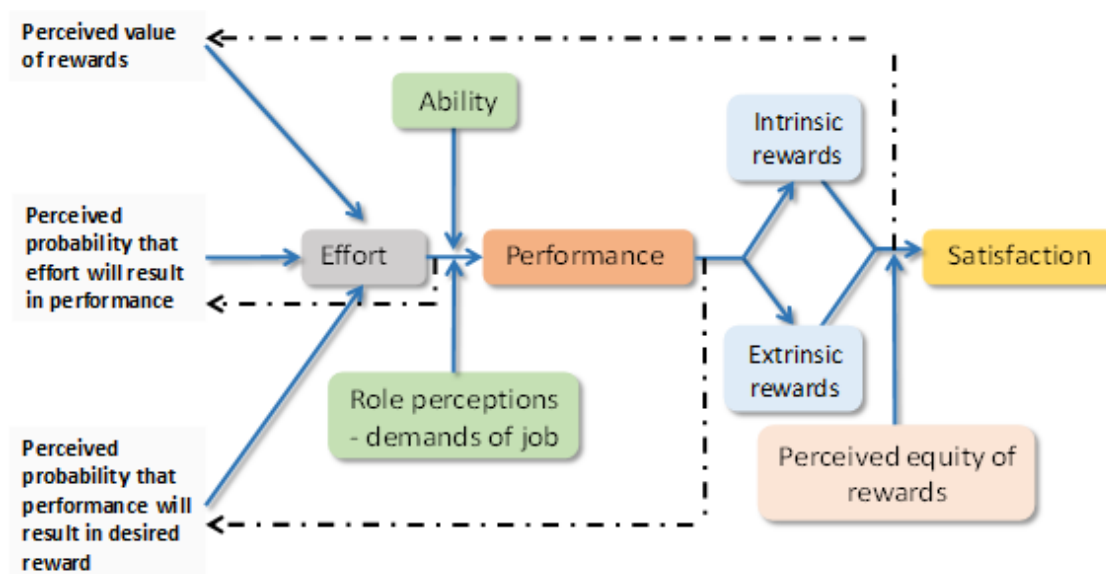


Figure 7: Expectancy theory extended by Porter and Lawler (1968)

The Porter and Lawler theory is considered one of the most practical theories in use. Although it is confirmed to be quite complex and difficult to measure, it is still much more implementation-oriented model. Regardless of its complexities, the system of efforts - performance - reward - satisfaction offers an actual useful tool for understanding human behaviour in a work context.

2.3 Performance and job satisfaction.

I. Performance.

Performance is an intricate concept that can be interpreted in different ways (Hutchinson 2013). It is the quantity and quality of work contributions from an employee or a group of employees doing a job. Reason for creating a specific job is a good performance, and it is a vital element of overall organisational productivity. Performance is also commonly known as “bottom line” for employees at work. According to Greene, the definition of performance can be referred to the results or behaviours or both. The measurement of results in a quantitative manner gives the company some advantages as the subjectivity required is reduced. But it is crucial to pay attention to the fact that not all the jobs can be quantitatively measured. In some cases, what are countable may not hold any significant as those may be judged subjectively. In contrary, the behavioural measures are considered to be suitable for most of the jobs (Greene 2011). There are two forms of evaluating performance level which is Performance effectiveness and Performance efficiency (Schermerhorn et al, 1988).

Performance effectiveness is an evaluation of task output or goal accomplishment. For example, in manufacturing, performance effectiveness means reaching the daily quality and quantity product targets. However, the real productivity acquires more comprehensive performance as the targets might be met, but resources could be wasted unnecessarily throughout the process. Performance efficiency is an evaluation of the resource cost in correspondent to goal achievement. This mostly are labour costs; however, it also can include all other costs of resources that are used through the process. A person could be effective but inefficient, efficient but not effective or can be either effective and efficient or ineffective and inefficient.

The best management normally succeeds in entailing both effectiveness in goal accomplishment and efficiency in the use of resources (Schermerhorn et al, 1988). According to Chung (1977), only motivation does not result in increased performance, performance is influenced by a number of factors. Ability and technology constrain the relationship between motivation and performance. A higher level of performance will be resulted when there is a higher level of ability and motivation.

II. Job satisfaction.

Job satisfaction is the agreement of an employee's expectations from the job and what the job actually provides. Connected to the Expectancy theory that has been mentioned previously, Vroom's definition of job satisfaction concentrates on the role of an employee in a work context. Therefore, he characterises job satisfaction as sufficient orientation on the role of people toward work which they are presently employing (Vroom, 1964). Job satisfaction is an employee's feeling of achievement and success on his/her job. It is commonly perceived to be straight connected to both productivities and personal well-being. Job satisfaction indicates doing work that one enjoys, doing it well and getting rewarded for the efforts and contributions one put in. It also implies to a person's enthusiasm and happiness toward her/his work. It is a key component that leads to recognition, income, promotion and other goals achievements that result to a sense of fulfilment (Kaliski, 2007).

Job satisfaction is influenced by numbers of factors like the nature of work, salary and other money incentive, advancement opportunities, management system, group work, and conditions of the workplace. Rue and Byaes (2003) provided a slightly different approach concerning the factors of job satisfaction which is illustrated in the figure below.

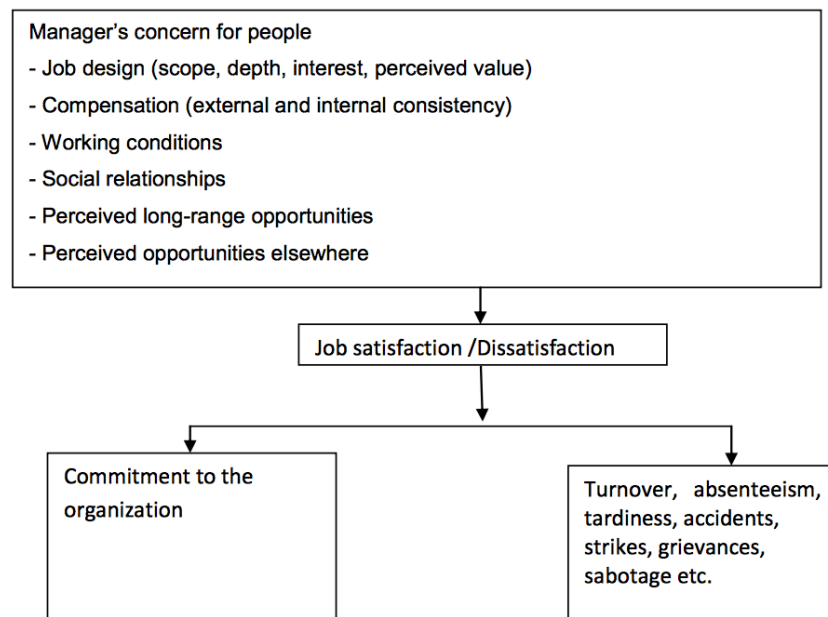


Figure 8: Determinants of satisfaction and dis-satisfaction (Rue and Bayes, 2003))

When concerning about job satisfaction factors, management must keep in mind that these satisfaction factors might also be the cause's job dissatisfaction. Thus, whether job dissatisfaction and job satisfaction are two contrary and excludable phenomena, there has not been any agreement on this issue among authors. This is also the most mentioned point in Herzberg's Two Factors theory.

Many studies have shown a significant impact of the job satisfaction on the motivation of employees, while the level of motivation has an effect on productivity, therefore, have an impact on the organisation's performance.

III. Extrinsic and intrinsic motivation.

Human resource management practices emphasised the important of motivations and incentives in organisation and continuously remaining of the most strategically relevant resources of an organisation (Milgrom and Roberts, 1990, 1995; Baron and Kreps, 1999). Most successful companies have very well understanding of self-determination theory and framework in which create a share-knowledge culture that enhances firm's performance. According to self-determination theory of Deci and Ryan (1985; 2000), there are two types of motivation which are intrinsic motivation and extrinsic motivation that influence the performance of employees within an organisation. Intrinsic motivations include the inborn needs for mastery, autonomy, and purpose, while extrinsic motivations are usually being offered or suggested by organisation in incentivising a task such as money, promotion, and other forms of rewarding. It is understood in classic literature that extrinsic motivation presents a pale and impoverish motivation (e.g., deCharms, 1968). However, there are vary types of extrinsic motivation that indeed

characterise impoverished form of motivation and can varied significantly in the degree to which it is autonomous (SDT; Deci & Ryan, 1985).

The best companies, one proven to be successful are those have a strategic plan and appropriate methods to reward and recognise their employees that balance and encourage their employees to feel both kinds of motivation. These companies intend to utilise all human resource skills effectively and actively, which enhance and allow them to attain the competitive advantages (Buchana D & Huczynski A, 1991). By doing that company reduces the risks and harmful effect of extrinsic motivation to raise.

3 Empirical Study.

3.1 Case company analysis.

In this chapter, case company's basic information will be introduced. It helps readers to have an overview of the company and how it is operating and the current situation of employment, reward system and motivation practices that has been implementing.

3.1.1 KTDC Group core values and missions.

Vietnam economy is growing rapidly in the last few decades. The country step by step becomes a larger part of Global Marketplace. A long with the development of the country, education becomes more and more important. Vietnamese students start to understand the value of a degree from foreign university when applying for the top companies. They also realise that effective English language and business skills are crucial for their career. KTDC's primary goal is to prepare student and young workers to be confident with their English ability in their work place or achieve the band score to get into the university as their wish.

3.1.2 Current Employment situation, rewards system, motivational practices.

Before analysing the company's current employment situation and its motivation practices and reward system, it is important to pay attention to the nature of the workforce in this type of job and how it impacts on the recruitment process and reward system. Unlike any other type of education institution, language centres naturally have a high rate of employment turnover. This is because employees are mostly foreigners who might not have a long-term plan to stay in Vietnam or are choosing this career as their temporary career. They tend to leave after a certain period of time or choose another career path. Teachers in language teaching job usually get paid per hour of teaching rather than a fixed monthly salary. The development and training system is also relatively poor as the management cannot invest in employees where there is a high rate

of employment turnover. This is something that management is still struggling to find the answer.

KTDC's mission is to become the best quality language centres in Ho Chi Minh City. Therefore, the management tries to avoid hiring teachers who they believe may be uncommitted and use teaching as an excuse to live abroad and travel. The management told that they have a motto when it comes to hiring staff, 'in when hiring a teacher, we want teachers who travel, not travellers who teach'. By recruiting committed, high profile teachers who have a long term plan to stay in Vietnam, KTDC are therefore able to lower the labour turnover rate compared to other schools in Ho Chi Minh City. However, the company still pays teachers per hour of teaching like other language centres as the working hours of teachers depending much on the demand of students and number of classes opened. To increase employees' motivation and commitment to their job, KTDC pays high salary, although the company is relatively small in the size but it is one of the best pay language schools in the area, along with implementing different motivational practices such as organizing a company social trip every year, a reward for best teachers whose students score in the highest band on the IELTS exam and the monthly 'company feed' as the management call it, where the company pays for all the staff to gather for meal in the restaurant of their choice. The purpose of these activities is to reward employees, create a friendly cooperative atmosphere among colleagues, as well as to learn more about employee's expectation from company and management. There is also an interesting fact in KTDC recruitment process is that the last stage of recruitment process, the candidate got to go out with other teachers in the company to see if they can fit in the organisation. This implementation has been applied for the last two years after they had a teacher who was performing well his job but could not fit in the team, and had no interest and made no attempt to be a team member. Because of the behaviour of this particular teacher, it led to an awkward atmosphere in the workplace and uncooperative attitude amongst staff. This is also a result of hiring teachers of different nationalities with a diverse range of backgrounds at the company. Their personalities and cultures do not mix well all of the time.

3.2 Conducting survey.

3.2.1 Participants

The survey only focused on expat employees who are teaching at KTDC Group at the moment, staffs in administration, human resource and marketing department were excluded in this survey. Questionnaires were sent to all 20 teachers and 5 of them also got an invitation for the further interview.

3.2.2 Instruments

The questionnaire survey was designed based on Teachers' Job Satisfaction and Motivation Questionnaire (TEJSAMOQ) by Ololube and in cooperation with KTDC human resource manager. It made up of 44 statements, section I, Part 1 (14 statements) consists of intrinsic and extrinsic factors that related to the teaching job, section II (14 statements) includes possible motivational factors whereas section III (16 statements) includes possible de-motivational factors. Section IV (13 items) regards employees' job satisfaction. Part 2 of the questionnaire are opened questions that aim to get more information and insights about employees' motivation, satisfaction and future plans with a career in IELTS teaching.

3.2.3 Procedure and Data Collection.

The first phase of the survey, a copy of the questionnaire was sent electronically to 20 expat teachers at KTDC Group. The teachers were required to respond to different sections of the questionnaire by ticking the most appropriate boxes in the First Part. The second part is open-ended questions which required teachers to type in their answers. The completed questionnaires were sent back and were collected for the study. The data obtained from the questionnaire was coded and analysed using quantitative (frequency) methods.

The second phase of the survey, five among twenty teachers that participated in the first round were randomly picked to participate an interview. The interview lasted about 20 minutes and was conducted through Skype. Teachers were asked questions based on the semi-structured questions and were recorded through Screen Video Recorder software. The data collection process in this phase started with the transcription of the interview. During this process, the content analysis method was used and attempts were made to identify possible themes and patterns in the interview data.

With the support from KTDC Group management, all participants took part and completed the survey, however, only four teachers were able to participate the interview, one teacher could not schedule his time, so email exchanged was used for getting the information.

3.2.4 Data Analysis

The researcher attempted to make this research as objective as possible. The data was collected from questionnaires, interviews and also email exchange. Some teachers were very interested in the investigation and willing to participate, however, some were not so enthusiastic. All the data obtained from the questionnaires was coded and processed using statistical software SPSS. The descriptive analysis was made using

the mean and standard deviation of participants' responses from section 2 and 3 in part I of the questionnaire. The data gained from the interviews was a supplementary data collection method to acquire more detailed information on how the company can increase motivation among employees.

3.2.5 Results.

From variables measuring intrinsic and extrinsic factors that related to the teaching job in section 1 of Part 1 of the questionnaire, the top 3 most dominant variables chosen by respondents ranked following 'friendly and support relationship with colleagues and students', 'hope to contribute to society' and 'teaching brings happiness and fulfilment'. Furthermore, 'seeing students achieve their goals' and 'sense of achievement through the job' rated at fourth and fifth place respectively. The preliminary results of the questionnaire were also supported by the interview data. The interviewees who were asked about the reasons they chose to be a teacher and what do they love about their job answered:

(I) 'I like teaching, witnessing students make progress, particularly weaker students, and the joy they show from achieving in their exams is particularly rewarding for me. I am working well with all my colleagues which make the job outside of the classroom very enjoyable ... I enjoy interacting with students, however seeing them improve their language skills over time and getting into the universities that they wish is probably the most enjoyable aspect of this job for me. Especially when students show their appreciation and respect me; helping students achieve their goals gives me a high sense of achievement...'

(II) ... 'I enjoy teaching; I like my colleagues ... I love teaching and helping students, I enjoy seeing them improving over time and achieving their goals. I have a very good relationship with all my students. They often came back after they have completed the course to share their test results and news that they got accepted into university and are now preparing for their life abroad. It gives me a high sense of achievement, I feel like I have contributed to Vietnamese society and facilitated the students in achieving their goal of seeking a better life through helping them to get access to better education ...'

(III)... 'I love teaching. It fits my personality and is also a way to have a meaningful career. I particularly enjoy teaching Vietnamese students. They are good students, eager to learn and have very positive attitude towards learning English. I also like to work and hang out with my colleagues...'

(IV)... 'It is hard for me to imagine doing anything else professionally. I love working with students and working in an environment where people are learning, growing and exchanging ideas... '

For motivation factors, Table 1 identifies the respondents' sources of motivation and job satisfaction, displaying the rankings and mean scores. Among all the 11 variables measured in section 2 of Part 1 of the research, recognition is fundamental to teachers' job satisfaction and motivation as 'recognition from managers and others' ranked the first place with 70% of respondents either strongly agree or agree. Following that, ranked in second is 'salary/pay (70%); 'working environment' (60%), and 'students' attitude' (55%), 'sufficient and constructive feedbacks' (55%) ranked in the third, fourth and fifth place respectively.

Table 1: Teachers perception related to source of motivation

Variables	Frequency	%	Mean	Std.Dev.
Recognition	14	70	4.00	0.79472
Good pay/salary	14	70	3.70	1.30182
Working environment	12	60	3.55	1.14593
Student's attitude	11	55	3.45	0.68633
Job security	8	40	2.50	1.05131
Training/Development	7	35	2.70	1.62546
Job promotion	7	35	2.65	1.30888
Policies/Administration	6	30	2.75	1.01955
Flexible working hours	2	10	2.15	0.98809
Workload	1	5	1.75	0.85070

I

In addition, the interview data results also supported the results from questionnaire when teachers were asked 'what factors beside the job itself motivate you to work?'

(I)... 'Of course, first has to be a good salary, I don't think if anyone work well if they get pay badly even they love the job. I think a good salary will motivate me to work and do the job to the best of my ability... my boss came to me and said I have done a very good job. He said he noticed my contributing resources to the teachers' online shared area and has been participating actively in the student's' School English club. I felt an increase in my moral from that comment, even though it was informal praise, it felt so good to be recognised for my extra efforts...'

(II)... 'students' learning attitude is important to me... good students motivate me to work harder, as I feel that I need to be on top form and be able to help them... I felt

challenged but also motivated to work and read more; I had to always well prepared for that class as I wanted to be able to answer all of her questions. It is driven and demanding students like this that motivate me to ensure I am performing to the best standard I possibly can... my morale is increased when the manager recognises my work and dedication to the job and the school...'

(III)... 'I like the company... I also like the managers, I am close to them as they are also my friends, so I think I am also respected by them, my opinion is valued and I am recognised for my work. It motivates me to work harder...'

(IV)... work environment is the factor that motivate me to work. I work with nice people, students and colleagues, so going to work for me is pleasant and not painful. Management is also a motivation factor to me, as if I got recognised and appreciated for my work, I will be motivated to work harder and contribute more....'

(V)... To me the most important factor has to be the student, I admire the attitude of Vietnamese students, and it makes my job much more enjoyable....'

The second set of statistical analysis obtained from section 3, part 1 of the questionnaire was done in order to find out which factors teachers perceive as their related sources of demotivation. Frequencies are obtained and mean scores are identified by using descriptive statistics. The results presented in Table 2 indicate that the most factors that cause job dissatisfaction as asserted by 50% or more include 'lack of job security and stability' (90%), 'low pay salary' and 'poor policies and administration' (80%), 'lack of positive feedback' (70%), 'working environment' (65%), 'lack of time for family and home' and 'unfairly treated amongst other teachers' (60%) respectively. It is important to pay attention to the correlation that occurs for 'job security', 'pay/salary' and 'lack of positive feedback' on employees' satisfaction as satisfier and de-satisfier factors. This is because teachers need a stable and sufficient income not only for their living expenses but also for their personal and academic improvement such as taking advancement courses, buying material that used in creative teaching method that they want to implement.

Table 2: Teachers perception related to the source of de-motivation

Variables	Frequency	%	Mean	Std.Dev.
Job security	18	90	4,50	0,68825
Low pay/salary	16	80	4,40	0,82078
Policies/administration	16	80	4,1	0,96791
Lack of positive feedback	14	70	3,95	0,99868
Working environment	13	65	3,95	1,14593
Lack of time for home	12	60	3,70	1,12858
Unfair treated	12	60	3,65	0,98809
Students' attitude	9	45	3,45	1,26074
Lack of challenges	9	45	3,40	0,88258
Training and development	8	40	3,30	1,26074
No leave work payment	8	40	2,85	1,53125
Lack of autonomy	7	35	3,55	0,82558
Students EL level	4	20	3,20	0,76777
Odd working hours	2	10	2,45	1,05006

Similarly, the result obtained from teachers who got asked what are the factors that might affect their motivation at work or demotivate them to work:

(I).... my line manager at the time was problematic She underestimated my work and hardly recognised my contributions... It made me feel demotivated at work as not only did she underestimated my ability, she completely overlooked my work and contributions to the course.... I don't like when teachers got treated differently, especially when it comes to the annual performance evaluation... There is a small issue regarding the school facilities.... The managers should not simply look at the cost implications but consider the effects on the employees and the students...'

(II).... I would say working environment. I like to work with good people, if I cannot get along with my colleagues it will demotivate me to work Also bad management can demotivate me to work.... her management style was terrible, the tasks were distributed unfairly and she was hardly involved in any of the tasks. Everyone hate working for her as she is so difficult to work with and so selfish. I did not feel good at all to go to work and that is one of the reasons I left the school ...'

(III)... 'I have too much work I feel stressed and that I lack time for myself...'

(IV) ... I do not like when line manager is on my case all the time

(V).... The job is not a challenge and teaching English is not as beneficial to society as other teaching professions job stability is important, at least to me. I cannot be motivated to work if I don't know that I will have a long term contract or have enough teaching hours for the next semester....'

To be able to recognise the state of teachers' job satisfaction at KTDC and whether there is any relation exists between teachers' job satisfaction and their job performance, a comparative analysis was conducted using data collected from section 4 in part I of the questionnaire, and teachers' performance data provided by the company. The aim is to determine whether those who are the most satisfied with their job are those who have performed the best. The results show that top 5 teachers who got the highest score for their satisfaction measured in section 4 of the questionnaire, 4 of them were in the top 5 best performance according to the teacher's performance survey run every course by the company for the last six months. The measurement of teacher's performance was based on students' final test scores, IELTS exam band score and positive feedback in the students' survey. Table 3 shows the results of the questionnaire measuring teachers' job satisfaction. The maximum points were 52, indicating a teacher is completely satisfied with their job. The minimum a teacher could score is 13, if this occurred, it would indicate the teacher is completely dissatisfied with every aspect of their job at KTDC.

Table 3: KTDC teachers' satisfaction score

Teachers' satisfaction score.																				
Teacher	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Score	43	34	34	38	42	37	43	45	50	34	50	36	40	49	34	37	40	41	39	49

From the table 3, it also revealed that the teachers' job satisfaction and motivation level at KTDC is relatively good, there were no teacher who was completely dissatisfied with their job, however, there were also no one reaching the maximum score, therefore, there is still room for improvement.

The figure 9 displays the results of the teachers' performance evaluation provided by KTDC for the working period of June to December 2015. Teachers at KTDC were evaluated by the students' feedback after studying and their results in the final in-house assessment and IELTS exam. The information was collected by the admin staff from the student end of course surveys and students' end of the course test results that is marked by the teachers. The management does not have a formal structure in the evaluation of KTDC teachers' performance. The rankings were made arbitrarily based on manager's judgement with the help those support data; there is no official weighting of the three sections of the evaluation that allow the managers to use a statistical and systematic approach to ranking the teacher's' performance. As can be seen from the table, there were some teachers who had better feedback from students but lower students' results, while others had better results but low rate of positive feedbacks. In such

case, managers are the one who use their judgment to decide which teacher has performed better than the other and then determine the teacher rankings.

Figure 9: Evaluation result of KTDC teacher from June to December 2015 - Source: Internal source -

Teachers' performance (June - December / 2015)										
Teacher										
Ranking	1	5	17	4	7	19	8	6	13	11
Positive feedback (Course ended survey)	70 %	82 %	90 %	75 %	76 %	75 %	76 %	75 %	75 %	85 %
Students final test result	11% lower than 5 49 % grade 5.0 - 6.5 25% grade 7.0 - 8.0 15% above 8.0	38% lower than 5 40 % grade 5.0 to 6.5 17% grade 7.0 to 8.0 5% above 8.0	44 % lower than 5 40 % grade 5.0 to 6.5 16% grade 7.0 to 8.0	35% lower than 5 48 % grade 5.0 to 6.5 12% grade 7.0 to 8.0 5% above 8.0	37 % lower than 5 45 % grade 5.0 to 6.5 18 % grade 7.0 to 8.0	45 % lower than 5 40 % grade 5.0 to 6.5 15 % grade 7.0 to 8.0	40% lower than 5 45 % grade 5.0 to 6.5 15% grade 7.0 to 8.0	34% lower than 5 48 % grade 5.0 to 6.5 18% grade 7.0 to 8.0	48 % lower than 5 42 % grade 5.0 to 6.5 10 % grade 7.0 to 8.0	40 % lower than 5 30 % grade 5.0 to 6.5 30 % grade 7.0 to 8.0
High achievement (students)	50	49	28	43	40	20	41	40	39	38
Teacher										
Ranking	12	3	12	10	14	16	2	15	20	18
Positive feedback	81 %	81 %	78 %	83 %	83 %	75 %	70 %	70 %	70 %	69 %
Students test result	40 % lower than 5 48 % grade 5.0 to 6.5 12 % grade 7.0 to 8.0	29% lower than 5 49 % grade 5.0 to 6.5 19% grade 7.0 to 8.0 3 % above 8.0	40 % lower than 5 42 % grade 5.0 to 6.5 18 % grade 7.0 to 8.0	35% lower than 5 55 % grade 5.0 to 6.5 10 % grade 7.0 to 8.0	46 % lower than 5 42 % grade 5.0 to 6.5 12% grade 7.0 to 8.0	44 % lower than 5 40 % grade 5.0 to 6.5 16% grade 7.0 to 8.0	20% lower than 5 50 % grade 5.0 to 6.5 20% grade 7.0 to 8.0 10% above 8.0	28% lower than 5 42 % grade 5.0 to 6.5 20% grade 7.0 to 8.0 10% above 8.0	47 % lower than 5 43 % grade 5.0 to 6.5 10 % grade 7.0 to 8.0	35 % lower than 5 40 % grade 5.0 to 6.5 25 % grade 7.0 to 8.0
High achievement.	37	41	34	34	35	30	41	16	10	15

3.2.6 Discussion.

The quantitative and qualitative study set out to discover what factors motivate or demotivate teachers working at KTDC Group. From the teacher's' point of view, the critical factors affecting their motivation and job satisfaction were found and analysed. The results attained in this study shows that there are numbers of intrinsic and extrinsic motivation factors that can influence on teachers' job satisfaction and their motivation. The most important factor discovered to be intrinsically motivating the teachers was 'friendly relationship with colleagues' found in the first section of part 1 of the questionnaire. Along a similar line, the third and fourth ranked extrinsic factor founded in section 2 part 1 of the questionnaire, 'working environment' and "students' attitude", are those that motivate teachers to work harder. The source of intrinsic motivation derives mostly from students' recognition in learning and good relationship with students and co-workers which revealed how the job itself is the dominant satisfying aspect of teaching. This was also found in several pieces of research, for example, Dinham and Scott (2000) reported in their research of teachers in Australia, New Zealand, and England, the majority of teachers participated in their research were motivated by "matters intrinsic to the role of teaching". The reason for that is since teachers spend at least 6 to 8 hours a day at work and interacts with students and work with other teachers, creating

a good relationship with students and co-workers is essential to be able to enjoy their work and time at school.

Comparing the results presented in Table 1 of motivation factors to Maslow hierarchy of needs theory reveals some interesting insight of KTDC teachers' motivation. The number one ranked motivation factor 'recognition from manager and others' is a self-esteem factor. The number two ranked motivator 'good wages', is a physiological factor. The third-ranked motivator 'students' attitude', in this study it is considered as intrinsic factor related to the job itself as teaching students is a part of the teaching job. Therefore, this factor is the self-esteem factor. Similarly, the fifth ranked 'sufficient feedback' is also self-actualised factor. The fourth-ranked 'working environment' is social factor. 'Job security' is ranked number 6th is safety factor. Thus, according to Maslow's hierarchy (1943), if managers at KTDC wish to address the most important motivational factor of KTDC teachers, factors related to the job, physiological, safety, social, and esteem factors must first be addressed and satisfied. However, opposite to what Maslow's theory proposes, the range of motivational factors is mixed in this research. Maslow's asserted that lower level motivational factors must be met before moving up to the next level were not confirmed by this research. It is also worth to mention that although the statistical results indicated that the 'generous salary' factor ranked in second place, the standard deviation result shows there were different opinions of respondents in this factor. One possible explanation for this is that some teachers perceived a monetary incentive as important to job satisfaction than others since teaching is not their first choice of profession. They entered the job because they need to make a living and an English teacher job is the best option for them at the time be based on the demand for their skills and qualifications in the labour market in Ho Chi Minh City. For those who chose to be a teacher because they wanted to be a teacher in the first place have different perception towards money incentive. This also can be linked to the individual difference in needs theory, teachers have different opinions about money-incentive could be resulted from their education background, economic situation, the expectation from the job itself and their attitude towards work. In the interview data, the job itself is considered to be the most important factor aspect of the teaching job. Most of the teachers became a teacher because they love teaching and perceive teaching job as a meaningful profession however not a well-paid profession. Therefore, the higher salary can only maintain teachers' commitment to the job but does not increase the motivation of the teachers. In fact, it actually just decreases job dissatisfaction like Herzberg said, it is a hygiene factor. KTDC pays teachers a wage that is significantly higher than the market rate; therefore, most of the teachers in the

company are happy with their wages. The higher salary will not increase teachers' motivation as the job appeared to be non-monetary incentives. However, factors such as recognition and respect appeared to be more powerful motivators of behaviour in the workplace at KTDC. Teachers work hard not simply because of financial incentives but because of a myriad of other factors. Teachers at KTDC highly appreciated students' testimonials, positive feedback and thankyou letters/emails. They also valued managers' recognition through simple acts such as informal positive comments, asking about family members or things outside work which shows that they view them more than just a teacher, or through more formal channels such as monthly, quarterly and yearly reviews, meetings, and appraisals. Teachers want to know how good they are at their job and want to be recognised for their work. Furthermore, receiving 'sufficient feedback' and 'students' good attitude' also are prominent factors to teachers' motivation and performance. This is because, teachers only can improve and develop their skills if they get constructive feedback about how they can improve further. Most of them found that students who have positive learning attitude and are demanding motivate them to work harder to perform well in class and to be able to answer all the questions from inquisitive students. Management behaviour appeared to be a crucial factor in motivating teachers at KTDC. Teachers can be motivated or demotivated to work depending on how they are being treated by their line manager and the academic director. A bad line manager is one that teachers perceived as not ready for the position, usually due to lack of experience, not able to do their job properly and treat team members unfairly; these line managers tend to demotivate and demoralise teachers. Teachers who have poor line management think their contribution will not be recognised as their line manager does not appreciate their work, consequently their good performance will not be recognised by the Academic Director. If compares the highest ranked motivational factor (recognition from managers and others) to Adams's equity theory; teachers at KTDC, some have experienced (either in current workplace or in the past) the feeling that there were a lack of appreciation for work done, as they are being too low relative to another teacher, which shows inequity might exist and teachers were dis-motivated. Adams (1965) argued that employees will attempt to interfere to the equity through various means, some of that would respond to productive of organisational goals and objectives negatively. For example, teachers who feel their work is not being appreciated tend to work less or undervalue the work of other employees. Therefore, fairness at work is an important factor that KTDC needs to pay attention to. KTDC teachers want to be considered and get the same opportunities as their colleagues to take more responsibility and contribute more to the company. Opportunities some teachers men-

tioned they would like to be offered were: developing the syllabus, participating in course information seminars and participate in the planning, managing and accessing of the entrance tests. Unfairness in evaluating teachers' ability and performance can demotivate them to work. The unfairness is perceived by teachers via the way managers give promotional opportunities and distribute tasks. It is worth to mention that teachers can have different views of how the job should be distributed compared to manager's point of view. Therefore, if management is not able to connect with teachers to understand teachers' opinions and wishes before making decisions, it might result in teachers perceiving management as being uninterested or indifferent to their well-being. For example, the manager would think that it is appropriate to give more responsibility to people who have a longer history with the company. However, those who receive more tasks might not view it as rewarding but overload and stress while others who wish to take more responsibility are turned down. Unfairness is also perceived through the in-comprehensive evaluation system. Referring to Figure 8. KTDC teachers' performance evaluation, it can be seen that the system could be improved. The management highly valued students' feedback at the end of the course as to them, keeping students happy means higher customers' satisfaction, however, it does not always reflect teachers' ability and their performance. Some teachers might have a stricter teaching style which can result in some students finding the intensity of the lesson difficult; however, they actually helped students improve their English skills. In addition, the current evaluation system at KTDC does not link to students' ability and level of class teachers are teaching, some teachers might have more smart students in the more advance level, which leads to better test results. Some teachers work with weaker students who are unlikely to achieve a grade 8, however receiving a grade 5 may be a significant achieve for that particular student with weaker skills and a lower academic capability. Unfortunately, these factors are not currently accounted for in the teachers' evaluation.

Additionally, findings demonstrate the strong relation of 'job security', 'pay/salary' and employees' dissatisfaction. Teachers are also demotivated if there are 'low wages', 'lack of job security', 'poor policies and administration'. One explanation for this regarding job security and wage is that teachers at KTDC Group get paid per hour, therefore, adequate salary rate per hour and consistent teaching hours are needed to be able to satisfy their physiological needs. Job stability and security is a crucial contributor to job dis-satisfaction since it helps to eliminate job dissatisfaction. At KTDC, teachers do not get paid for sick leave or holidays which results lack of security. Teachers also do not get state welfare even though they pay tax in Vietnam since the welfare system is not

available to foreigners. Foreigners work in Vietnam will pay tax contribution to health insurance but not social insurance and unemployment insurance. State health insurance allows foreigners to use a public hospital, a list of such facilities will be provided to teachers when they conduct their health screening at the beginning of their contract. However, there are charges for (subsidised) medicine and more complex procedures even in public hospitals. As a result, most foreigners choose to purchase private health insurance, which gives them access to and coverage by private clinics and hospitals. If teachers happen to have a serious illness or an accident and they need to leave work for long period of time, they will have private health insurance which is provided by KTDC health insurance to cover the cost of their treatment but they will not get any income from leaving work, therefore, their needs for safety and security are not met in this circumstance.

Furthermore, school's facilities and administration are also viewed as an important aspect that can affect teachers' job satisfaction. Teachers at KTDC have their own classroom, however, they think the staff room is relatively small. The staff room is where teachers can meet, exchange ideas and discuss work, it is also a place that teacher can relax when they are not teaching, eat lunch or dinner and chat informally to their colleagues.

3.3 Conclusion.

The teaching performance, motivation, job satisfaction, management and working environment connection at KTDC School appeared to be relatively high. In this research, it revealed that recognition and working conditions increase the motivation and performance of employees who work as English teachers at KTDC. Wages factor is also important, however, depending on the teachers' relation background to the teaching job, it can be motivation factor that increases job satisfaction or hygiene factor that can only decrease job dissatisfaction. Therefore, it could be asserted that if KTDC can increase the level of the teachers' job satisfaction through better-working conditions, recognition by the managers while keeping a generous wage rate, will positively impact teacher's motivation and their performance.

For teachers, job satisfaction is significantly crucial. A teacher can be highly motivated and improve his/her performance if there is high job satisfaction. According to David and Newstrom (1997) those who have high job satisfaction tend to have a positive attitude towards work, oppositely, employees who possess a negative attitude are those who feel dissatisfied with their work. As the result obtained in the last section of part 1, the teachers who performed well are those who are most satisfied with their job.

Furthermore, job satisfaction of teachers also correlates to the support they receive from the management and administration. The managers' role regarding providing recognition to the teachers is a major factor that contributes to the achievement of job satisfaction. This was also stated by Webb (2009) that school management practice highly affects job satisfaction, comfort and the degree of achievement of the school. The indicator of job satisfaction can be seen at employees' turnover rate, and level of teachers' complaints which is measured in annual employees' survey. Therefore, job satisfaction of the teachers can be increased through the active role of managers and administration such as consistent recognition and feedback, fair treatment of teachers in terms of performance evaluation which requires a complete and clear evaluation system to be built and implemented, and all the tasks should be distributed after consultation with the teachers to ensure those who want to be further involved in other aspects of the school, not only teaching, are offered the opportunity to do so. The school facilities should be maintained such air conditioning to ensure they are in the best possible condition in order to facilitate teaching and learning. Last but not least, the increase in teachers' performance has a strong correlation to the working environment. The working environment can be improved by creating friendly and supportive atmosphere amongst teachers and between teachers and their managers. This means providing more contact between top managers and teachers such as informal conversations in staff room, formal or informal meeting where teachers can discuss and express their opinions about things that they feel hard to share to their line manager, and regular feedback and discussions about work among teachers and different manager levels. There could be more available events that facilitate team building, socialise outside work that can make teachers feel belonged and appreciated in the workplace.

Overall, the research results show that teachers at KTDC seem to have a good level of motivation since most of them have high intrinsic motivation toward the job. They are quite happy with working condition and management as well as their wages. This revealed in the score teachers got in section 4 of part I of the questionnaire. However, drawing from the interviews data and descriptive research, there are certain elements could be improved. The recommendations below are being made focusing on things that are relatively important that managers are able to implement changes and motivation practices to further improve teachers' motivation at KTDC language school.

Recommendation.

- Management and school's facilities.

Since recognition is the most important motivation factor perceived by teachers at KTDC Group, managers at KTDC should have more contact with teachers to be able to

give appropriate support, recognition and constructive feedback. KTDC top managers could have at least one day a week that their working hours are the same with teachers working hours, so that if they can have more interact with teachers as well as quickly responding to teachers' complaints or needs. Managers should also encourage open and frequent conversations with employees to recognise problems to interfere problems that lead to disagreement or disengagement.

The staff room should be made bigger as teachers at KTDC perceived the friendly relationship with colleagues is their source of motivation. There is a stock room in second-floor that has not been used to its maximum capacity, KTDC can move all the stock to second floor storage and use the current storage space in the first floor to extend the staff room. Having a comfortable common area for teachers to gather, interact, discuss work or just socialise with their colleagues during the break time is facilitating to create a good working environment. Extending the staff room might involve some renovation and construction work.

- Performance evaluation.

As mentioned above, KTDC current evaluation system needs to improve. KTDC's current emphasis on students' feedback and students' test result while disregarding the students' ability and teacher's efforts in assisting the students' improvement. The system is perceived by some teachers as unfair as teachers who teach higher level classes tend to have more students achieving a high band score. Therefore, KTDC should develop an evaluation system based on points given to teachers' achievement for evaluating, and also categorise teachers in different levels to give points in term of high band score students as students' ability differ in each study level instead of counting number of high band score in total regardless which course level teachers got. Below is the possible suggestion system:

Students' feedbacks: teachers will get one point for each positive feedback in students' survey at the end of the course. (See appendix for the survey)

Student's high achievement: is the number of students who received 7.0 or above for their IELTS. This number should be compared to each level, the teacher who got the most students who are high achievement will get 10 points.

Final test results in the end of the course: Teachers will get point according to the improving points that students gain after the course. By this way, the student's ability and improvement factors will be taken into account. For example: a student who got 4 for his entrance test result and placed on IELTS level 1, at the end of the course he scored 6 in his final test, so teacher reward points will be 6 minus 4 equal 2.

Table 4: Suggesting grading system for teachers' performance evaluation at KTDC

Students' entrance test results	1	2	3	4	5	6	7	8	9
Students' final test results	3	4	6	5	7	4	5	8	8
Teachers' reward point	2	2	3	1	2	2	2	0	-1

- Teachers' motivation to teach.

Since most of the teachers at KTDC view students' achievement as one of their main source of motivation. Facilitating a channel where students are encouraged to share their results and appreciation to the teachers will help to increase teachers' motivation to teach. KTDC at the moment only collected results and testimonials from students who are voluntary to contact or keep in touch with the school or their teacher after their study and their IELTS exam. However, KTDC can take a more active role by following up students after their study to get their band score as well as encourage students to share more their appreciation to their teacher. Providing student's testimonial cards to fill in at the end of the course can make sure students let their teachers know their opinion about them. Online testimonials completed on the school website also should be forwarded to teachers to make sure they receive their students' feedback about their performance. By doing this, it will not only increase KTDC teachers' motivation but also serve as marketing material source.

3.4 Limitation of the study.

This study is only applicable to KTDC language school only. The sampling frame was limited to expat teachers who teach at KTDC Group at the moment, therefore, the results cannot be generalised to other education institutions. During the research phase, researcher also realised that the questionnaire could be designed in a way it is enabled to run correlative and cross table statistical analysis where different variable can be used and analyses their relations for deeper understanding of how each variable connect to others. The researcher also notices that observation method can be used if time and location permitted, by using observation method, teachers' behaviours over the time can be recorded and analysed for the deeper findings, and this method also allows researcher to witness the real situation where teachers are happy or not happy with their work. Regarding the validity of the research, researcher did her internship at the company therefore, some of the interviewees might not be completely honest as they fear what they share might get to their managers. There is also a minor disadvantage in using the internet for personal interview in term of observation of participants' body language and the reaction of interviewees. If given the chance to interview

face to face, the interviewer will be able to tell how honest the interviewees were during the interview.

3.5 Direction for future study.

Future study may be carried with larger scale for more accurate results. Consideration of demographic factor may be taken into account in analysing the result. This could be important as male, female, different age groups teachers might have different expectation and factors that influence their job motivation and expectation.

Also, the same research can be conducted in different language schools to find out if there are any differences between different schools. With different management styles and working condition the employees' job satisfaction can be varied. The study may also be carried out for private language schools and public language schools separately since government owned school might have different employee's policies and packages for teachers which might influence their job satisfaction and motivation. From there further comparative study may also be held to analyse in depth the cause of the differences and how they impact teachers' motivation in these schools.

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List of Appendices

Appendix 1. Research Questionnaire

The survey is about employee motivation. It aims to learn about motivation factors and demotivation factors and the job satisfaction of teachers who currently teaches at KTDC Group language centre. The survey is conducted mainly for research purpose, therefore participants' confidential will not be exposed.

Name:

Age:

Origin:

Job

title:

Part 1: Multiple choices questions.

- I. How do you agree with the following statements?
 Scale: 5 – Strongly Agree (VA); 4 - Agree (A); 3 - Disagree (D); 2- Strongly disagree (SD); 1- No opinion (N/A).

Statement *****	SA 5	A 4	D 3	SD 2	N/A 1
1. The reason I become a teacher is because it is a prestige profession. –					
2 I become a teacher because it brings me happiness and fulfillment. –					
3 I am a teacher because the salary/benefits are excellent. –					
4 I am a teacher because I feel a duty to help educate the next generation.					

-					
5 I become a teacher because I hope to contribute to society.					
-					
6 I am teaching because I value the opportunity to grow as a person.					
-					
7 I am a teacher because the working hours and frequent holidays are pleasant.					
-					
8 I teach because it is an opportunity to be a lifelong learner.					
-					
9 I teach because it is an easy job to teach English.					
-					
10 I like to be teacher because I enjoy friendly and supportive relationships with colleagues and students.					
—					
11 I am happy to see my students achieve their goals.					
—					
12 My job brings me great sense of achievement.					
—					
13 My job offers me opportunities for advancement.					
—					
14 My supervisors and administrators are transparent and supportive.					

- II. You are motivated to do your work when:
 Scale: 5 – Strongly Agree (VA); 4 - Agree (A); 3 - Disagree (D); 2- Strongly disagree (SD); 1- No opinion (N/A).

Statement *****	SA 5	A 4	D 3	SD 2	N/A 1
1. Students have good attitude towards learning –					
2 My students got good grade and get into university. –					
3 My students and their parent shows appreciation towards me for their achievement. –					
4 My manager shows their appreciation and rewards my good work. –					
5 School has good facilities and I have my own class room. –					
6 Good working environment. –					
7 My work is recognized by my boss and others. –					
8 I get sufficient and constructive feedback from management. –					
9 I get good pay for my job. –					
10 My job is secured. –					
11 The work load at school is manageable. – –					

12 School has good policy and administration. –					
13 I got to choose my holiday and day off of the week. –					
14. School provides other benefits to teachers.					

- III. You are demotivated to work because:
 Scale: 5 – Strongly Agree (VA); 4 - Agree (A); 3 - Disagree (D); 2- Strongly disagree (SD); 1- No opinion (N/A).

Statement *****	SA 5	A 4	D 3	SD 2	N/A 1
1. School does not have good policy and administration supports. –					
2 There are lack of positive feedback. –					
3 I have lack of time for family and home. –					
4 Working hours are odd. –					
5 Low salary/pay. –					
6 There are lack of training and development. –					
7 There are lack of promotion opportunity –					

8 I have to teach students with poor language level. –					
9 I have too much work. –					
10 I don't get pay to leave work. –					
11 There are lack of autonomy. – –					
12 Lack of challenge. –					
13 There is no job security and stability. –					
14 Management did not recognized my work.					
15. Teachers do not get treated equally.					
16. Management only cares about students feedback regardless circumstances.					

IV. Please rate your satisfaction of your work in the following issues:
Scale 4-Very satisfied (VS); 3- Satisfied (S); 2- Dissatisfied (D); 1- Very Dissatisfied (VD)

Statement *****	VS 4	S 3	D 2	VD 1
1. School facilities –				
2 School policy. –				
3 Administration supports. –				

4 Management feedbacks. –				
5 Work environment. –				
6 Salary. –				
7 Work load. –				
8 Non-monetary incentives. –				
9 Job security. –				
10 Number of teaching hours. –				
11 Other benefits offered by school. – –				
12 Teaching material and method. –				
13 Training and career development. –				

Part 2 - Open-ended Questions

1) What motivated you to come to Vietnam and work as an English teacher in a private school/ language center?

–

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–

–

2) Was being a teacher your first choice as a profession? Why or why not?

3) Do you feel satisfied being a teacher? Why or why not?

4) Do you plan on continuing teaching permanently? What motivates you to do so? If you do *not* plan on continuing as a teacher, what factors lead to this decision?

The End

Thank You!

Appendix 2: Guideline questions for personal interview.

1. Can you introduce briefly about yourself? (age, origin, position and education background.)
2. What are the reasons that lead you to choose teaching as your profession?
3. What do you love about your job?
4. Beside the job itself, what do you think are the factors that motivate you to work?
5. Can you tell me what might affect your motivation at work or demotivate you to work?
6. Can you name a specific event where you got motivated to work and demotivated to work?
7. How do you evaluate your job satisfaction at the moment?
8. If you could give some recommendation for changes to managers at KTDC, what would you recommend?
9. Is there anything else you want to share about your job and job satisfaction at your work place?

Appendix 3: Interview transcript.

Interviewee 1.

1. Can you introduce briefly about yourself? (age, origin, position and education background.)

31 years old, British, IELTS Teacher. Master degree in engineering (UK), CELTA, DELTA certificate of teaching English.

2. What are the reasons that lead you to choose teaching as your profession?

Initially I wanted to travel and I started teaching English as a job allows me to work abroad and travel to places that would be otherwise too expensive for me to visit if I was based in the UK. However, over time, I realized that I actually love teaching, and decided to be full time teacher instead of part time. I particularly enjoy teaching in Asia. I also think it is a very meaningful job, which allows me to contribute to society while make a living.

3. What do you love about your job?

I like teaching, witnessing students make progress, particularly weaker students, and the joy they show from achieving in their exams is particularly rewarding for me. I am working well with all my colleagues which makes the job outside of the classroom very enjoyable. Working in a supportive team that values my contributions is another enjoyable aspect of this job. I enjoy interacting with students, however seeing them improve their language skills over time and getting into the universities that they wish is probably the most enjoyable aspect of this job for me. Especially when students show their appreciation and respect me; helping students achieve their goals gives me a high sense of achievement, especially when they show their appreciation through a testimonial or a thank you

letter.

4. **Beside the job itself, what do you think are the factors that motivate you to work?**

Of course, first has to be a good salary, I don't think if anyone work well if they get pay badly even they love the job. I think a good salary will motivate me to work and do the job to the best of my ability. However, there are also many other factors that I think can affect my performance such as the issues with the managers, certain colleagues or 'bad apples' as I like to call them, ungrateful or unmotivated students and unnecessary school policy or bureaucracy.

Have you experienced any of the above factors at KTDC? If so, please elaborate?

When I first started at KTDC, I enjoyed teaching the students, as the majority of them were conscientious and wanted to learn; I also felt my salary was generous and reflected my efforts in the role. However, my line manager at the time was problematic. She was judgmental and arrogant. She is from southern of England and I am from the north, and because I was young, despite how much efforts I put into my work, I felt she always perceived me as a young northerner who was in Vietnam to travel and had little commitment to my job which was obviously not true. She underestimated my work and hardly recognized my contributions. I once wanted to be in charge of re-making the syllabus for IELTS level 2 as I know I am good at it; I had just got my DELTA certificate which is a higher level of certification for teaching English as second language. And I have been a qualified IELTS examiner and examining IELTS test for the last 6 months but she decided to give the job to someone else who was not as qualified and had not contributed nearly as much as me but was older and from the

same city in the south of England as she was. It made me feel demotivated at work as not only did she underestimate my ability, she completely overlooked my work and contributions to the course. There were times I felt like I just need to get my work done to the minimum acceptable standard and not 'go the extra mile' as I had been, as it would not be recognized or rewarded. She left last year and I have a new line manager who is much fairer than her. I now actually feel motivated to go to work again as I have a line manager who I work well with and recognizes most of the extra work I do. Although I still think I don't have enough recognition that I should have, but at least they are being reasonable in assessing my work.

5. Can you tell me what might effect your motivation at work or demotivate you to work?

I don't like when teachers got treated differently, especially when it comes to the annual performance evaluation. Some teachers received a pay raise because they have many students who achieved impressive band scores, resulting in those teachers becoming extremely popular. However, the managers forget that certain teachers have weaker students in their classes who are unlikely to achieve impressive results that allow the teachers to access pay increases. Therefore, the evaluation performance is not fair as it is based on students' results and testimonials. Also some of the teachers have been in the school for a long time and receive a better salary rate and are heavily involved in important tasks such as designing the syllabus or participating in seminars for marketing purposes. As a result, they are not only making extra money but also are more popular amongst new students as they have already promoted themselves at the seminar. With English teaching jobs in private schools, teacher reputation is very important. The more popular you are, the more students want to

study with you, the higher salary rate you get. For those teachers, who have a long history with KTDC does not mean they have more teaching experience or a greater ability to do the job. So i think it is not fair that they get these opportunities that the rest of us do not. It should be distributed fairly and every teacher should be given the same chance to promote themselves.

Is there anything else?

There is a small issue regarding the school facilities. My classroom is in the third floor, at the front and my room has a big glass wall instead of normal wall. Sometimes when teaching morning and afternoon classes in the summer, its so hot as the sun shines directly into my room. Even we have already one AC unit in the room, it does not help. It's not always like that, it's okay at night but i hate it when I teach during that time as it's so hot. The management does not want to install a bigger or another AC unit, instead they bought me a fan which just only helps a bit, however the temperature is still not optimal and the students and I do struggle to be as productive as we could be. I think we should have a bigger AC unit or a second AC unit in the room. The managers should not simply look at the cost implications but consider the effects on the employees and the students.

6. Can you name a specific event where you got motivated to work or demotivated to work?

I have one excellent class that I love to teach, they are good students, intelligent and entertaining at the same time. I feel like I have so much fun in the class. However, another class I taught recently, students were so shy and quiet; some were very annoying as they did not want to learn. They would spend most of the lesson texting and using their phones even though they know the school has a no phone rule in class. It is very frus-

trating. Also one time, I think it was after 6 months i joined the school my boss came to me and said I have done a very good job. He said he noticed my contributing resources to the teachers' online shared area and have been participating actively in the students' School English club. I felt an increase in my moral from that comment, even though it was informal praise, it felt so good to be recognized for my extra efforts. However, the company has expanded rapidly over the past few years. Now there are a lot more teachers and I hardly see my boss and get those positive comments. To be honest, I don't feel like he is even aware of any of the extra work I do around here anymore. It makes me feel like there is really no point in going above any beyond the minimum requirements expected of me.

7. How do you evaluate your job satisfaction at the moment?

Generally, I am happy with my job in this school, but you know there is no perfect job and workplace. But I think I am alright at the moment.

Can you tell a bit more about things are not perfect at the workplace?

There are some little things that I think it can make the difference as it gradually made me lose some enthusiasm for me job. For example, the school administration, there are several teachers located in the third floor, and the admin staff do not pay much attention to us as all of them are located in the first floor. We used to have tea and coffee, but now they hardly arrange it, it is often run out and rarely got replaced with the new one or got refilled only when someone addressed it. Same as water, sometimes I have to go to the first floor and bring the big 18-liter water bottle up myself. We also do not have a fridge upstairs so i always have to go down to get my food, and I can not store any food near my work place for convenience. It sounds quite trivial now but it can be annoying when you know the teachers on the first floor don't have this problem.

Did you mention your concerns to the manager?

I mentioned the needed for a fridge to the office manager; she said several times she will purchase one but it never happened. My time schedule is different to hers and I hardly see her. I teach at night and she works at office hours (9 to 5). I therefore don't want to complaint about non-essential issues during the only time I get to see her, we usually discuss more important issues such as scheduling, student's attendance and course books. I think without me saying or complaining about those issues, the office manager should still have paid more attention to the conditions on the third floor and checked on the staff more regularly to make sure they had done their job properly.

8. If you could give some recommendation for changes to managers at KTDC, what would you recommend?

More meetings with Director of Academic study, I don't think I get enough contact or have much chance to meet him to discuss about teaching methods and improvements. I also feel like if I have more chance to talk to him, my work and contribution are more likely to get recognized.

9. Is there anything else you want to share about your job and job satisfaction at your work place?

No. I think it has been sharing quite a lot already.

Interviewee 2

1. Can you introduce briefly about yourself? (age, origin, position and education background.)

40, British, IELTS teacher, Master degree in education, Master degree in

European Politics.

2. What are the reasons that lead you to choose teaching as your profession?

I am a professional teacher, fully qualified and have worked in international school/language centers for over a decade. I choose this profession because I imagined I would be good at it. Also after 7 years in a corporate role I decided that I wanted to do something that would benefit others as well as myself. I enjoy teaching very much. And the opportunities for qualified teachers like me are better here in Asia than in the UK.

3. What do you love about your job?

There are many things I love about my job. I enjoy teaching, I like my colleagues, they are nice and fun to work with. I also like my work place at the moment, they are much more professional than other schools, the administration staff are helpful and are always willing to assist teachers. The salary I get for my job is also fair, I think it's a fair compensation for my job. I love teaching and helping students, I enjoy seeing them improving over time and achieving their goals. I have very good relationships with all my students. They often came back after they have completed the course to share their test results and news that they got accepted into university and are now preparing for their life abroad. It gives me a high sense of achievement, I feel like I have contributed to Vietnamese society and facilitated the students in achieving their goal of seeking a better life through helping them to get access to better education. I often share my life experiences of living, studying and working abroad and the Vietnamese students I teach are very keen on learning and getting to know more about the outside world, which I think is very good for their preparation for years abroad.

4. **Beside the job itself, what do you think are the factors that motivate you to work?**

Beside the job, students' learning attitude is important to me. I have been teaching in different places and students are different everywhere as a result of their culture, attitude towards education and socioeconomic background. However, I would say, good students motivate me to work harder, as I feel that I need to be on top form and be able to help them. They are eager to learn so I have to be well prepared and try my best to transfer my knowledge to them. For example, 3 months ago I had an incredible student, who was preparing for her IELTS to get into Durham University which is in the top 5 universities in the UK. She was the one who always had many interesting and challenging questions in class. I felt challenged but also motivated to work and read more; I had to always be well prepared for that class as I wanted to be able to answer all of her questions. It is driven and demanding students like this that motivate me to ensure I am performing to the best standard I possibly can.

Good management has also impacted on my performance. Strong leadership, offering recognition and a professional approach dealing to staff issues are all important.

Can you be more specific about that? how the recognition and good management motivated you to work?

Sure, for example, my morale is increased when the manager recognizes my work and dedication to the job and the school. This can be through a variety of channels. My boss simply tells me he is happy with an aspect of my work in passing or in the staffroom or other similar informal channels. Also even just asking about my family and referring to them by their names shows he is interested in me as a person and I mean more to him than just a teacher. There are also more formal channels such as the

quarterly performance review and the annual salary review where I am formally recognized for my successes and dedication to the school. These formal reviews motivate me as it allows me to formally receive feedback on my performance and also inform the management of any of my contributions they may not be aware of. Constructive feedback is also offered allowing me to develop as a teacher. The meetings also culminate to a salary review which could result in a pay increase if my performance warrants it.

5. How about demotivation factors, what factors demotivate you to work?

I would say working environment. I like to work with good people, if I cannot get along with my colleagues it will demotivate me to work. We spend more than 8 hours at work, half of the time is teaching and half of it is working with others. So if I don't like them, it will be very terrible to be at work.

Can you give example?

In my team, there are two people who are not working very well with others, and it makes working as a team much more difficult. They always have an excuse for not doing work or did not take their task seriously. I like to be organized at school, follow schedule or even arrive a bit earlier, so if there is something not right, we will be able to change it. But they always delay their tasks to the last minute, and it is so frustrated.

Also bad management can demotivate me to work. This is speaking from my experience with my previous school, management always evaluated teachers through students' results without concerning students' attitude toward studying. Of course as a teacher we need to work hard to encourage students to study conscientiously and improve, however, in some

cases, despite our efforts, some students were problematic, they did not want to learn, and we were disciplined for their bad performances. It is not fair and frustrated.

How about it now in KTDC?

Not too bad in KTDC, of course, there are always unreasonable students, and sometimes I got complaint from students that is not really true. The manager in KTDC actually did asked around from local staff about that particular case before they brought up to me and they evaluated me based on majority of students' feedback, not just focused only one particular bad feedback like some other schools did to me before.

6. Can you tell me a specific event where you got motivated to work or demotivated to work.

It was when I reached at Southern International School. The school is quite big so evaluation system was not effective in my opinion. After working there for a year, my current manager left, so I got another one who is promoted after working in this school for 4 years. However, everyone in the department knows that she is not good enough for the position. She just like to talk big in front of top manager but actually did not have many achievement or contributions to the school. She just has more years working in school than us. And therefore, her management style was terrible, the tasks were distributed unfairly and she was hardly involved in any of the tasks. Everyone hate working for her as she is so difficult to work with and so selfish. I did not feel good at all to go to work and that is one of the reasons I left the school. Since I think even if I work harder, I will not get recognized and appreciated from my line manager.

7. How do you evaluate your job satisfaction at the moment?

I am very satisfied indeed. I love being a teacher because I am good at it

and it pays quite well. I am on top of the pay scale and I have many teaching hours. However, the only downside of this job is that non paid holiday and sick leave.

8. If you could give some recommendation for changes to managers at KTDC, what would you recommend?

I think for a private language center; the work condition is good. I have nothing to complaint about. However, it would be very nice if we can get some small paid for leave work, some type of security if we get sick as health insurance is not enough if you suffer serious illness is just cover for medication and treatment and if we have to leave work for long period of time, we do not have any source of income unlike other teaching profession.

9. Is there anything else you want to share about your job and job satisfaction at your work place?

That's all I think.

Interviewee 3.

1. Can you introduce briefly about yourself? (age, origin, position and education background.)

36, America, IELTS teacher, Master degree in history (US) and US teaching certificate.

2. What are the reasons that lead you to choose teaching as your profession?

It was my first choice of profession as I wanted to be a teacher. I wanted to help people to have better lives and more options. Before come to Vietnam to teach I was also teaching in the US. I think Vietnam offers much more to teachers, greater salary, life style, just an overall better standard

of living and quality of life. Did you know that some teachers in America actually work in bars to supplement their income? I never did that, but that just shows you how bad it is for teachers in the US. I also love the country. I love the weather, the food, the way of life and just how friendly and lovely the locals are, even if there is a language barrier. But more important to me is that teaching gives me a chance to make a difference and to contribute to society and it's amazing to be able to do that in Vietnam.

3. What do you love about your job?

I love teaching. It fits my personality and is also a way to have a meaningful career. I particularly enjoy teaching Vietnamese students. They are good students, eager to learn and have very positive attitude towards learning English. I also like to work and hang out with my colleagues.

4. Beside the job itself, what do you think are the factors that motivate you to work?

I like the company. I am one of the first teachers who started to work at the company in the beginning time. To be able to witness the company becomes bigger and better, I feel proud to be a part of it. I also like the managers, I am close to them as they are also my friends, so I think I am also respected by them, my opinion is valued and I am recognized for my work. It motivates me to work harder.

However, I do feel like I contribute a lot and have so much work. Sometimes I feel like they need to pay more attention to my contributions now the company is bigger and everyone is so busy. I do sometimes feel the bosses are caught up in their own work and forget to appreciate the work the teachers do. It's certainly not like it used to be in the old days.

What do you mean by that? Can you give example?

For example, I used to get paid just for teaching. Now I do so much more, like creating the researches for the curriculum for other teachers to use and I am heavily involved in the marketing of the school. I do get paid a little extra for this, but I don't think it really reflects the amount of time and effort required and I also think that sometimes the managers think that because I am paid this extra money, I am satisfied and happy to do the extra work.

Any other factors that you think can motivate you to work?

The students. I like Vietnamese students. Having good students, and good classes, it makes my job much more enjoyable. Compared to American students, Vietnamese students are much more pleasant to teach. I get motivated to be a better teacher when I get students who want to learn and appreciate my lesson. I think I have quite a good relationship with and a good reputation amongst students. I keep in touch with a lot of my ex-students, they like to share with me what their life abroad is like.

5. How about demotivate factors, what factors do you think that might demotivate you to work?

As I mentioned earlier, I think I have too much work. As I am the one who has the most experience, I am involved in different tasks such as working on the syllabus, training new teachers, participating in workshop to promoting the school and some others things. Sometimes I feel stressed and that I lack time for myself.

7. How do you evaluate your job satisfaction at the moment?

I think I am quite happy with my job at the moment, however, I want to have less work as I think I have too much at the moment.

8. If you could give some recommendation for changes to managers at

KTDC, what would you recommend?

Firstly, the administration team should respond to teacher needs quickly like they used to. Things have gotten too bureaucratic, for example, having to fill in a form to get some photocopying done. Just do my damn photocopying! Try to keep the process simple like it used to be. Also pay more attention to teachers needs. The managers need to realize how much work we actually do. Ok we have the quarterly reviews but it's hard to think that far forward when you want to talk about something now and the managers are in the office at different times to us. They should vary the time they are in the office to make sure they're in the office the as me time as everyone at least once a week.

9. Is there anything else you want to share about your job and job satisfaction at your work place?

No.

Interviewee 4.

1. Can you introduce briefly about yourself? (age, origin, position and education background.)

41, America, Bachelor of art in Spanish and CELTA certificate.

2. What are the reasons that lead you to choose teaching as your profession?

I love teaching, I was teaching Spanish in America and also teaching English to immigrants in the community where I lived before. I was not always sure about teaching as a profession but after took the opportunity to work with adult learners back home teaching English and Spanish, I fell in love with the profession.

3. What do you love about your job?

It is hard for me to imagine doing anything else professionally. I love working with students and working in an environment where people are learning, growing and exchanging ideas. I love to see students growing and improving over time. They are also very lovely people. They respect me and appreciate my lesson. I love languages and teaching languages. The job gives me lots of opportunities to interact with students which I enjoy very much.

I love working hours as well. I don't like 8 to 5 type of job; I am not morning person so working from 2pm to 9pm at night is perfect for me. I enjoy the lifestyle here in Saigon. it fits me very well. and the job allows me to have this lifestyle that I like to have.

4. Beside the job itself, what do you think are the factors that motivate you to work?

Beside the job itself, I think work environment is the factor that motivate me to work. I work with nice people, students and colleagues, so going to work for me is pleasant and not painful. Management is also a motivation factor to me, as if I got recognized and appreciated for my work, I will be motivated to work harder and contribute more.

Also working environment is good here. Co-workers are lovely. We hang out quite often.

Can you give an example of a specific thing that motivated you to work?

For example, managing director Ms. Chi, she is the one who manages all the feedback from students, and she is often tells me about it, she often tells me how much students like me and they think I am a great teacher, that makes me want to be even better teacher and motivated to work harder.

5. How about demotivate factors, what factors do you think that might demotivate you to work?

I do not like when line manager is on my case all the time. I think i know what i am doing, having someone watch my back all the time can demotivate me to work instead of making me work harder. I like to have freedom at work and be able to plan the lesson in my way. Too much interference from the line manager can demotivate me to work.

6. Can you tell me a specific event where you got motivated to work or demotivated to work.

Like I just told you, if the line manager is on my case. I think its good to have a line manager to tell you what you need to do in the beginning when you just started to work and did not know what you doing. But after a while, you should be able to manage your work by yourself and have less interfere or negative feedback from managers. I don't like to be observed. I think that means they don't really trust my ability to deliver my lesson.

7. How do you evaluate your job satisfaction at the moment?

I am happy working in this company as I enjoy the life in Vietnam, school is a top paying school, I get paid well for my job and have the working hours I prefer. Of course, there are things that you don't like in the job but its not major. So in general I am ok.

Do you want to tell more about those small factors? No, as I said its not major so I don't think its necessary.

8. If you could give some recommendation for changes to managers at KTDC, what would you recommend?

Loosening up as line managers. I think there should be room for teachers'

creation in designing the lessons and how they like to deliver it. It should not be too tight to the framework as long as I stick to the syllabus, the students learn what they need to know and they perform well.

9. **Is there anything else you want to share about your job and job satisfaction at your work place?** If there should be an improvement at KTDC, I think staff room needs to be expanded. We have more teachers now than we used to have before. Now it gets to crowded and lack of space. I used to like to go there between classes to talk to my colleagues but now its not comfortable to be there anymore.

Interviewee 5.

Interview via email exchange.

1. **Can you introduce briefly about yourself? (age, origin, position and education background.)**

33, British, Business English teacher, Master degree in Marketing (UK), TESOL certificate.

2. **What are the reasons that lead you to choose teaching as your profession?**

I moved to Asia couple years ago to work in marketing however it did not go in the way I wanted. During my work, I was involved in a project that required me to teach local employees in the company to learn English in business to assist their job, I realized I enjoy teaching. As my wife is Vietnamese, I got into teaching Business English in Vietnam as the job is in high demand. beside that I also think it is a good profession where I can help people to learn and have more opportunities in their life.

3. **What do you love about your job?**

I like teaching things related to business and this job allows me to do that.
I like the fact that I get to help people while making a living.

4. **Beside the job itself, what do you think are the factors that motivate you to work?**

To me the most important factor has to be the student, I admire the attitude of Vietnamese students, and it makes my job much more enjoyable.

5. **Can you tell me what might effect your motivation at work or demotivate you to work?**

The job is not a challenge and teaching English is not as beneficial to society as other teaching professions. Particularly when the cost of a course makes it available to the middle classes only, most of whom want to use what they learn to leave Vietnam. I actually decided to leave the teaching profession to pursue something more challenging and fulfilling. I feel my teaching career has reached a plateau and I am ready to try something that leads to enter into a career with more long term prospects. Also I think job stability is important, at least to me. I can not be motivated to work if I don't know that I will have a long term contract or have enough teaching hours for the next semester. It is frustrating when some language schools I worked at before confirmed my teaching schedule just a week in advance and the teaching hours would vary depending on the number of students

6. **Can you tell me a specific event where you got motivated to work or demotivated to work.**

I once got into trouble with young female students. Some of the female students in Vietnam sometimes took it wrong when you tried to be a good teacher and helped them with their work. I got very frustrated and annoyed when I had female students flirting with me and then interpreted

my friendly teaching approach in the wrong way. They messaged me, tried to stay after class for more questions and things like that. The bad thing is management does not know what is going on in the class, some students can not get what they want and turned out to be spiteful and said things that are not true to the management. And as I mentioned above, English teacher job has its downside and its not like other teaching profession.

7. How do you evaluate your job satisfaction at the moment?

I am not, that is why i am leaving soon.

8. If you could give some recommendation for changes to managers at KTDC, what would you recommend?

I think it is more about the job itself and the management system as a whole. Closely managing the teachers could be improved as managers should observe and listen from both sides, students and teachers at the same time, and should not take students comments for granted as not everyone is being fair all the time. They should look at their motive as well.

9. Is there anything else you want to share about your job and job satisfaction at your work place? No.

Appendix 4. End of course survey translation.

End of Course Survey

Your feedbacks will help us to improve our course quality and services.

Thank you!

Male Female ☐ ≤18 ☐ 19-22 ☐ 23-30 ☐ ≥30

Your IELTS band score's goal is:

☐ 5.0 – 5.5 ☐ 6.0 ☐ 6.5 ☐ 7.0 ☐ 7.5
☐ 8.0 ☐ ≥8.5

When do you intend to take the IELTS exam?

☐ From 1 – 3 months ☐ 6 months ☐ 9 months ☐ 1 Year ☐ Over 1 year

Please rate your opinions on these following statement:

	Disagree	Neutral	Agree
The course provide essential knowledge and skills and practices prepared for the IELTS exam.			
Teacher is professional, well prepared for the lesson and willing to support students when needed.			
Teacher has guided you about learning method, learning sources such as websites, blog, books,... and effective self- learning method.			
Participate in the course is a good investment of you in terms of time and money.			
You are happy about the services and administration that you are getting from school			
If time and finance allow, you would register for the next course.			
You will recommend the teacher and course at school to your friends and relatives.			

Are you happy about course construction, lecture and practice time during the course?
 If you are not happy with it, would you please provide detailed answers, so we could improve our course?

.....

Please share with us what you are happy or not happy with your teacher during your study? And why? Let us know how can we improve our service by giving us your recommendation.

.....

Sincerely thank you for your opinions!

Ý KIẾN HỌC VIÊN

Những ý kiến quý báu của các bạn sẽ giúp chúng tôi phục vụ bạn tốt hơn. Xin cảm ơn!

Nam ☒ ≤18 ☐ 19-22 ☐ 23-30 ☐ ≥30

Mức tiêu kết quả IELTS của bạn:

☐ 5.0 – 5.5 ☐ 6.0 ☐ 6.5 ☐ 7.0 ☐ 7.5 ☐ 8.0 ☐ ≥8.5

Thời gian bạn dự định tham gia kỳ thi IELTS:

☐ Từ 1 – 3 tháng ☐ 6 tháng ☐ 9 tháng ☐ 1 năm ☐ Trên 1 năm

Bạn vui lòng đánh giá các nội dung dưới đây:

	Không đồng ý	Bình thường	Đồng ý
Khóa học tập trung vào kiến thức và thực hành những kỹ năng cần thiết cho kỳ thi IELTS			
Giảng viên chuyên nghiệp, có chuẩn bị chu đáo cho bài giảng và sẵn sàng hỗ trợ học viên			
Giảng viên có hướng dẫn bạn về các kỹ năng học tập, website, và phương pháp tự học hiệu quả			
Tham dự khóa học là một sự đầu tư tốt cho thời gian và học phí của bạn			
Bạn hài lòng về chất lượng dịch vụ, chăm sóc, hỗ trợ khách hàng			
Nếu bạn có thời gian và tài chính, bạn sẽ đăng ký 1 khóa nữa tại KTDC			
Bạn sẽ giới thiệu khóa học này cho bạn bè/người thân muốn luyện thi IELTS			

Bạn có hài lòng về thời lượng kiến thức và thực hành của các kỹ năng IELTS trong khóa học tại KTDC? Nếu chưa, vui lòng góp ý chi tiết để chúng tôi có thể hoàn thiện chất lượng giảng dạy.

Xin vui lòng chia sẻ điều gì về giảng viên làm bạn hài lòng/ không hài lòng trong suốt thời gian học tại KTDC Group và lý do. Chúng tôi có thể làm gì để nâng cao chất lượng dịch vụ tốt hơn, mong bạn đề nghị.
