The Work Motivation of Academic Librarians in Comparison with Other Librarians in Vietnam

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abstract: Academic library managers need to understand the work motivation of their staff and what inspires librarians to maximum productivity and enthusiasm as well as what prevents them from striving to achieve excellence. In a literature search, the authors found only one previous study of the work motivation of librarians in Vietnam, indicating a need for further research in this area. Using a self-designed questionnaire based on Abraham Maslow's hierarchy of needs, the authors surveyed and interviewed 220 librarians who work in 78 libraries to find out what factors affect their job motivation. The study also points out differences in motivations between academic librarians and other librarians and makes recommendations to help library managers improve staff performance.

Introduction

Libraries in Vietnam have a rich, long history and may have first appeared in the early 11th century, the Ly Dynasty (1009–1225).[1] Despite having existed for over a thousand years, Vietnamese libraries are less developed than those in many countries in the region and around the world. Therefore, the library profession in Vietnam is not as prestigious or as attractive a career as it might be elsewhere.

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A Google search in Vietnam using the keywords *Nghề thư viện*, which mean "library profession," will easily find news, interviews, or posts claiming that those in the library profession lack intelligence. Yet we live in an "information society" or "knowledge society," in which the role of the library can be key to helping develop savvy consumers of information. The library profession, therefore, should be respected.

Libraries of universities, colleges, and research institutes (hereafter referred to as academic libraries) are organizations with specific goals and missions. Academic library managers expect their staff to reach the highest job performance to achieve those goals. To do this, managers need to understand what motivates their staff and what inspires them to the greatest productivity and enthusiasm, as well as what hinders them from trying to reach a superior level of performance.

The Academic Library Profession in Vietnam

After many years of compiling and collecting comments and adjustments, the Vietnam National Assembly officially approved the Law on Libraries in November 2019. The law, which took effect on July 1, 2020, provides for the establishment and operation of libraries.[2] At the time this study was conducted, however, library activities in Vietnam were still regulated by the 2000 Ordinance on Libraries, a statute that ranked lower than a law.

In the Ordinance on Libraries, the library system is classified into two groups, public libraries and single discipline or multidisciplinary libraries. According to data from the government of Vietnam, by the end of 2018, public libraries in Vietnam consisted of 1 National Library, 63 provincial libraries, 663 district libraries, 3,257 communal libraries, and 16,727 reading rooms of villages and hamlets. Single discipline or multidisciplinary libraries comprised nearly 400 academic libraries; 25,915 high school libraries; 100 libraries of ministries, national research institutes, or centers; and more than 500 libraries and 4,500 reading rooms for the military. The number of people working in libraries is currently around 30,000. Another 2,000 librarians work in communal libraries nationwide.[3] These data do not include religious and private libraries.

Although the number of academic libraries is much smaller than that of many other types of libraries, academic libraries are the most developed type. Compared to other libraries, they have larger investments in facilities, human resources, and especially information and library services.

Research Questions

The authors of this study wanted to learn about the factors that impact the work motivation of academic librarians. Therefore, this study was conducted to answer the question "Is there any difference in work motivation between academic librarians and the librarians working in other types of libraries?"

This primary question led to secondary questions, which fell into three groups. The first group focused on understanding the work motivation of academic librarians. What factors affect their work motivation? What is the impact level of the factors? What affects motivation the most and why? The second group consisted of comparative questions. How does the impact on work motivation of various factors differ between academic

librarians and other librarians? Do different factors affect the motivation of academic librarians and that of librarians in other types of libraries? Why or why not? The final group of questions explores recommendations about how to improve the work motivation of academic librarians. These questions were answered by findings from the literature review and analysis of the qualitative and quantitative data gathered.

Literature Review

Work motivation has a significant influence on job-related behaviors, such as effectiveness on the job, quality of output, punctuality, and creativity or innovation.[4] Moreover, the work motivation of academic librarians impacts not only their performance but also their decision to seek jobs outside the library profession. Good management of employees' motivation helps library managers retain quality librarians and achieve high efficiency.[5] Therefore, "work motivation" is a popular research topic in the field of library and information science.

The authors will begin by summarizing six familiar theories of work motivation. Then they will list and sum up the research available on the motivation of librarians in other countries, relating that to the theories that guided the research.

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Theories of Work Motivation

There are many theories about motivation and many different approaches. However, all theories begin with the same assumption: that increasing an employee's motivation will lead to improved performance and greater organizational success. How all these theories differ is how they suggest that motivation can be increased. The authors studied several theories of motivation before deciding to design and frame their research using Abraham Maslow's hierarchy of needs, which states that five categories of needs dictate human behavior.

Skinner's Reinforcement Theory

B. F. Skinner published the first book about his reinforcement theory in 1938. It states that if an individual's behavior brings positive consequences, the behavior tends to be repeated. The opposite is true of actions with negative consequences. Managers who attempt to motivate their employees must tell them what they are doing incorrectly and explain how they can achieve positive reinforcement.[6]

Herzberg's Two-Factor Theory

Frederick Herzberg proposed his two-factor theory in 1959, stating that there are two dimensions to job satisfaction, "hygiene" and "motivators." Hygiene issues include company policies, supervision, salary, interpersonal relations, and working conditions. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaningful and personal growth. Motivators are related to the nature of the work and

include such things as achievement, recognition, responsibility, advancement, and the work itself.[7]

Vroom's Expectancy Theory

Victor Vroom developed the expectancy theory in 1964. It holds that employees choose how to act based on what they expect the result will be. There are four variables that matter in an employee's motivation: individual effort, individual performance, organizational rewards/work outcomes, and personal goals.[8] There is a positive correlation between efforts and performance, and good work will result in rewards that satisfy personal goals.

Adams's Equity Theory

John Stacey Adams developed his equity theory in about 1965. According to this theory, an employee's motivation level is correlated to the person's faith in the equity, fairness, and justice practiced by the management. The higher the individual's perception of fairness, the greater the incentive, and vice versa. While evaluating fairness, employees compare their contribution (input) to their compensation (output) and weigh their compensation against that of their peers.[9]

Bandura's Social Cognitive Theory

Albert Bandura's social cognitive theory, developed in the 1970s and 1980s, refers to an individual's belief about his or her abilities to perform duties and responsibilities. Bandura proposes that four kinds of experiences can affect people's self-efficacy, their belief in their ability to succeed or accomplish a task: mastery experience, vicarious experience, social encouragement, and physiological responses. Verbal persuasion may not be compelling if compliments are given too freely and without substantiation.[10]

Maslow's Hierarchy of Needs

The hierarchy of needs was proposed by Abraham Maslow in 1943. Maslow posited that people have many different needs, which he sorted into five groups, from lowest to highest: "physiological," "safety," "belonging and love," "social needs" or "esteem," and "self-actualization." Once the lower-level needs have been met, people can move on to the next level. Therefore, according to Maslow, to motivate employees, managers must understand where the employee stands in this hierarchy and focus on satisfying the needs at that hierarchy.[11]

Work Motivation of Academic Librarians

All the functions and principles of management, including motivating employees to do their best, apply to library organizations and their management. Theories of work motivation therefore can be used in studies of library and information science institutions, which are, after all, service organizations. Academic librarians serve not just the staff and students within their institution but also the surrounding communities as well.[12] The librarian's job performance affects the library's success.[13]

Martin Nelson Gifford tested the theory of determinants of job satisfaction by applying Herzberg's technique to female university library employees.[14] Other authors used Maslow's hierarchy of needs to design questionnaires and collect data to analyze and assess the work motivation of academic librarians.[15]

Some studies did not explicitly use any theory of work motivation but simply created surveys and analyzed them. Vinod Hole's study on the correlation between stress and job satisfaction of university librarians analyzed survey data based on gender (male / female), college type (aided college / unaided college), geographical type (rural college / urban college), and appointment type (permanent / temporary).[16] Lubna Pervin used seven variables to design a questionnaire: age, monthly salary and other benefits, total professional experience, years in the organization, education level of the college, sector of the college, and type of the college. She sent the questionnaire to 61 female college librarians to learn about the relationship between job satisfaction and organizational commitment.[17] In addition to common characteristics of academic librarians such as age, gender, work experience, and salary, some studies also analyzed factors related to qualification, marital status,[18] job position,[19] knowledge and skills,[20] opportunities for promotion, management policy, facilities, working conditions, leadership / supervision,[21] and other extrinsic motivation.[22]

Work Motivation of Academic Librarians in Vietnam

Few studies in Vietnam have analyzed the motivation of academic librarians in depth or offer much detail. The authors reviewed articles published between 2000 and 2019 in two of Vietnam's premier library journals, *Vietnam Library Journal* (ISSN 1859-1450) and the *Journal of Information and Documentation* (ISSN 1859-2929), as well as master's theses from four library and information science programs at Vietnamese universities. Only one author, Nguyen Van Thien, mentioned the motivation for librarians' work in a research article[23] and in his doctoral dissertation[24] as he studied modern library management in Vietnam. He said that low income is an important factor affecting the incentive of Vietnamese librarians, in addition to such mental factors as respect, understanding, and sharing.

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This study provides new findings about the work motivation of academic librarians, which should be useful for academic library managers in Vietnam as well as for other researchers. This research can help library managers as they seek how to best motivate employees.

Methodology

The authors adopted the survey and interview method for data collection. The survey used a self-designed questionnaire, developed based on the five levels of Maslow's hierarchy of needs. The questionnaire contained two sections. The first section asked 20

questions focusing on Maslow's hierarchy, offering statements to which subjects could respond using a five-point Likert scale (1 indicates strong disagreement; 5 is strong agreement). Those questions can be found in the "Results" section.

The second section comprised demographic information for the research sample, such as gender, age group, education, experience, income, type of employment contract, reason for working at the library, and the type of library. For the gender question, the only two options were men or women; for the age question, there were five choices: under 25, from 25 to 30, from 30 to 40, from 40 to 50, and over 50. Vietnamese workers cannot get an indefinite term employment contract, which would minimize the risk of losing their jobs, if they are under 25 years old. The question about experience had three possible answers: less than 5 years, 5 to 10 years, and more than 10 years. For education questions, there were four options, lower than undergraduate level, undergraduate, post-graduate, and other (open-ended answers). For the question of income, there were four alternatives: below 5 million Vietnamese dong (VND), less than the per capita income of Vietnam; 5 million to 10 million VND, the average income for workers with education in Vietnam; over 10 million to 20 million VND, higher than the average income; and over 20 million VND, a very high income often paid for managerial positions. In addition, the questionnaire included a query to determine whether participants were motivated to complete their assigned tasks; the choices for this question also used the Likert scale.

The authors used SPSS software to analyze the responses from the questionnaire, checking the correlation between variables and performing a regression analysis to determine which variables most strongly influenced work motivation. Finally, an open-ended question invited participants to express their views on what might affect their motivation.

The authors contacted the potential survey participants in person or by phone. Participants chosen for this study were librarians at academic libraries, school libraries (secondary and high school), and public libraries. Responses were collected through both paper and online questionnaires. The authors gathered responses from 220 librarians at 78 libraries. See Table 1 for the breakdown.

Due to geographical advantages, the authors went directly to some libraries in Ho Chi Minh City and a few neighboring provinces to distribute paper questionnaires. Thereby, the authors had the opportunity to interview 30 librarians in person, 15 in academic libraries and 15 in public libraries. The interview questions focused on the reasons for choosing a library career, the reasons for selecting the answers in the questionnaire, and the librarians' feelings regarding work motivation.

Results

Through the questionnaire surveys and interviews, the authors gathered both quantitative and qualitative data.

Table 1.

Libraries and librarians in Vietnam participating in the survey

	Academic libraries	School libraries	Public libraries	Total
Number of libraries	31	39	8	78
Number of librarians	83	39	98	220

Quantitative Data

Quantitative data obtained through questionnaires were processed by SPSS software in two steps:

Step 1: Using correlation analysis to determine which factors were correlated with the variable "Work motivation," that is, the extent to which a change in work motivation could be predicted by changes in the other factors.

Step 2: After identifying the factors that correlate with the variable "Work motivation," conducting regression analysis to determine what factors most strongly impact work motivation.

Correlation Analysis

Through correlation analysis, the authors identified the factors that correlate with the work motivation of academic librarians (see Table 2). The analysis indicates that 16 of the 25 factors considered affect the motivation of academic librarians, while for other librarians, this figure is 20 of the 25. Both groups of librarians have four factors that do not affect their motivation: qualification, work experience, salary / income, and type of work contract.

Pearson correlation coefficients show the impact level of factors on work motivation. The bigger the number, the stronger the impact. The factor that has the greatest impact on an academic librarian's work motivation is "The assigned works are in accordance with ability and expertise," followed by "Satisfaction with job position" and "Freedom and initiative at work." For other librarians, the factor with the strongest influence was "Satisfaction with job position," followed by "Good cooperation with colleagues" and "Mutual respect between employees and manager at work."

> **The factor that has the greatest impact on an academic librarian's work motivation is "The assigned works are in accordance with ability and expertise," followed by "Satisfaction with job position" and "Freedom and initiative at work."**

Table 2.

Factors that impact the work motivation of Vietnamese librarians

	Academic librarians				Other librarians			
	Significance (2-tailed)	Yes/No	Pearson correlation*	Rank	Significance (2-tailed)	Yes/No	Pearson correlation	Rank
Physiological needs								
Working space and environment create inspiration to work	0.455	No	0.083	24	0.000	Yes	0.296	17
Working tools and facilities are good	0.145	No	0.161	20	0.000	Yes	0.306	16
The facilities are complete and convenient	0.291	No	0.117	22	0.001	Yes	0.290	18
Time of work and rest is appropriate	0.344	No	0.105	23	0.002	Yes	0.264	19
Safety needs								
The workplace ensures your safety and health	0.006	Yes	0.299	15	0.000	Yes	0.396	11
Sense of safety for job sustainability	0.000	Yes	0.377	11	0.007	Yes	0.228	20
Sense of safety for salary and allowances	0.167	No	0.153	21	0.000	Yes	0.363	13
Health insurance and retirement benefits	0.001	Yes	0.371	12	0.000	Yes	0.383	12

Social belonging								
Feelings of belonging to the workplace	0.000	Yes	0.438	9	0.000	Yes	0.478	6
Mutual trust between superiors and me at work	0.000	Yes	0.473	5	0.000	Yes	0.496	5
The good cooperation with colleagues	0.000	Yes	0.453	6	0.000	Yes	0.542	2
The manager understands and takes action that demonstrates maintaining employee engagement	0.000	Yes	0.495	4	0.000	Yes	0.498	4
Self-esteem								
Mutual respect between employees and manager at work	0.000	Yes	0.449	8	0.000	Yes	0.533	3
The manager's appreciation for hard work and loyalty	0.010	Yes	0.281	16	0.000	Yes	0.335	15
Satisfaction with job position	0.000	Yes	0.517	2	0.000	Yes	0.580	1
Being rewarded for the work performance	0.002	Yes	0.338	13	0.000	Yes	0.346	14
The assigned tasks are in accordance with ability and expertise	0.000	Yes	0.527	1	0.000	Yes	0.472	7
Self-actualization								
Having opportunities for promotion at work	0.000	Yes	0.452	7	0.000	Yes	0.412	10

Table 2. Continued.

	Academic librarians				Other librarians			
	Significance (2-tailed)	Yes/No	Pearson correlation*	Rank	Significance (2-tailed)	Yes/No	Pearson correlation	Rank
Having opportunities to participate in setting up the								
library's work goals/plans	0.000	Yes	0.410	10	0.000	Yes	0.444	8
Freedom and initiative at work	0.000	Yes	0.509	3	0.000	Yes	0.438	9
Demographic information								
Age	0.004	Yes	0.317	14	0.241	No	0.101	24
Qualification	0.487	No	−0.077	22	0.079	No	0.151	21
Work experience	0.095	No	0.185	19	0.998	No	0.000	25
Salary/income	0.082	No	0.192	18	0.084	No	0.148	22
Type of work contract	0.056	No	0.211	17	0.207	No	−0.109	23

*The higher the Pearson correlation number, the greater the factor's impact on the work motivation of the librarians surveyed.

Regression Analysis

Regression analysis examined the strength of impact of various factors on the academic librarian's work motivation. First, the authors tested the regression coefficient to determine if a variable had an impact on motivation and vice versa. Then they checked whether multicollinearity existed between variables that influenced motivation—that is, whether any two or more independent variables were so closely correlated that the contribution of each to variation in the dependent variable could not be determined. The authors performed this regression analysis several times until the most appropriate result was obtained, which meant that no multicollinearity was left. See Table 3.

The authors determined the R-squared value to analyze how much of the difference in work motivation could be explained by differences in the other variables. The adjusted R-squared value was 0.391, meaning that about 40 percent of the change in work motivation was explained by four factors: (1) safety sense for job sustainability, (2) safety sense for salary and allowances, (3) health insurance and retirement benefits, and (4) satisfaction with job position.

The authors used the F-test to verify the appropriateness of the regression model and concluded that the model was suitable for the data set and could be used. The reliability was more than 95 percent, proving that the model was consistent with reality. Factors affecting the work motivation of academic librarians were linearly correlated in the model, meaning that any change in one factor produced a corresponding change in the other.

Qualitative Data

In the questionnaire, an open-ended question allowed participants to express their thoughts on what factors affect their work motivation. A total of 76 responses from academic librarians and 111 responses from other librarians were obtained. The answers could be grouped into nine categories, as shown in Table 4: (1) job security related to the risk of losing a job or taking a reduction in salary, (2) equity at work and performance evaluation, (3) good relationships with colleagues and superiors, (4) the working environment and facilities, (5) liking the work, (6) being involved in planning or policy development or being recognized, (7) being assigned tasks in accordance with one's ability or expertise, (8) promotions and career development, and (9) the reputation of the organization.

Three factors strongly influenced both groups of librarians: salary/allowance (31 percent of academic librarians and 46 percent of other librarians), relationship with colleagues/superiors (43 percent of academic librarians and 36 percent of others), and working environment and facilities (42 percent of academic librarians and 49 percent of others). The percentage of people choosing those three factors was much larger than that of people selecting other factors. This finding was consistent with the results of the interviews. Most of the participants emphasized that salary and allowances, working conditions, and working relationships strongly affected their motivation.

Table 3.
The impact of regression coefficients on academic librarians' work motivation, original results

Model	Unstandardized coefficients		Standardized coefficients	t	Significance	Collinearity statistics	
	B	Standard error	Beta			Tolerance	Variance inflation factor†
(Constant)	.612	.412		1.486	.142		
The workplace ensures your safety and health	.085	.066	.152	1.295	.200	.450	2.220
Sense of safety for job sustainability	.178	.076	.289	2.360	.021	.417	2.399
Sense of safety for salary and allowances	.218	.078	.399	2.786	.007	.303	3.297
Health insurance and retirement benefits	.125	.093	.162	1.343	.184	.429	2.330
Feelings of belonging to the workplace	–.047	.093	–.064	–.506	.614	.391	2.554
Mutual trust between superiors and me at work	.023	.119	.031	.191	.849	.233	4.286
The good cooperation with colleagues	.091	.121	.103	.758	.451	.338	2.956
The manager understands and takes action that demonstrates maintaining employee engagement	.111	.109	.145	1.013	.315	.306	3.266
Mutual respect between employees and manager at work	–.005	.101	–.006	–.048	.962	.454	2.202
The manager's appreciation for hard work and loyalty	–.079	.101	–.095	–.783	.437	.420	2.379

Satisfaction with job position	.155	.097	.197	1.601	.114	.412	2.429
Being rewarded for the work performance	.002	.075	.004	.027	.978	.364	2.746
The assigned tasks are in accordance with ability and expertise	.210	.109	.250	1.929	.058	.372	2.690
Having opportunities for promotion at work	.106	.082	.163	1.294	.200	.394	2.535
Having opportunities to participate in setting up the library's work goals/plans	.017	.098	.021	.169	.866	.394	2.539
Freedom and initiative at work	.019	.098	.025	.194	.847	.364	2.746
Age	.077	.060	.113	1.282	.205	.796	1.256

* Dependent variable: work motivation.

† A high variance inflation factor (VIF) indicates that the independent variable is highly collinear (highly correlated) with the other variables.

Table 4.
The impact of regression coefficients on academic librarians' work motivation, final results

Model	Unstandardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Standard error	Beta	t	Significance	Tolerance	Variance inflation factor†
(Constant)	1.442	.351		4.110	.000		
Sense of safety for job sustainability	.210	.071	.339	2.944	.004	.559	1.788
Sense of safety for salary and allowances	.175	.064	.320	2.730	.008	.540	1.854
Health insurance and retirement benefits	.214	.078	.277	2.736	.008	.722	1.384
Satisfaction with job position	.365	.071	.463	5.148	.000	.916	1.091

* Dependent variable: work motivation.

† A high variance inflation factor (VIF) indicates that the independent variable is highly collinear (highly correlated) with the other variables.

Discussion

With the results from the survey data and information obtained from the interviews, the authors identified areas worth further explication and attention as well as recommendations related to the work motivation of the librarians studied.

Table 2 shows the results of Pearson correlation coefficient tests indicating that 16 of 25 factors correlate with the variable "work motivation of academic librarians." Theoretically, these 16 factors influence the academic librarian's work motivation. Physiological needs and demographic information, other than age, do not. The Pearson correlation test results from other librarians show that 20 of 25 factors correlate with the variable "work motivation." All the factors of Maslow's hierarchy are correlated, but demographic factors, even age, have no impact. The authors speculate that the reason is the different investments in various types of libraries in Vietnam. Academic libraries often have better space, environment, and working facilities for librarians than do public libraries and school libraries in Vietnam. Universities and research institutes also invest more in their libraries.

> **Academic libraries often have better space, environment, and working facilities for librarians than do public libraries and school libraries in Vietnam.**

For academic librarians, the factor that most impacts work motivation, where the Pearson correlation coefficient is biggest, is "The assigned tasks are in accordance with ability and expertise." Because librarianship is not an attractive career, people studying library and information science often choose a different job, not in a library. Furthermore, many senior leaders do not fully understand librarians' expertise or what exactly academic librarians do. Therefore, librarians are often assigned tasks they have not been trained to do, such as observing examinations, organizing events, and managing the institute's documents. For them, a job that fits their expertise and interests increases their work motivation. For other librarians, the factor that has the most impact on motivation is "Satisfaction with job position."

The findings are derived from quantitative data analysis with SPSS. However, according to the results shown in Table 5, when librarians are asked an open-ended question about which factors impact their work motivation, they indicate that "salary / allowance," "good relationship with colleagues / superiors," and "working environment and facilities" often influence their motivation more than other factors.

An interesting finding explains the difference between the impact of "salary / allowance" on work motivation as revealed on the survey and the results of the open-ended question. Some librarians responded that wages affect their motivation to work. But when interviewed in depth, they explained that they expected the salary they would be paid when they applied for the job. So, after they were hired, they felt satisfied with what they received.

Table 2 shows that 16 factors affect the motivation of academic librarians. To increase the practical significance, we should consider the regression analysis model shown in Table 3 instead of Table 2. The recommendation is that managers provide as much evidence as possible about the stability of the work that librarians do, showing that they

Table 5.

Summary of answers to the open-ended question about which factors impact librarians' work motivation

Factors that impact motivation	Academic librarians (76 responses)		Other librarians (111 responses)	
	Frequency	%	Frequency	%
Salary / allowance	46	31	51	46
Job security is related to the risk of losing a job or reducing salary / allowance	9	12	10	9
Equity at work and performance evaluation	2	3	1	1
Good relationship with colleagues and superiors	33	43	40	36
Working environment and facilities	32	42	54	49
Liking the work	7	9	18	16
Being involved in planning / policy development; wishing to be recognized	7	9	6	5
The assigned tasks are in accordance with ability and expertise	7	9	10	9
Get promoted and career development	9	12	12	11
Reputation of the organization	2	3	0	0

Note: This was an open-ended question, so respondents could include one or more factors or not offer any.

will not likely face layoffs or reduced salaries. Librarians also need to have clear and unified information about health insurance and retirement benefits. Another recommendation related to this issue is that managers should regularly probe how satisfied academic librarians feel with the position they hold. Managers should clearly explain why academic librarians are assigned to a certain position and should allow them to work at their favorite tasks if it does not detract from the overall performance of the organization.

For the results shown in Table 4, the three factors with the most attention of both academic librarians and other librarians are "salary/allowance," "good relationship with colleagues/superiors," and "working environment and facilities." In Vietnam, the government rather than library managers often controls these factors. The government needs to review policies related to salary and allowance for the library profession, because that determines how much employers pay librarians. In Vietnam, the position of librarian is often one of the lowest-paid in an organization for a person with the same educational qualification, such as a bachelor's or master's degree. This situation needs to improve and may be accompanied by upgrading the librarian's job requirements to ensure a good match between income and duties. The government also needs to review and update the library standards, including space, equipment for users, work facilities, and work environment. Although published standards for libraries in Vietnam are available, they are outdated and not suitable for current operations and needs. Brainstorming to update the standards should involve librarians of different types of libraries, library managers, the Vietnam Library Association, and the Department of Libraries of the Ministry of Culture, Sport and Tourism. The leaders of libraries should also develop codes of conduct and create channels to receive the staff's feedback to promptly identify issues affecting their work motivation, particularly factors related to fairness and conduct among people working together.

> **In Vietnam, the position of librarian is often one of the lowest-paid in an organization for a person with the same educational qualification …**

Conclusion

This study has exposed factors impacting the work motivation of academic librarians as well as the difference in motivation between academic librarians and other librarians. This research may help academic library managers as they seek information on how best to motivate employees. Understanding the results of this study gives Vietnam library managers more effective control over the academic librarians' work performance. Actions that promise to positively impact the work motivation of librarians should be taken by the Vietnamese government and the parent organizations of the libraries.

The slow development of the library profession in Vietnam also affects the work motivation of librarians, especially academic librarians. With the advance of information and communication technology, librarians can easily obtain comparative facts about the library profession in countries around the world. The authors predict that, with the internationalization of Vietnam and more foreign organizations investing in Vietnam, especially educational institutions, the government and people of Vietnam will have a better awareness of the library profession and librarians.

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Notes

1. Kim Chi Trinh, "Đi Tìm Các Bậc Tiền Bối Ngành Thư Viện Việt Nam [Looking for the predecessors of the Vietnamese library]," *Vietnam Library Journal* 5, 25 (2010): 9–14, http://nlv.gov.vn/nghiep-vu-thu-vien/di-tim-cac-bac-tien-boi-nganh-thu-vien-viet-nam.html.
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