

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Psychology



Bachelor thesis

***Motivation of Vietnamese Moving to
The Czech Republic***

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Department of Psychology

Faculty of Economics and Management

BACHELOR THESIS ASSIGNMENT

Nguyen Minh Phuong Chu

Economics and Management

Thesis title

Motivation of Vietnamese Moving to the Czech Republic

Objectives of thesis

The objective of this bachelor thesis is to study about the motivations and behaviors of different flows of the Vietnamese coming to the Czech Republic till now as well as the Vietnamese living in the Czech Republic. Its fundamental focus is on the brain and mind of the Vietnamese when the number of them going to the Czech Republic keeps increasing every year, and the motors behind why the Vietnamese occur to be among the top populated nationalities in the Czech Republic.

Methodology

This thesis was the studying result of different books, scientific papers, newspapers, and online sources of Psychology along with History, Economics, Politics, Education, and International Relation of the Czech Republic and Vietnam in addition to the study of Vietnamese people in Czechoslovakia and in the Czech Republic. Moreover, both qualitative and quantitative methods are applied.

The proposed extent of the thesis

30 – 40 pages

Keywords

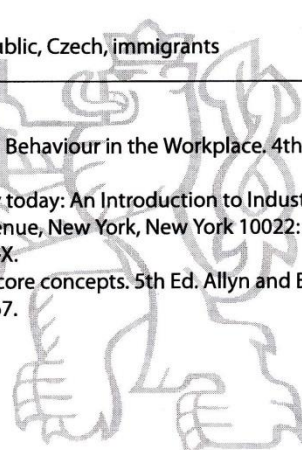
psychology, motivation, Vietnam, Vietnamese, Czech Republic, Czech, immigrants

Recommended information sources

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Expected date of thesis defence

2015/06 (June)

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Electronic approval: 10. 3. 2015

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Prague on 11. 03. 2015

Declaration

I declare that this thesis “*Motivation of Vietnamese Moving to the Czech Republic*” and the work presented in it are my own and has been generated by me as the result of my own original research and I have used only the scientific literature and other information resources that are mentioned in the references at the end of the thesis.

Prague, 24th February 2015

.....

Chu Nguyen Minh Phuong

Acknowledgement

First of all, I would like to express my sincerest gratitude to my supervisor doc. PhDr. Luděk Kolman, CSc for his kind, caring, and motivating support. His patient and enthusiastic guidance has helped me better myself from the very first step of this research.

Secondly, it is a pleasure for me to thank each teacher, professor, coordinator, and technical worker at CULS for their instructions and enormous contributions to education, especially to Doc. Ing. Karel Tomšík, Ph.D., Mgr. Tereza Vogeltanzová, and Dr. Neil Harvey for providing a solid academic foundation and supports. Additionally, I would like to thank each visiting professor including Professor Eamon Lenihan and Professor William O' Brien for passing on their knowledge and inspiration. In like manner, I would like to thank Ing. Iva Pintová for being such a companionable coordinator.

Thirdly, I would like to show my gratitude to General Electric, the GE-Foundation Scholar-Leaders Program, Institute of International Education, and my fellow friend scholar-leaders for realizing my potential, for a life-time opportunity and experience, and for making me gain confidence and belief in myself.

Furthermore, I am thankful for the Vietnamese Embassy in Prague for their massive supports and all of the interviewees for their time, their patience, and all the valuable information they provided. Likewise, I would like to thank all of my close friends in Vietnam and the Czech Republic for accompanying me through ups and downs.

Last but not least, I owe my deepest gratitude to my family. I am grateful for all the sacrifices of my parents, for their unconditional love, and for their endless supports. I would like to thank Mr. Chu Van Cong for being a War veteran, a diplomat, and a Father; Mrs. Nguyen Thi Tam for being a diplomat, a best friend, and the greatest Mother I could have ever asked for. My special thanks also go to my two elder sisters, brother-in laws, and my four adorable nieces for always being there for me.

I would like to dedicate this thesis to my parents, my grandfathers, my grandmothers, and my uncle for their admirable self-sacrifices to the family and the country during the War.

Motivation of Vietnamese Moving to the Czech Republic

Motivace vietnamské stěhování do České republiky

Summary

With the large number of Vietnamese recorded coming to the Czech Republic every year, the Vietnamese have established their own community in the Czech Republic during the last 65 years; therefore, this thesis has conducted research about the motivation of the Vietnamese moving to the heart of Europe. With the focus on which part of the brain plays an essential role in making decisions, operant conditioning as well as motivation theories including content and process theory, the research not only provides historical, economic, educational, political, and international relation information but also analyzes them basing on psychological aspect. After the end of World War II until the split of Czechoslovakia, most of the Vietnamese came to the Czech land due to the external factors which were international aid and bilateral exchange program between two Communist countries. After 1993, Vietnamese people decide to go to the Czech Republic with different motivations or drives to achieve their own goals which are influenced by internal and external factors. Six typical flows of Vietnamese moving to the Czech Republic can be observed. Each is based on their own needs, desires, goals in life, and their cognitive thoughts about how much they value their goals. In order to have a vision of the research all together, eight interviews with the Vietnamese who migrated were carried out. As the result, as the psychological theories were applied, it is found out that financial incentives, self-actualizing drives, cooperative needs, and bonding needs were the key to open the motivation door of the Vietnamese to come and establish a better future for their families and children.

Keywords: psychology, motivation, Vietnam, Vietnamese, Czech Republic, Czech, immigrants

Souhrn

Při velkém počtu Vietnamců přicházejících každoročně do České republiky vznikla zde jejich komunita již před 65 lety. Cílem této bakalářské práce je prozkoumat motivaci Vietnamců ke stěhování do středu Evropy. Se zaměřením se na to, které části mozku působí na rozhodovací procesy, jsou v práci vzaty v úvahu jak operantní podmiňování, tak motivační teorie obsahové i procesuální a také poznatky z výzkumu historického, hospodářského vzdělávacího, politického a též o mezinárodních vztazích. Ty jsou pak analyzovány z pohledu psychologie. Od konce druhé světové války po rozpad Československa přicházeli Vietnamci do Česka v důsledku vnějších faktorů, jako byla mezinárodní pomoc a bilaterální výměnný program mezi oběma komunistickými zeměmi. Po roce 1993 pak Vietnamci přicházeli do Česka na základě odlišné motivace, totiž proto, aby dosahovali svých vlastních cílů, která jsou ovšem ovlivněna jak vnitřními tak i vnějšími faktory. Popsáno je šest typických přílivů Vietnamců do ČR. Každý z těchto proudů je ovlivněn specifickou motivací, včetně potřeb a tužeb migrantů, jejich životními cíli, úvahami o hodnotě těchto cílů. Aby mohly být tyto skutečnosti nahlédnuty v jisté celistvosti, byly uskutečněny rozhovory s osmi Vietnamci. Ty ukázaly, jak na jednotlivce působily finanční pobídky, potřeba seberealizace, potřeby spolupráce a svazku a jak celkově vedly k vytvoření motivace Vietnamců pro budování lepší budoucnosti pro svoje rodiny a děti.

Klíčová slova: Psychologie, motivace, Vietnam, Vietnamci, Česká republika, Čech, přistěhovalci

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1 Introduction

The World population is on the move. Every year, billions of flows from one country to others can be observed. People are making decision not to stay in their birthplaces but take steps to travel to a foreign land.

Where do they go? They move to a country that suits their desires the most either from a developing country to a developed country or from a developed country to a developing country. It is a process of cognitive decision. Two of the top destinations are America and Europe.

Vietnam- a Southeast Asian country and a country in transition- is in the top 20 of nations which have the highest immigrants into OECD countries, and one of the top receiver countries is no doubt the Czech Republic- a country which is considered to be in the heart of Europe. Having established a relationship on February 2nd, 1950, Czechoslovakia and Vietnam had been strengthening this relationship ever since, when the Czech Republic and Vietnam have seen thousands of flights from Vietnam to the Czech Republic and vice versa. With an estimated number of 60 thousand Vietnamese people among 212 thousands foreigners in the Czech Republic in 2012 (Czech Statistical Office), the Vietnamese community has gained recognition as a minority ethnic status in 2013 and has been considered a part of the Czech Nation with various rights. Every year, the number of Vietnamese getting passport stamps for this country in the middle of Europe has increased. Why has this happened? Why do people in a Southeast Asian country make a move to an European land? Why do they choose the Czech Republic? Why does the number keep rising each year? Why do some Vietnamese who have received a higher education degree still decide to set up a small businesses? What drives the minds of over 60,000 Vietnamese people directed to the Czech Republic?

As there is a saying in sociology, “The actions of all of us are influenced by the structural characteristics of the societies in which we are brought up and live (reproduction). At the same time, we recreate and alter those structural characteristics in our action (change),” this research will try to unlock the key to these questions using a psychological approach by getting into the depth of the brain to analyze their conscious and unconscious needs as well as the cognitive process basing on historical, economic, politic, and educational background that lead the Vietnamese to the final decision: moving to the Czech Republic.

2 The Thesis Objectives and Methodology

2.1 Objectives of the Thesis

The objective of this bachelor thesis is to study the motivations and behavior of different flows of Vietnamese people coming to Czechoslovakia (1950-1993) and the Czech Republic from 1993 till now as well as the Vietnamese living in the Czech Republic. Its fundamental focus is on the brain and mind of Vietnamese people to explain the motives behind why the Vietnamese are among the largest minorities in the Czech Republic.

The thesis also aims to answer why some Vietnamese people turn to crime whereas others are considered to be hard working and earn a positive reputation among Czechs.

To a greater extent, the objective is to study the integration of Vietnamese migrants into the Czech Republic as well as the relationships between them; thus, its greatest concern is to connect the minds of two races, two communities, two societies, and two nations.

2.2 Methodology

This thesis was the studying result of different books, scientific papers, newspapers, and online sources of Psychology along with History, Economics, Politics, Education, and International Relation of the Czech Republic and Vietnam in addition to the study of Vietnamese people in Czechoslovakia and in the Czech Republic. It was generally based upon four methods which were analysis, deduction, induction, and synthesis. Moreover, both qualitative and quantitative methods were applied.

With qualitative method served as the main approach throughout the thesis, observation and Interview also played a crucial role in the researching process as eight participants of Vietnamese nationality were chosen basing on different ages, genders, and occupations. On the other hand, quantitative method with the application of Excel was also implemented to support the research in the analyzing process of Czech and Vietnamese economies according to statistical data on Czech Statistical Office, Vietnam General Statistic Office, World Bank, and World Macroeconomic Research.

3 Theoretical Foundation

3.1 Definition

According to Arnold et al., “Motivation concerns the factors that push us or pull us to behave in certain ways.” (1, p. 309). There are 3 elements of motivation: direction, effort, and persistence.

1. Direction: what a person is attempting to do;
2. Effort: how hard he/she is trying;
3. Persistence: how long he/she keeps trying.

In short, it drives a person’s decision of what to do, how hard they try, how long they continue trying. Additionally, motivation leads the emotional arousal into goal-directed action (2). Motivation itself contains content theories (what motivates human behaviors) and process theories (how the content of motivation has effects on the behaviors).

3.2 The Use of Motivation

Motivation has been implemented by many psychologists, scientists, managers, etc. to explain the reasons behind an individual’s behavior due to its utilities. Firstly, motivation links observable behavior to internal state. Secondly, motivation accounts for variability in behavior. The differences in motivation clarify the differences in the same individual or among individuals. The cause behind this lay in the differences in physical and mental abilities or the environment. Moreover, it explains perseverance regardless of adversity. Motivation explains the reasons why we keep performing patiently under difficult circumstances; that is, when you are highly motivated, you persist on trying even though the chances of success are not high (2).

3.3 The Brain- How It Motivates and Makes Decision

3.3.1 Brain Reward Pathways

The mesolimbic dopamine system (VTA-NAc) is the key pathway in detecting reward stimulus; that is, it controls incentive drives and motivation. Also, it interacts with the memory centers of the brain to repeat the action if a reward is experienced. The VTA-NAc is a small part of a set including parallel and integrated circuits which are (3):

- The VTA: a location of dopaminergic neurons. It alerts the organism if an environmental stimulus is rewarding or aversive.
- The NAc (ventral striatum): a fundamental target of the VTA
- The amygdala: it interacts with the dopaminergic neurons to tell the value of an environmental stimulus and helps the organism to create environmental cues, whether it is rewarding or aversive.
- The prefrontal cortex is the start of motivation as well as decision making process, abstract thinking, and behavior.

Due to the dopaminergic neurons in the VTA, the substantia nigra pars compacta, and the arcuate nucleus of the hypothalamus, dopamine-a neurotransmitter that functions in memory, behavior and cognition, learning, motivation, pleasurable reward, movement, etc. is produced. To regulate its movement, basal ganglia are in work, it is also known for forming a habit of an individual (4). The chemical signal that dopamine shoots off goes from one neuron to the next and interacts with a wide range of receptors inside the synapse in the gap of two neurons. People who are willing to work hard and diligent for rewards have higher dopamine level in the prefrontal cortex and striatum, where motivation is affected. The more positive reinforcement people receive, the more dopamine flow inside their brains. However, not only dopamine is the core leading to motivation, a person must be hard working, putting in effort, determined, and persevered to be motivated (5).

Moreover, the lateral habenula- a neural component in the central part of the brain also plays a role in the process of making decisions, evaluating benefits and costs.

3.3.2 Operant Conditioning

B. F. Skinner, a Harvard psychologist, founded operant conditioning after the classical conditioning of the Russian psychologist- Ivan Pavlov. “A systematic program of rewards and punishments influence behavior or bring about desired behavior” (6). With the core idea that behavior are influenced by external factors and reinforcement, Skinner assumed that an act leads to an experience which is the result of that act, and that act’s result has an impact on the future behavior. In another words, an individual can change his/her behavior due to the result of his/her previous behavior. The probability of a particular behavior to happen is supported by the primary reinforcers which are food, water, warmth, shelters and secondary reinforcers such as money; therefore, the consequences of a behavior can lead to

reinforcement, punishment, and extinction (removing reinforcement process). In this case, reinforcement plays an essential role in motivating people from Vietnam to come to the Czech Republic. There are two types of reinforcement: positive reinforcement which happens when a reward is exposed for a certain behavior, and negative reinforcement which occurs when a cramp is cleared out (6).

3.4 Content Theories (1)

Everybody has their own needs. When the needs are not satisfied, we experience unbalance, which makes us behave in ways to satisfy them. Hence, content theories were born to describe the ideas of human needs.

According to Freud's Psychodynamic theory, motivation comes chiefly from the id (the unconscious part of the brain) (7). In contrast with Freud's finding, the concept of humanity founded by Carl Jung (1875-1961) is totally different. Being a Swiss psychotherapist, father of analytical psychology, he created the concept of humanity consisting of five influential spectrums: conscious versus unconscious, determinism versus free will, causality versus teleology, biological versus social, and optimistic versus pessimistic in which he regarded that each of them is in a balanced relationship.

In his statement about determinism and free will, Carl Jung showed his direction toward motivation besides conscious thoughts which was a balance of personal unconscious and collective unconscious- the memory collection from our ancestors that is a part of the biological inheritance. According to Jung, our ancestors' past experiences were buried deep down in the human psyche. "If we were to examine history, talk with people from other societies, and thumb through legends and myths of the past, we would find these same themes and experiences throughout various cultures, past, and present," Burger (2008).

On the other hand, he believed that human behavior is motivated by both causality and teleology that are previous experiences, especially in childhood as well as future goals and aspirations in contrast with Freud's causal view depends on only previous experiences.

3.4.1 Maslow's Hierarchy of Needs

Abraham Maslow (1908-1970), an American Psychologist, was best known not only for his devotion to the view of human nature but also for his construction of a theory bearing his name: Maslow's hierarchy of needs (1943, 1954). The theory is based on psychological growth of human with five levels of needs in order of importance within a pyramid. However, with the realization to add more levels of needs into the pyramid, Maslow developed his theory during the 1960s and 1970s, which made it an eight-level of needs instead (9).

1. Physiological needs: The need for food, water, warmth, rest, etc. It is considered to be the most primitive biological need.
2. Safety needs: When physiological needs are satisfied, safety needs which are security, stability, safety (in a predictable and non-threatening environment) come into play. If the needs are not met, people experience anxieties and fears.
3. Belongingness and love needs: Once physiological needs and safety needs meet the demand, the need for intimate relationships starts to appear with the need for friends, affectionate relationships. On the contrary, failure to satisfy this need makes a person become susceptible to social stresses and loneliness.
4. Esteem needs: A person needs to feel both valued and respected by self and others when he satisfies with those needs above. If not, he would experience low self-esteem and inferiority.

Maslow regarded these four needs as fundamentally survival needs as they are in our bloods genetically. All of these needs are called Deficit needs (D-needs); that is, we have a deficit that motivates us to seek for balance when we don't have enough of them.

5. Cognitive needs: The need to increase the knowledge by exploring, understanding and get to know the world around us. When a person reaches this level of needs, he is willing to discover and open to experiences; however, if the need is not fulfilled, a flow of confusion and identity crisis will rush in.
6. Aesthetic needs: Due to Maslow, humans are attracted to beauty. They have a tendency to appreciate and search for anything which is aesthetic appeal, which will make them feel intimate with nature and everything beautiful.

However, if these needs are met, we will feel either nothing at all or proceed to a next stage: Self-actualization, also called growth needs or Being needs (B-needs)

7. Self-actualization: A self-actualizer has a desire to achieve his full potential, develop his abilities and express them. “To satisfy this need, to be properly motivated, people must be provided with opportunities for growth and responsibility, the chance to exercise their capabilities to the utmost“(8).

8. Transcendence needs: This need is the desire to go beyond the ego, help people achieve self-actualization with self-fulfillment and potential realization. By doing this, the person integrates and connects people.

Due to Maslow, a hungry painter cannot paint, yet hungry painters still paint and do paint. For that reason, we can say that people will set aside their physiological needs and safety needs to follow their passions-their highest order needs. Also, occasionally, people are yearning for love and belongingness needs, and simultaneously looking forward to self-actualize in order to be valued and respected (esteem needs).

3.4.2 Need for Achievement (self-actualizing)

Different ideas about self-actualization have been constructed. In the view of Maslow, self-actualization is the true realization of our inner potentials where the human growth toward fulfillment reaches its highest need. According to Murray (1938), the need for achievement is the desire “to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible” (1).

3.4.3 Cross Cultural Perspective on Achievement

Harry Triandis, a cross-cultural psychologist, stated his cross cultural findings on achievement in 1990. The view and the contribution to accomplishment consist of two types: Individualism and Collectivism. People who are under individualism focus on individual achievement. In the individual culture, people are emotional detachment and independent on their plans and careers, which usually happens in the Euro-American world. In contrast, collectivism values group’s loyalty and subordination of self to the group. In this culture, people are mostly interdependent; they socialize and integrate, contribute themselves to the achievement of the group, community, or society. Collectivism generally occurs in Asia, Africa, Latin America, and Middle East.

3.4.4 Alderfer's ERG Theory

The psychologist Clayton Alderfer created a theory which clarifies the simultaneous nature of Maslow's hierarchy of needs. First published in 1969 in „An Empirical Test of a New Theory of Human Need, “Alderfer called it: the ERG theory of motivation. He considered human needs include three levels: Existence, Relatedness, and Growth.

1. Existence needs: It is regarded to be the desire for physiological and material well-being, which are basic for human survival. Existence needs relate to Maslow's physiological and safety needs.
2. Relatedness needs: The desire for satisfying interpersonal relationships. This level of needs maps the love and belongingness needs level and the external part of self-esteem needs- what people feel about themselves are reflected by what others think of them in Maslow's theory.
3. Growth needs: The need for continued psychological growth and development, self-development and productive work. This needs match the internal part of self-esteem and the highest level- self-actualization in the needs pyramid.

Differences between Alderfer's theory and Maslow's theory are that Alderfer noted ERG theory has a flexible movement among levels of needs. The desires can vary for each people in different situations; that is, a few might put their needs for growth first instead of relatedness needs, seeking for relationships at some points in their lives. Besides, people can be motivated by more than one need at the same time; that is, some people would look for both intimate relationships and self-development.

3.5 Process Theory (1)

3.5.1 Expectancy Theory (VIE theory)

Being developed by Victor Vroom in *Work and Motivation* (1964), expectancy theory, also called VIE theory, explains the cognitive process of how people make decisions among possible actions they will pursue. The theory is based upon the following:

1. Expectancy: If I tried, would I be able to perform the action I am considering? If I put more effort in the action, would my performance increase? Expectancy is considered to be affected by

- Self-esteem
- Self-efficacy
- Previous success at the same type of action
- Having the right resources available
- Having the right skills to do the action
- Having the essential support to get the action done.

In fact, expectancy can be understood as the effort-performance expectation- assessing the probability if more efforts will escalate the performance. As probabilities range from 0 to 1, an expectancy of 0 infers that effort has no influence on performance; on the other hand, an expectancy of 1 indicates that there is an impact of effort on performance.

2. Instrumentality: Would performing the action lead to identifiable outcomes? If I perform the action well, would I receive a valued outcome? It is affected by

- Having a clear understanding of the relationship between performances and outcomes
- Trust in the people who make decisions on who gets what outcomes
- Trust in the process that determines who gets what outcome

An instrumentality is regarded as a performance-outcome perception which assesses the probability whether the performance will pay off. The range of instrumentalities is from -1.0 to 1.0. An instrumentality of -1.0 indicates that high performance leads to a low chance of attaining the outcome, while low performance escalates the chance of obtaining it.

3. Valence: How much do I value those outcomes? Valence shows whether a person values the result that he/she will get, whether he/she thinks it is important. Basically, it reflects personal preferences and needs towards recognition, pay, knowledge, and so on. Valence ranges from negative to positive value.

Expectancy and Instrumentality are the variables that show the probabilities of the action, yet valence is a subjective value. Motivation is made based on choices whether to make

any effort. Expectancy, Instrumentality, and Valence, if we combine them together, a new motivation will show up; however, if one of them is zero, motivation equals zero, we don't have any motivation.

An important thing in the theory is that people are motivated by the expectation if the choice of doing the action leads to desirable outcomes. "People make choices based on their perceived expectancy that certain rewards will follow if they behave in a certain way" (Vroom) (8). Also, according to Mitchell (1974), Porter and Lawler (1968a), the higher the expectation of receiving some rewards, the harder people work for it (8).

3.5.2 Cognitive Theory and Locus of Control (10)

Julian B. Rotter, an American psychologist, affirmed that we are motivated to look for positive encouragement and reinforcement, and to avoid unpleasant ones. Without relying on biological drives/instinct, Rotter focused on motivation as a factor which mostly depends on cognitive process. Having been influenced by empirical law of effect, he came up with social learning theory and the term "locus of control."

In his opinion, our behavior is the result of individual learning/experience and the environment. Therefore, to predict behavior, we have to look not only at individual perspective but also the surroundings. Social learning theory, a theory which was developed in Social learning and Clinical Psychology (1954) by Rotter, stated five variables so as to foresee behavior:

1. Behavior potential (BP) refers to the probability of an individual to exhibit a behavior that has the highest potential.
2. Expectancy (E) is a subjective belief that a particular outcome/reinforcement will occur as a result of a given behavior.
3. Reinforcement value (RV) is a subjective view referring to how much people value the outcomes. Social environment plays a main role in this process. Things people desire to have or want to happen are considered to have high reinforcement values, yet things they don't want to occur have low reinforcement values.
4. Psychological situation suggests that people's views and interpretations of the environment are subjective. Each person has their own views on the same situations, which pretty much affect expectancy and reinforcement values, factors driving behaviors.

A function was created based on the relationship between the variables: $BP = f(E + RV)$
However, behavior potential, expectancy, and reinforcement value are determined by Locus of control (the belief about our abilities to control events/situations in lives). Locus of control includes

1. Internal locus of control: people in this kind exercise, save money, use seatbelts, study hard to have good grades, etc. They feel the responsibility to govern their lives. Success or failure is the results of their efforts.
2. External locus of control: Unlike people with internal locus of control, people in this category think their lives are controlled by luck, chances; thus, they exert little or no effort to achieve what they want. For example, they will buy lottery tickets, smoke cigarettes, and think grades depend on luck or on teacher's biases.

For that reason, the likelihood to choose certain behavior is basically determined by two factors, which are similar to expectancy and valence in VIE theory (but without instrumentality variable)

- Expectation of attaining a goal
- Personal value of the goal

3.6 Goal-Setting Theory (1)

Without identifying why or through what process goals affect behavior, Goal-setting theory explains how goals focus on behavior. During 1960s, Edwin A Locke, an American psychologist, who associated with his colleagues, opened the door for goal-setting study. According to Ed Locke, "A goal is what an individual is trying to accomplish; it is the object or aim of an action" (1). Incentives, self-perceptions, and the manner in which goals are set are the factors that influence the characteristics of a goal and attitudes toward it, which overall, determine behavioral strategies in which one performs within the constraints of his ability.

The theory can be summed up in the following figure:

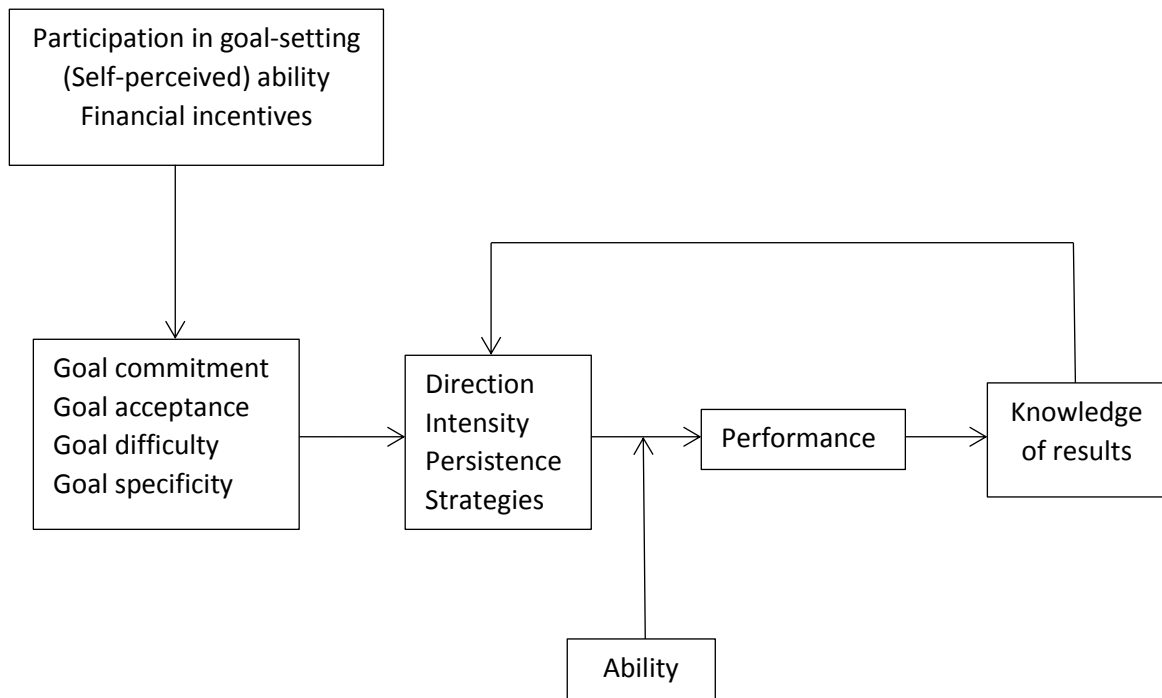


Figure 1: Goal-setting theory

Source: Adapted from Psychology of Work Behavior by F. Landy. Copyright © 1989, 1985, 1980, 1976 Brooks/Cole Publishing Company, a division of international Thomson Publishing Inc. by permission of the publisher (1)

Nonetheless, overall, whether a person gains from the goal setting relies greatly on goal commitment; that is, “his or her determination to try to achieve the goal, and unwillingness to abandon or reduce it (Hollenbeck et al., 1989)” (1). If an individual does not feel committed to the goal, he/she will not exert effort to pursue it; however, the more committed he/she is to the goal, the higher performance he/she will have (other things being equal).

Due to Locke, there are three types of determinants of goal commitment including external factors, interactive factors, and internal factors (1).

- External factors consist of authority, peer influence, and external rewards
- Interactive factors propel people to participate in the goal-setting process and competitions, which motivate them to aim for higher goals and work harder than those who are not in a competitive circumstance.

- Internal factors determine the expectation of a person for success. They usually lead to self-administered reward or feedback.

On the other hand, financial incentives; knowledge and motivation; knowledge and ability considerably contribute to the enhancement of a performance. Locke (2000) once said “one way in which goal works is to unlock or mobilize existing knowledge and skills that are relevant to the task in hand” (1) and “It is a virtual axiom that human action is a consequence of knowledge (including skill and ability) and desire” (1).

3.6.1 Self-Efficacy

The concept “self-efficacy” was coined in Social learning theory by psychologist Albert Bandura. Self-efficacy, due to Bandura, is “a person’s belief in his or her ability to succeed in a particular situation” (11). It influences the difficulty level of goal-setting, goal commitment, and performance; in other words, it has an effect on how people think, feel, and behave to approach goals, tasks, or challenges. Self-efficacy is developing from childhood to adulthood throughout one’s life with four main sources: mastery experiences, social modelling, social persuasion, and psychological responses.

- Mastery experiences: “The most effective way of developing a strong sense of efficacy is through mastery experiences” (11). To have a strong believe in one’s ability, he/she has to have experiences of attaining goals in hand.
- Social modeling: “Seeing people similar to oneself succeed by sustained effort raises observers’ beliefs that they too possess the capabilities master comparable activities to succeed” (11). By knowing and witnessing others’ successful stories, people’s beliefs that they can do the same/similar activities.
- Social persuasion: According to Bandura, people can be convinced to believe that they have the capabilities and skills to achieve the goals.
- Psychological responses: Moods, emotion, physical reactions, and stress levels are able to affect a person’s feeling about his/her abilities in a particular circumstance. It is not all about the levels of a person’s emotion or physical reactions that determine how they feel about their abilities, but how the factors are perceived and interpreted.

3.6.2 Goals and Self-Regulation

Bandura (1986) once stated goals provide a person with a cognitive representation/picture of the result they desire. Also, depending on the gap between goal and current position, he/she goes through self-reactions which include emotions, self-efficacy expectations, and other factors. These self-reactions then affect the level, direction of a person's future effort as well as his/her self-concept; hence, a person will go through a process of setting a goal to self-reactions, and finally, self-concept in this picture.

In the same year, Carol S. Dweck founded his theory of motivation and learning. In the theory, there are two goal orientations that he mentioned: Learning goal orientation and Performance goal orientation.

- Learning goal orientation: When approaching a task from a learning goal perspective, a person's main aim is to increase his/her competency level on a given task.
- Performance goal orientation: When approaching a task from this perspective, people are essentially concerned with demonstrating their competency to themselves or to others by their present level of task performance. People in this category have a fear of failure, unwilling to take on difficult tasks, less effective in implementing thought process to achieve them since they are dependent on other people than those who are in learning goal category.

A few years later, in 1992, Kuhl made known his theory of action orientation and state orientation. According to Kuhl, action oriented people tend to implement self-regulatory strategies to obtain desired goals. They have clear intentions and moderate discrepancies between current and desired position, which is a considerable encouragement for an action orientation to swing in. However, to really start to act, action oriented people themselves know that there is a substantial but not hopelessly large gap between where they are and where they want to be, where they can set up a picture of what they are trying to do. Nevertheless, state oriented people are dominant by preoccupation (past experiences), hesitation in creating new behavior, and volatility (frequent impulsive switching between different activities). Thus, goal-setting is probable of fostering action orientation.

3.7 Pay and Motivation (1)

That whether or not pay is a boost in a person's behavior has been a controversial issue. To scrutinize this issue, we have to look into different theories and ideas.

- In the view of father of the needs pyramid, pay would be a motivator only for people who are at the lower levels of the hierarchy of needs.
- In need for achievement theory, pay and material rewards are regarded as a proof that a person is successful or not.
- VIE theory, on the other hand, marks a neutral sense as pay is an effective motivator if it is desired by the person, he/she is able to identify behaviors that will direct to high payment, and he/she feels capable of performing them.

Pay, to be accurate, is an extrinsic motivation. Some research in the 1970s proposed that high pay actually undermined intrinsic motivation by leading an individual's attention on extrinsic rewards (Deci and Ryan, 1980); thus, it directs to over-justification, which in turn makes a "motivational crowding out" effect, i.e. extrinsic rewards such as fame, money crowd out the intrinsic satisfaction. (Intrinsic and extrinsic motivation will be discuss further in Self-concept and individual differences in motivation). However, it can have a counter-effect in the improvement of the intrinsic motivation if the level of pay provides a person with information about their capabilities. Moreover, one of the process theories, the self-determination theory revised by Deci and Ryan, listed that pay can be a combination of intrinsic and extrinsic motivation driving our behaviors.

3.8 Self-Concept and Individual Differences in Motivation (1)

The direction, effort, and persistence of our behavior, Leonard et al (1999) once stated, depend on our senses of who we are (self-concepts), personalities, and values. According to Turner and Onorato (1999), a person does not have just one sense of who he/she is, yet many. Turner and Onorato also mentioned about two types of identity that exist in each of us, which are personal identity- how we see ourselves relative to other in the same social groups and social identity- how we see ourselves having in common with others in the same groups, and which differentiate us from them. Therefore, we, as human beings, are motivated to behave in ways that are consistent with our identities (sometimes with our ideal self, i.e. how we would like to be).

Furthermore, our sense of self and our psychological process (including the processing of information) create a result of five types of motivation as follow

- Intrinsic process motivation: the pursuit of activities because they are fun, whether or not they play a role in goal achievement. This type of motivation is what leads us to fulfill our inner potential and interests to show our true self; hence, when a person is driven by intrinsic motivation, that person will feel he/she is controlling the results of his/her efforts. Resultantly, intrinsic motivation can be concluded to have clear connections with Maslow's self-esteem and self-actualization needs.
- Extrinsic/Instrumental motivation: the pursuit of individual/group goals since they lead to tangible rewards other than satisfaction such as money, fame, statuses, recognition, etc.
- External self-concept: the pursuit of success to obtain affirmation from others for a social identity as a member of a successful group/ a personal identity as a proficient person.
- Internal self-concept: the pursuit of success so a person is able to feel proficient, without considering of what others might think of him/her.
- Goal internalization: the pursuit of goal-achievement for its own sake due to the fact that it's valued by a person.

Each individual has their own goals, desires, or in short, motivations. Motivation, a set of direction, effort, and persistence, is a product of innate human needs, yet it is also a calculation based on the question "How to maximize my gain?" We, as human beings, strongly motivated to achieve what we consider as fair relative to that experienced by others, as well as to set and achieve our goals, in which intentions shape actions. In order to examine a person's behavior, we have to deepen into the motor that drives, pushes, and pulls him/her; that is, we need to look into motivation-the property of a person. Moreover, the environment also plays a significant role in shaping his/her behavior.

Why do people study abroad? Why did some people in developing countries move to Western countries? Why did they want to make a living there? Why have people from Vietnam come to America, Europe, especially the Czech Republic? Motivation is what drives them to do so.

4 The Research

4.1 Overview of the Czech Republic and Vietnam

4.1.1 The Czech Republic

Czechoslovakia, an independent state, was a result of the Austro-Hungarian Empire breakup at the end of World War I in 1918. It includes territories of what is now the Czech Republic and Slovakia, yet it used to consist of three historical territories which were Bohemia, Moravia, and Czech Silesia. Locating at the center of Europe, sharing borders with Poland, Germany, Austria, and Slovakia. Czechoslovakia had almost every factor mother-nature offers: mountains, river, and climate which took an important role in the development of the state. During the World War II, Czechoslovakia was occupied by the Germans. After the end of World War II, Czechoslovakia, left mostly undamaged, was under control of the Soviet Union in which communism took hold until 1989, followed by the official division into two countries: the Czech Republic and the Slovak Republic in 1993. With the population of 10.51 million (2012, World Bank data), a number of 212 thousand of foreigners living in the country was recorded making the Czech Republic an ideal place for other nationalities to set feet (12).

4.1.2 Vietnam

Situated in the Southeast Asia, Vietnam is a small S-shaped country neighbor to China, Laos, Cambodia, and the South China Sea. Vietnam's population was 88.77 million in 2012 (13), directing the country to be the world's 13th most populous countries.

In thirty years, between 1945 and 1975, Vietnam had undergone two wars, against France from 1946 to 1954 and against the United States from 1954 to 1975.

1956-1954

During WWII, Vietnam was occupied with the Japanese troops. Previously, Vietnam had been ruled by other foreign powers: China and France. In summer 1945, a severe famine conquered Hanoi and the surrounding areas, making two million people died from starvation out of a population of 10 million. The French, followed the removal of the Japanese, colonized the Indochina area. In 1945, the Independence of Vietnam was declared by Ho Chi Minh- the President of the Democratic Republic of Vietnam- a leader

of Viet Minh (Vietnam independence league). Soon after that, Viet Minh conducted the first large scale attack against the French, which was known as The First Indochina War. The War, lasting for eight years (1946-1954) with six battles, and an estimated number of 500,000 Viet Minh were killed, ended in the French defeat. Vietnam then was divided into half at the 17th parallel with the Ho Chi Minh's Communist North and Bao Dai's non-Communist South (14).

1954-1975

The Vietnam War (The Second Indochina War) was the direct result of the First Indochina War. It was the United States and other members of SEATO (Southeast Asia Treaty Organization) who joined the Republic of South Vietnam to contest Communist force in the North. The most striking consequence was the shocking death toll. In 21 years, an estimated number of 2 million Vietnamese civilians, 1.1 million North Vietnamese troops, 200,000 South Vietnamese troops, and 58, 000 US troops were killed. The bombings left the country in devastation; the Agent Orange caused the staggering effect to the natural environment and the widespread health problems from generation to generation.

In the South, thousands of civilian casualties occurred due to bombing raids, air strikes, torture and execution.

In the North, thousands of people were either executed or sent to forced labor camp. Consequently, oppressive land reforms raised the unrest between peasants, which was soon put down by Communist force resulting in over 6000 lives were killed or deported.

Soon after, Diem, the first president of Republic of Vietnam, was assassinated. Bombing raids left the country in ruin. After a long period of fighting and conferring, on April 30th 1975, the war had come to an end (14).

4.1.3 Relation between Czechoslovakia and Vietnam from 1945-1993

Since the establishment of the relation between Czechoslovakia and Vietnam on February 2nd 1950, president Ho Chi Minh had visited Czechoslovakia several times, particularly in 1957 when he made a visit to meet president Zapotocky in Prague, along with the children at a Czechoslovakia summer camp, and some factories (15). Hence, a tight relationship was founded, facilitating many Vietnamese came to Czechoslovakia due to the exchange agreement between the two governments.

As the Vietnamese government was trying to eradicate starvation and illiteracy, recover factories to retrieve the economy during 1946-1954 periods, the economy of Vietnam was focused mainly on serving the war. A wave of productions of papers, textiles, cigarettes, etc. was developed in plenty of Vietnam's localities (16). In education sector, the French education system limited Vietnamese from learning scientific knowledge and engaged children in getting to know their career of becoming farmers or artisans. An international aid was conferred to Vietnam so as to allow hundreds of Vietnamese children to come to the Czech Republic, getting primary education. The workforce exchange programs between the two countries allowed Vietnamese workers, trainees, and students went to Czechoslovakia. Employment, housing, insurance, and training were supported by the host country.

During 1954-1975, the government aimed to both remain missions of the national and democratic revolution and begin socialist construction. 90% of population in Vietnam was peasants, a large proportion of the population remained farmers, miners, traders, etc. (17). In the North, the socioeconomic structure was planned to be revolutionized economically, politically, and socially. Poverty was still endemic to some rural areas. Like the North, the South was in peasant economy. During 1960s, it went through political instability result from the lack of political organization. This stagnation of the economy led the country to be in the bottom group of countries to have the lowest average annual growth rate (1.9%) in Asia (18).

In this situation, cheap workforce and skilled professionals were exported to pay the war debt to Czechoslovakia. (Semtex-a widespread plastic explosive-was produced in Pardubice. It was exported to North Vietnam and Viet Cong during the war. After the war in 1975, the debt for importing Semtex as well as the poor postwar economic performance led VN decided to pay back the debt this way) (19). On the other hand, as having been politically and economically influenced by the Soviet Union, the communist economy of Czechoslovakia-centrally-planned economy-was under operation of the national economic five-year plan to expand the producer goods sector (20). Communist regimes successfully rebuilt the economic infrastructure along with the transformation of agriculture based economy to light and heavy industry based economy-the largest sector of the economy. With the heavy industrial orientation, raw materials, energy, as well as a strong labour force were highly needed. During the conduction of the five-year plan, investments, wages,

and national income increased considerably. However, during the 1960s, agricultural sector was regarded to have low performance; during the 1970s, especially from 1976-1980, Czechoslovakia not only dropped in difficulties with the performance of agriculture but also with poor technological improvement, failure to meet the goal setting (21).

“From 1958, all adults in North Vietnam could read and write and after 1960, even during the US bombings, one out of three North Vietnamese is studying” (Nguyen Khac Vien, 1981) (22). Soon after, the Democratic Republic of Vietnam owned a complete education system from kindergarten to university. In urban areas, small upper class elite such as government officials, intellectuals, or military officers had the opportunity to study abroad or send their children to Western education. 32000 workers, a rapidly increasing number from 2100 workers in 1967, and 8700 students were recorded to work and study in vocational schools in Czechoslovakia (23). Among these students, a large portion of Vietnamese was sent by the Ministry of Mechanics and Metallurgy (24).

However, at the bottom of the urban society, secondary education was not common. People in this category (uneducated/unskilled wageworkers or petty traders) had limited access to learning languages and knowledge in general. On the other hand, the South government focused mainly on security without spending on education, medical care, and social services (17).

From 1975-1993, especially during 1980s, the number of Vietnamese immigrants staying in Czechoslovakia due to the workforce and students exchange program was 60 times bigger than that of 1970, from 2000 to 70000-120000 people due to economic and educational reasons (17). In 1986, a data of 600 Vietnamese students studied in universities and 7000 Vietnamese attended vocational schools; at the same year, 25000 Vietnamese were working in Czech factories (24).

After the unity, Vietnam was still a backward agricultural country with 80% of the population and 70% of the labor force subsiding on farming in rural areas. As the country coped with economic problems such as shortage of food, increase in population, weak management, poor technical infrastructure, and social evils, the labor force continually increased in contrast with the unemployment rate kept growing. In order to make a change with the goal to create a socialist-oriented market economy, Doi Moi policy was

introduced for the liberalization of the market. Also, more and more of the Vietnamese labor force went literate, making an advantage to adapt to new technology.

This policy had made a significant impact on the entire economy before the policy was conducted.

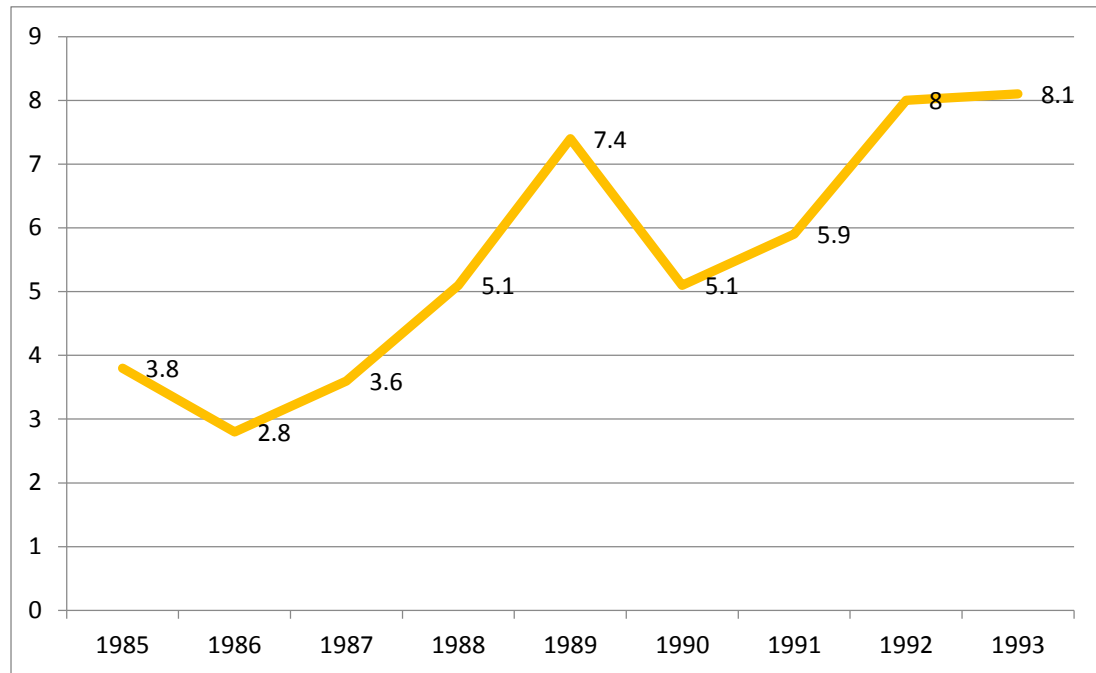


Figure 2: GDP growth (annual percentage) in Vietnam from 1985 to 1993

Source: Vietnam General Statistics Office (25)

On the other side, after the Velvet Revolution in 1989, Czechoslovakia redirected from centrally-planned economy to market economy so as to construct a democratic, pluralistic, and parliamentary society. A high unemployment rate occurred in some regions with the country's focus switched to international trade (20). Therefore, the Government's aim was to have an open society, looking forward to a population movement (26). After the Iron Curtain collapsed, there were no vacancies in any Czechoslovak factories, the workforce exchange consensus was cancelled, only about 13000 Vietnamese remained in the country. Most of them received small-scale retail licenses due to spontaneous tendency (the economy at that time was changing direction to market economy from centrally-planned economy) having known that 60% of the labor force in Vietnam was unemployed or underemployed as 1 million people entered the job market each year in Vietnam (27).

Czechoslovakia faced the same problem at this beginning of the transition process, which created an increase in the demand for foreign labors.

Moreover, as the borders were opened and a liberal visa policy was adopted by the Government in 1990, the Czech Republic became an ideal place to migrate. With the geographical advantages from the Iron Curtain, the Austrian-Czech and German-Czech borders were populated with Vietnamese remained to do small-scale retail businesses (19). The border became an essential hub for economic and social development such as the Chvalovice area. This type of business was soon expanded as it led to remarkable profits when the border's administration had not been cleared out since it took the advantages of the economic situation in the former Eastern Bloc as well as of the location with low cost for living on the border side.

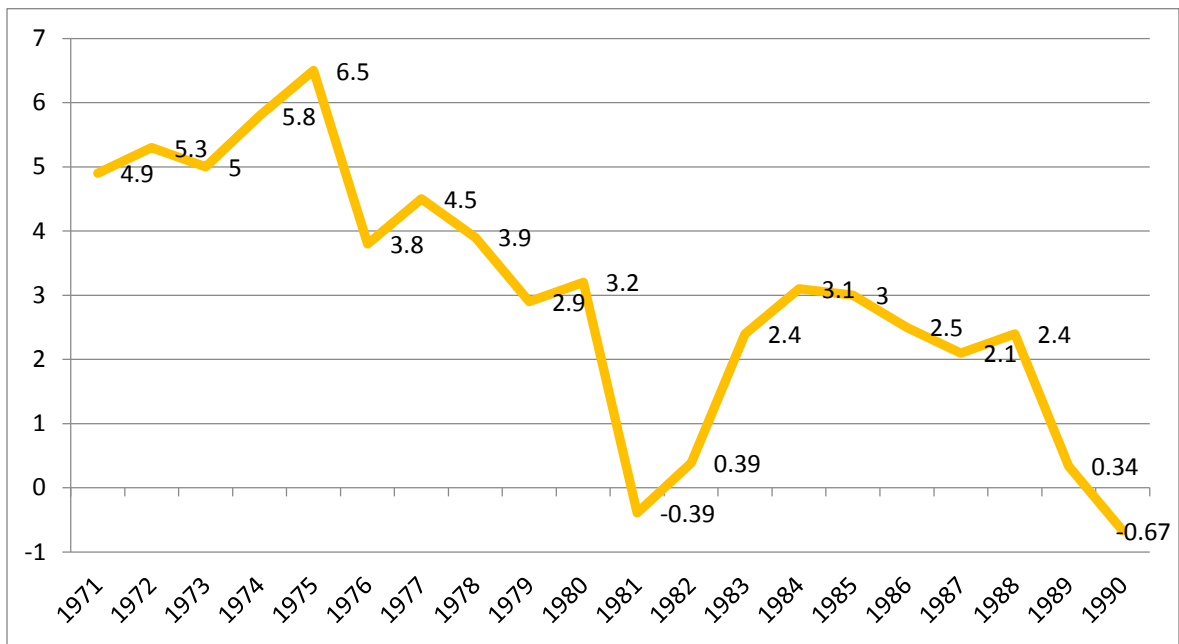


Figure 3: GDP growth rate (annual percentage) of Czechoslovakia from 1971 to 1990

Source: Ivan Kushnir's Research Center (28)

In Vietnam, education was understood to be the pre-conditions for agricultural growth and poverty reduction. The educational attainments in 1992 were even remarkable when they reached the stage of those gained by middle income countries (22). Similarly, knowledge and education were highly respected among people in Czechoslovakia. With a well-developed infrastructure, Czechoslovak education was regarded to have relatively high

standard even though it still remained some weak points. It was believed that liberty and pluralism would open the door for ideas, ideals, and talent (29).

After all, at the end of 1992, due to the substantial economic and social changes, Czechoslovakia was divided into two independent countries: the Czech Republic and the Slovak Republic.

According to the backgrounds of the two countries, types of Vietnamese moving to Czechoslovakia during 1945 to 1993 are classified as follow

1. Vietnamese workers, trainees, and students
2. Vietnamese children

4.1.4 Relation between Czechoslovakia and Vietnam from 1993-2012

With the implementation of Doi Moi, Vietnam economy has rapidly grown. In 1996, the agricultural liberalization reforms made Vietnam to be the world's third largest rice exporter. Due to a survey in 2006 by the Japan External Trade Organization, Vietnam's minimum monthly wage levels were \$42 (2000) and \$50 (2006) (27).

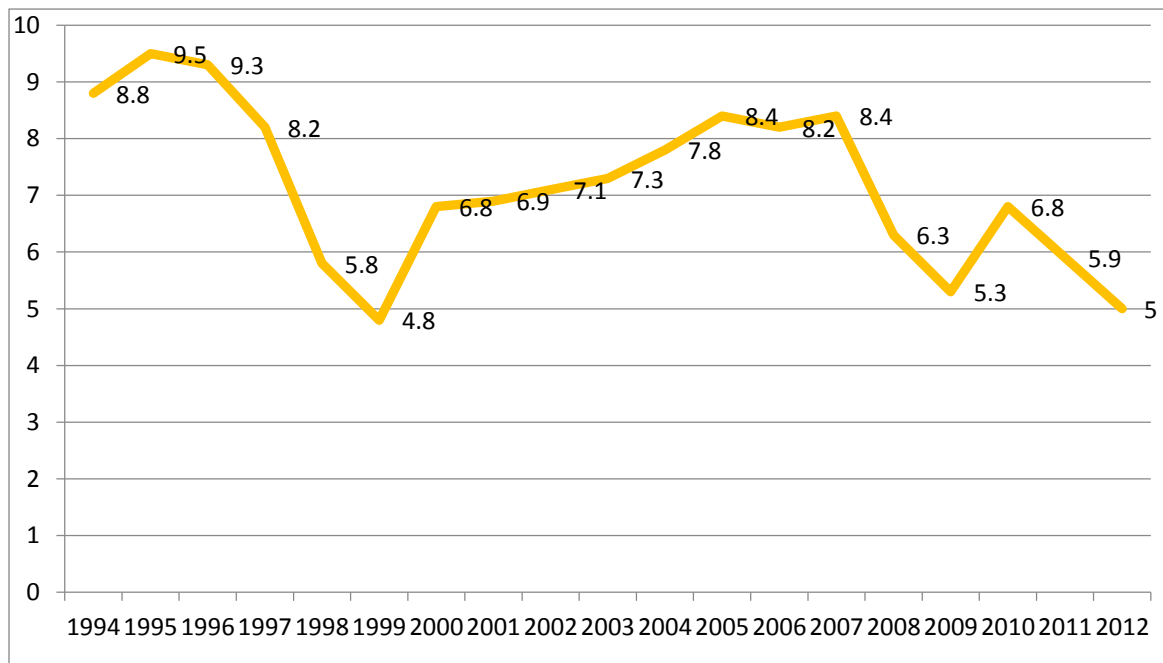


Figure 4: GDP growth (annual percentage) in Vietnam from 1994 to 2012

Source: Vietnam General Statistics Office (25)

As cancelling the Bilateral Agreement on Trade due to the participation of the Czech Republic in EU in 2004, an Economic Cooperation Agreement was signed between Vietnam and the Czech Republic in 2007 which opened for a wide range of opportunities (30). For the economy, becoming an EU member improves its position on both domestic and international market as well as the flexibility to move between other EU countries for working purpose.

As the industry covers 41% of the gross domestic product, the Czech Republic is listed as one of the most developed industrial economies in Central and Eastern Europe.

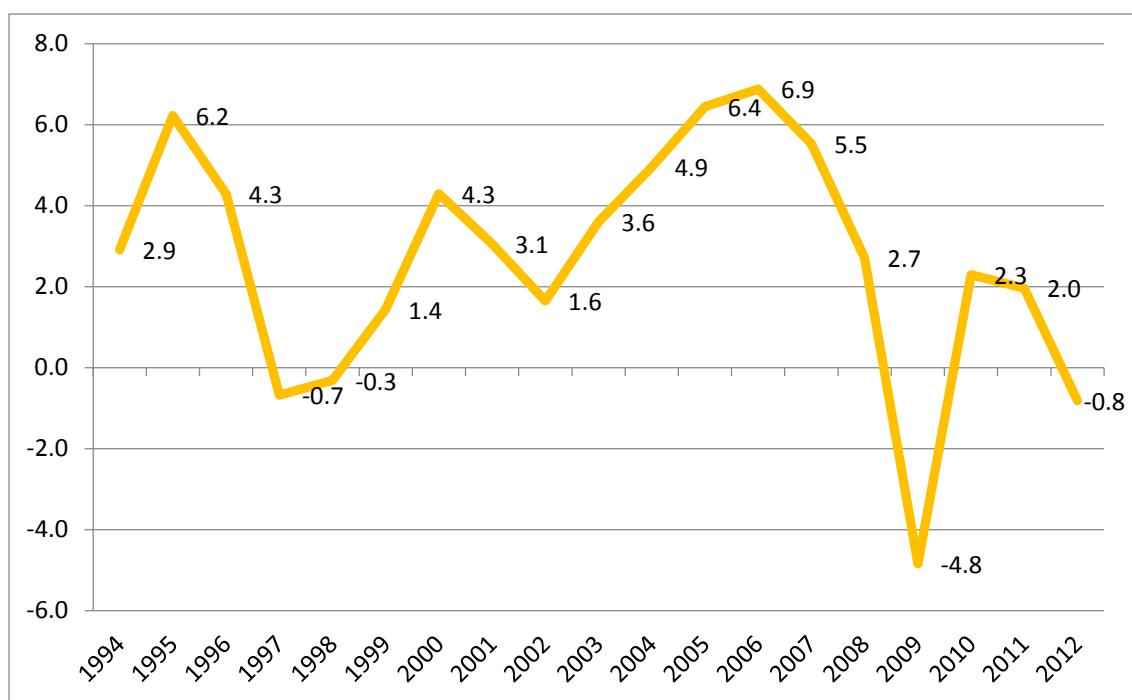


Figure 5: GDP growth rate (annual percentage) of Czechoslovakia from 1994 to 2012

Source: Ivan Kushnir's Research Center (28)

The education reform in Vietnam had helped the country develop and achieve significant results. However, low educational efficiency is yet a weakness of Vietnam education (31). Considering extremely hard working, Vietnamese students always strive to achieve their goals. The number of students who win international competitions, gain scholarships from foreign universities is soaring. Of all the scholarships, there are many from the Czech Government for students and government officers in Vietnam with the purpose of studying and doing research. With a long tradition of high quality education, Czech education is prestigious for Engineer, Medicine, and Sciences.

In July, 2013, the Czech Republic officially recognized the Vietnamese community in the country as a minority group which created an opportunity for both communities to tighten the relation. Till the end of the same year, the total number of Vietnamese living in the Czech Republic was 57,347 people, with the highest number of Vietnamese in Prague which was 20,118 (Czech Statistical Office) (32).

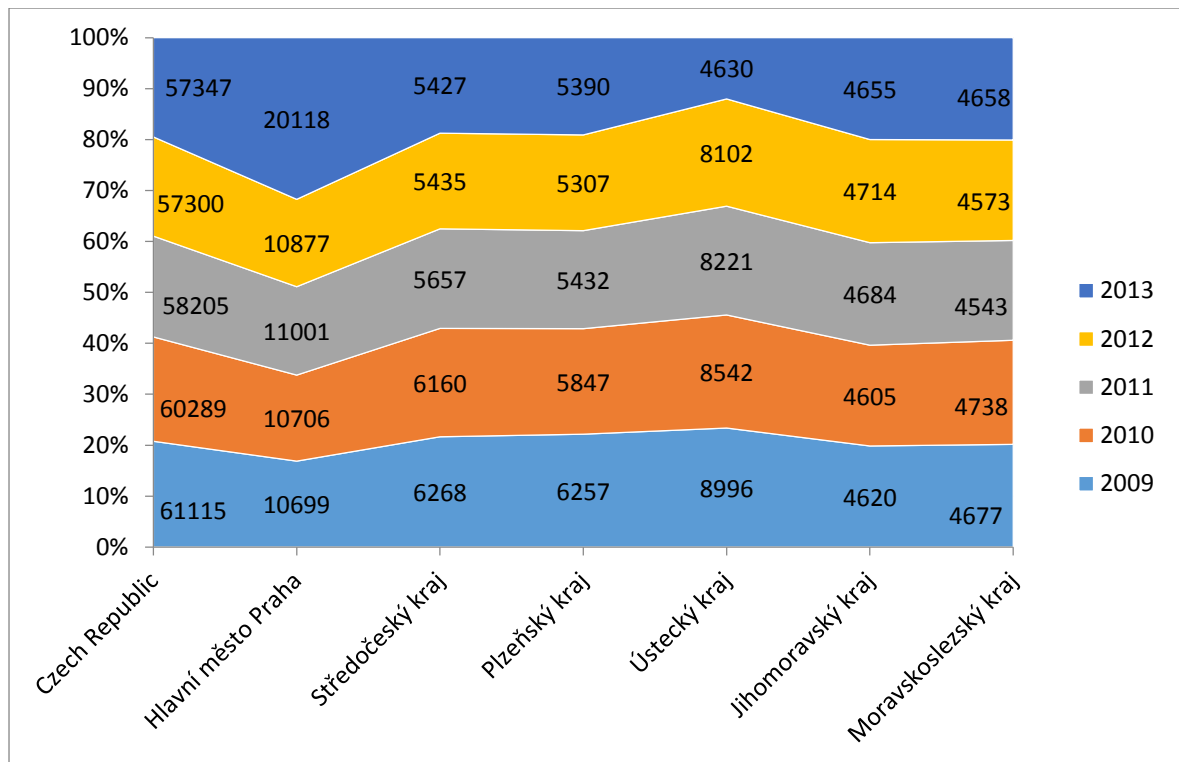


Figure 6: Number and percentage of Vietnamese in six regions in the Czech Republic to have the highest Vietnamese population from 2009-2013

Source: Czech Statistical Office (32).

From 1993 to 2012, there were different types of people who came to the Czech Republic:

1. Returning workers and students
2. Labor migrants
3. Illegal labors
4. Small businessmen and traders
5. Diplomats
6. Students

4.2 What Have Motivated Vietnamese People to Come to the Czech Republic?

4.2.1 From 1945-1993

As mentioned above, there were two ranges of Vietnamese people moved to Czechoslovakia during this time.

1. Vietnamese workers, trainees, and students
2. Vietnamese children

The reasons mainly came from the external environment; in other words, it was the reinforcement between two countries, not the subjective ones. As the country was under War, Czechoslovakia paid attention to give a hand in aiding Vietnam in order to provide primary education to a large proportion of Vietnamese children. On the other hand, Vietnamese adults also had chances to study in different universities and vocational schools, work for Czechoslovak factories, be trained in particular fields due to the agreement signed between the two Communist countries. Furthermore, sending a number of Vietnamese labor forces to Czechoslovakia was a way to pay off the War debt.

In a broader sense, as Czechoslovakia and Vietnam established their international relation since 1950 and as the two countries were under Communism, many agreements to cooperate must have been signed. Vietnam during this tough period was heavily devastated with backward economy, education, and society; therefore, the contemporary solution to pay back the help of Czechoslovakia was to send workers abroad and thousands of Vietnamese children, workers, trainees for education. That is, Vietnam wanted not only to tighten the relationship with Czechoslovakia but also was in need of self-actualizers who would go to Czechoslovakia, absorb the culture, knowledge, and experiences and came back to the country to flourish, devote themselves to their home country. McClelland-an American psychologist once said “A nation’s economic prosperity depends partly on the level of need for achievement in its population,” and that was what Vietnam was yearning to accomplish.

4.2.2 From 1993-2012

There were six typical flows of people were observed to come to the Czech Republic during this period:

1. Returning workers and students
2. Labor migrants
3. Illegal labors
4. Small businessmen and traders
5. Diplomats
6. Students

Different from 1993 backward, this period was the time of most of the Vietnamese subjectively made decisions to come to the Czech Republic along with people who decided to stay after the Velvet Revolution.

Due to Carl Jung, in addition to conscious thoughts, motivation can be triggered by personal unconscious and collective unconscious. As some groups of the Vietnamese have biological inheritances from their ancestors to be able to work by manipulation, these experiences are stored in their human psyches making them automatically follow the inheritances with a cause and without going through cognitive process. Therefore, they feel more encouraged to. It is also a factor of previous experiences if they used to have the same job as the work they are doing in the Czech Republic as well as their childhood.

In contrast to the unconscious drives, according to B. F. Skinner, the decision of going to the Czech Republic is reinforced by positive (primary and secondary reinforcers) and negative reinforcement. However, due to the content theory, their needs can only be supported by the positive reinforcement.

	Positive reinforcement	
	Primary reinforcers	Secondary reinforcers
Returning workers and students	<p>As the exchange agreements were ended after the Velvet Revolution in 1989, only a few Vietnamese were permitted to stay. After 1993, a number of students and workers were motivated to return since they felt these following needs:</p> <ul style="list-style-type: none"> - Existence needs - Relatedness needs - Growth needs 	<p>The Vietnamese workers and former students came back mostly for family uniting purpose (relatedness needs). Moreover, they subjectively thought of supplying their children with better lives and education (growth needs for their children). In order to provide and satisfy their primary reinforcers, making a living is compulsory, which is another motivation to move (existence needs).</p>
Labor migrants	<p>The only difference between them is whether they have legal document. Despite all that, they all came from the same primary desire: existence.</p>	<p>For their existences and the existences of their family back in Vietnam, working for money is the main motivation. This motivation enlarges in their minds as family and the future of their children (growth needs) are the drives that make some of them got trapped and became a hand for illegal activities.</p>
Illegal labors		
Small businessmen and traders	<p>Businessmen and traders are primarily motivated by:</p> <ul style="list-style-type: none"> - Existence needs - Relatedness needs - Growth needs 	<p>Again, financial incentive is the cause to satisfy their primary needs. However, it is also a pulse for them to work hard and supply their family and children a better life. A few of them do businesses because of family uniting purpose, and since language and different skill set are also the reasons, they follow their family to sell and trade (relatedness needs).</p>

		Some of them put their growth to the top in order to successfully bring their products in the Czech markets (growth needs), yet some worship the idea of feeling respected by others that they are making a living abroad.
Diplomats	Vietnamese diplomats pursue after the idea of bonding the relation of Vietnam and the Czech Republic, they feel the need for growth in themselves, in the relationship of the two countries, or in short, the need of transcendence by looking forward to helping the relationship between Vietnamese and Czech. Sometimes they set aside their existence needs in favor of social ones.	
Students	With the needs for existence, relatedness, and growth, Vietnamese students make their choices to study in the Czech Republic.	As those needs occur in their minds, some of them seek for secondary reinforcer which is scholarship. Some of them pay all the fees to study so as to in the future, they can satisfy their esteem, cognitive needs and actualize themselves (growth needs). The students who come to the Czech Republic either going alone or with their family (relatedness needs). Either of one of them, the students are considered to be greatly ambitious.

Table 1: Positive reinforcement of pursuing different occupations in the Czech Republic for the Vietnamese

4.3 How Have Vietnamese Been Motivated to Come to the Czech Republic?

Their motivations and behaviors are explained based on the combination of Process Theory, Goal-Setting Theory, Self-Concept, Pay, and Operant Conditioning as shown in the following table.

	External factors		Internal factors
	Positive reinforcement	Negative reinforcement	
Returning workers and students	With the family reuniting reason or financial incentive which is extrinsic motivation, Vietnamese workers and students who came to Czechoslovakia before the Velvet Revolution were motivated to come back. Most of them decided to do businesses regardless of the studying field they had before.	The Vietnamese who choose to work or do business in the Czech Republic go out of Vietnam, where labor demand and wages aren't met. While the Vietnam economy has been on the rise, unemployment is unavoidable when one million jobs need to be created each year to meet the demand of the labor force, which is overload for the Government. Additionally, having injuries	In the purpose of coming back to the Czech Republic, former Vietnamese workers and students committed to their goal (outcome) of providing a better education and environment for their family and children. For them, coming back was the most potential action they could take at that time to fill the gap between expectancy and the outcome. It was the combination of knowledge of both the foreign country and of the academic knowledge they had as well as the ability and skills they possessed; therefore, they valued the decision.
Labor migrants	A considerable lack of labor force in Czech factories triggered the need to	during working hour still remained an issue as health	Not only the desire of a stable life to support themselves and their families take place, but also

	<p>look for resources in Vietnam. If the gap had been filled, a reinforcement of satisfying labor demand and depleting labor cost would occur.</p> <p>Moreover, pay is also the biggest concern of external reward to Vietnamese workers.</p> <p>Coming from disadvantaged background, coping with poverty and lack of education, social persuasion/peer influence and especially job agencies also affect their decisions.</p>	<p>problem, safety conditions, as well as employee training weren't the biggest concerns.</p> <p>Inflation happened to the economy plus price went up in 2008 pushed a portion of low-paid labor force to the edge of poverty (33), especially workers from rural areas of Vietnam. For Vietnamese who got trapped to work illegally, being hired from Czech factories via</p>	<p>their perceived self-efficacy with mastery experiences since working in fields or factories are their main activities. With the expectancy of 1, instrumentality of 1 and a positive valence, they direct themselves to "just go for it" with the hope to improve living conditions as it has the highest potentiality.</p>
Illegal labors	<p>With pay plays as an external reward for Vietnamese workers of this type, illegal labors were hired in Czech working places where the inadequacy of skilled workers with Czech nationalities is on the increase.</p>	<p>subcontractors, social and health insurances could be avoided, which led to lower wage costs.</p> <p>Hence, they make a decision to have an advantage of avoiding unemployment, working condition, poverty, and inflation.</p>	<p>These workers who had financial hardships mostly came from the rural areas in Vietnam, which had little access to education, even training courses. It is an irrevocable behavior from the past that rules could be broken and violated. They are regarded to have external locus of control.</p>

<p>Small business-men and traders</p>	<p>Profit drives their behaviors. On the other hand, Czech economy, which has been successfully gone through the transition with the emphasis in migration affairs, becomes an ideal location for businessmen and traders to make a living here. Marks of this success was when the Czech Republic became a member of the European Union in 2004 and when it joined the Schengen Region in 2007. This, in turn, also created other sources of Vietnamese businessmen came from neighbor countries such as Slovakia, Germany, Hungary, and even Russia.</p>		<p>According to Victor Vroom, these businessmen highly appreciated the outcome's value for the following reasons: firstly, they believe they are able to do businesses and by that, secondly, they will make substantial profit, which is the main target of almost everyone who does businesses.</p> <p>With the idea that doing businesses has the highest potential to make profit, the expectancy, reinforcement value, Vietnamese traders and businessmen decided to go on board as a strategy for a better future. They are considered to have internal locus of control. Some of them who have the capability to work in IT, Art, Financial, or Journal fields yet are barred to the language. For this reason, holding a business license has been the most common economic way to make a living among the community. An estimated percentage of 99% Vietnamese business license holders were in the country in 2005 (Czech Statistical Office).</p>
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Diplomats	Diplomats are always looking forward for a close relationship with the Czech Republic, to connecting Vietnamese community with the Czech community, and tighten the bond. Many bilateral economic agreements such as trading, investment, exchanging workers have succeeded as well as educational agreements with scholarship grants to hundreds of Vietnamese students.	It is always hoped to eradicate the bad comments of the Czech to some parts of the Vietnamese community by improving awareness of the Vietnamese and organize events for a closer relationship for two countries.	Being valued to its greatest by every Vietnamese that serves as a diplomat, even a small piece of them, connecting two countries, two communities, and people is an expected honor. The drives in these people are considered to be goal-internalization; they pursue their goals as establishing closer bond of the Czech republic and Vietnam.
Students	Scholarship is one of the most important incentives for Vietnamese students. There have been many scholarships that Czech Government granted. Besides, there are many international prizes, awards, and competition organizing in the Czech Republic and Europe. On the other hand, due to the demand	Since the education in Vietnam still needs developing, schools and facilities needs to be improved, the Vietnamese students have a cling on to raise their goals of studying in the Czech Republic.	The decision to study in the Czech Republic is a process of goal-setting. When they conceive themselves to have the adequate abilities and the support from their families, they start to be specific about their future goals by making strategies and direction with high commitment. Their expectation of studying performances in the Czech Republic is high and they value that the

	<p>for human capital that has been on the increase with the needs of more highly skilled labor force, Vietnam as well as the Czech Republic has been looking for graduate students with excellent skills and capabilities. However, studying in the Czech Republic can be an external influence from peers, families, or society (social modeling and social persuasion).</p>		<p>results of hard work will be a sense of achievement, of having gained more experiences and knowledge, and of respect.</p> <p>Also, seeing some Czech universities and colleges will offer jobs after graduate, some Vietnamese decided to both come to the Czech land to gain knowledge and have a job later, which will provide them a better life. They are the types of students who have internal locus of control, learning goal orientation, and action orientation.</p> <p>In general, Vietnamese students are motivated to study in the Czech Republic for their conceived identities, and importantly, their ideal selves. Their self-concepts trigger the ambitions, which create different drives in them with the pursuit of knowledge to fulfill their inner potential and to show their true selves (intrinsic motivation) and external selves.</p>
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Table 2: External and internal motivation propelling the Vietnamese to move to the Czech Republic

4.4 The Interviews

In this part of the thesis, eight Vietnamese were interviewed about the reasons why they came to the Czech Republic as well as their present lives, their perspectives on the Vietnamese community in the Czech Republic, and the relationship between two countries.

Mr. Truong Manh Son, ambassador of the Vietnamese Embassy in the Czech Republic

Came to the Czech Republic as the ambassador of Vietnam, Mr. Truong Manh Son has officially undertaken his mission as the highest ranking diplomat since the end of 2013. Since he used to work in the Vietnamese Embassy in the Czech Republic 10 years ago, Mr. Son understands the Czech cultures and society as well as the Vietnamese community. In his point of view, the Vietnamese community in the Czech Republic is very special. They came here by the exchange agreement between Czechoslovakia and Vietnam, and some of them decided to remain in the Czech Republic after the Velvet Revolution. Moreover, they really get attached to their country which led to the establishment of the Vietnamese Association in the Czech Republic. Supporting each other and making effort for a stable life, there are also 47 branches of the Association such as the Youth association, Women association, Buddhist association, War veterans association and so on. Talking about the characteristics of the Vietnamese community, he admits that they are, indeed, substantially hard working and determined to raise their children to be successful; for instance, the number of Vietnamese students who go to Gymnazium, win both Czech and International awards has significantly increased. Hence, it positively contributes to the two nations as well as the world development. “The Czech Republic has educated thousands of Vietnamese. Some of them return home, some decide to stay; however, both flows will considerably devote to the relation between the Czech Republic and Vietnam.”

Mrs. Nguyen Thi Tam, diplomat

Having worked in the Ministry of Foreign Affairs in Vietnam for more than 35 years, Mrs. Tam has been contributing her best as a diplomat in the Vietnamese Embassy in Prague since 2012. With the hope to give a hand in bringing Vietnam closer to the heart of Europe, she has arranged many meetings and conferences to be at their best in both the Embassy and the community. Giving her perspectives on the Vietnamese community in the Czech Republic, she regarded the community to be extremely united and diligent; they worked all

day and sometimes they even forgot how hard working they had been through. “Behind every tough Vietnamese is a warm and friendly heart with the desire to connect with the Czech society whether the purpose is to make a living or to study,” she said. As a diplomat who is about to accomplish her mission in the Czech Republic, she firmly said that in the near future, the bond between the two countries would definitely be tightened by not only the second and the third Vietnamese generations and a proportion of students in Vietnam who want to pursue their Czech degrees, but also the continuous efforts of the two Governments.

Mr. Vo Van Nam, Head of customer management (Asia- Vietnam) at Makro Cash & Carry Czech Republic

Coming to the Czech Republic in 2011, Mr. Vo Van Nam was assigned to work as the head of customer management in Makro Cash & Carry in Prague. It is the cooperation between Metro Cash & Carry Vietnam and Makro Cash & Carry Czech Republic which has lasted for 40 years under the main institution- Metro Group Germany. One of his missions is to develop and implement sales and marketing strategies so as to grow business with Asian in general and Vietnamese customers in the Czech Republic and Slovakia. As it is a 5-year-mission, the entire family moved to Prague; his children are now studying in international schools. Talking about his life at the moment, he laughed happily and said, “You know, it’s stable. I’m having a stable life, a stable job, the company pays me, and my family is here with me.” In the future, depending on the requirement of Metro Group in Germany, Mr.Vo might have another mission in other foreign country.

Stating his opinions on the Vietnamese community in the Czech Republic, he considered the community to be one of the largest Asian communities in the region with no difference in political perspectives; they mostly concentrate on making a living. On the other hand, the integration of the Vietnamese community is not as high as those in France and Germany due to language proficiency. Moreover, the Czech Republic used to be a country of immigration which made a number of Vietnamese people ended the movement from Eastern European countries to Western European countries.

Mr. Nguyen Ngoc Thiem, businessman

Having lived in the Czech Republic for 30 years, Mr. Thiem is an open Vietnamese man who established his own business to sell flight tickets and health in Sapa. However, before that was a long memorable time with lots of up and down which happened to him. Tracking back to the first time he came to Czechoslovakia in 1986, Mr. Thiem was appointed to study in vocational school due to the Bilateral Government agreement. After the training, he worked for Vítkovice factory- a metallurgical plant in Ostrava for 2 years. Being one of the first Vietnamese people to receive the green visas in 1991, he started to do some businesses. When being asked about the reasons why he did not come back to Vietnam, he said “It was the condition of our country during that time that couldn’t supply enough for his life as well as his future family.” However, everything has its own hardship, realizing the difficulties to make a living by repeating the same business activity every day and recognizing the study degree he had in his hand, Mr. Thiem decided to switch his job to office work in which he has been sticking with since 2000.

Regarding the Czech Republic to be his second home, Mr. Thiem considers his life at the moment to be stable with lots of friends and a family including his wife and two daughters who are both studying in Czech elementary school. Being satisfied with his life with an amount of income which, in his opinion, can guarantee for his family, he still works all day, even on the weekends. According to Mr. Thiem, although the first generation who merely concentrated on trading with language problem, the second Vietnamese generation starts to strive and fill in some leadership positions in the Czech Republic.

Ms. Hoang Thu Giang, student

Giang is a first year student studying in Metropolitan University in Prague. Like most other international students, her time spent at school is in English. Coming to the Czech Republic three years ago with her family as her father had diplomatic mission, she was only 15 deciding to pursue her high school degree in the Czech Republic. Ending their working term in 2014, her family returned to Vietnam, yet Giang made a decision to stay. In her opinion, it was a wise decision since the Czech education offers valuable lessons and knowledge to prepare for the future. Majoring in international business, Giang commits herself to come back to Vietnam seeking for a job, properly to have a position in the Vietnamese Ministry of Foreign Affairs due to the fact that she feels herself as a

Vietnamese child and a child of her own family. For Giang, the Czech Republic has a large Vietnamese community, which is a cornerstone for the relationship between the two countries. Talking about the future, she regarded that the second Vietnamese generation here would play an important role in tightening the relationship between Czech and Vietnamese people as well as motivating the Vietnamese community to mix in with the Czech culture. Their futures, in her perspective, would not definitely stop in doing small businesses like the former Vietnamese generation.

Mr. Nguyen Anh Vu, student

Moving to the Czech Republic at the age of 10, Nguyen Anh Vu, now a Master student studying Quantitative Methods in Economy in University of Economics, Prague, is pretty familiar with the Czech lifestyle, yet still remains the Vietnamese blood in him. Talking about how he happened to be here, it was his father who went to the Czech Republic to study for his PhD in 1996 after the split of Czechoslovakia. Soon after, in 1998, his father brought the family including him and his mother to Ostrava to establish a new life. As doing business was the main activity to make a living, Vu's father was also passionate in helping students in Vietnam come and study in the Czech Republic.

Finishing high school in a gymnázium, a type of high school which strongly bases on academic learning to prepare students for entering university, he decided to leave Ostrava for Prague to study his Bachelor degree in the same university- University of Economics. For him, it was a good decision to study in Prague due to its long and traditional education and the youth-friendly environment. After obtaining his Bachelor degree, Vu started to work for DHL and Vodafone in Prague to gain some real life experiences which then led him go forward for Master program. "The Czech education," he said "is not overload like the education in Vietnam; it lets students unleash their creativity." In the future, Vu hopes to successfully finish his master study and take care of the family.

Mrs. Nguyen Thi Binh, seller

Located near to “Novy Smichov” the shopping center, Mrs. Nguyen Thi Binh “potraviný” is always bustling and thriving with locals. As it is a family-run business, this “potraviný” which includes grocery, food, beverages, and clothing is owned by Mr. and Mrs. Binh along with her sister’s family. Came to the Czech Republic with the support of a friend one year after the split of Czechoslovakia, her desire was to focus on making business till now. “Previously at home,” she said “I was doing business, too. Then, I moved to the Czech Republic to make a living, met my husband, and we had a baby. He is now 15 and goes to a gymnázium. Speaking about her business, she stated that Vietnamese business in the Czech Republic is getting saturated owing to the fact that the Czech business and economy are now put into focus, making small and retail Vietnamese trading stores slightly diminished. Despite the situation, Mrs. Binh still decides to stay in Prague with the hope that her son can absorb a better education. In her opinion, she considers the Vietnamese community in the Czech Republic is very hard working and united. “There are different types of them, not all Vietnamese are bad. The people who turn to crime are those who have a lack of financial background and knowledge to go abroad; therefore, they are usually deceived by bad people. They then have no choice but make a living illegally,” she proclaimed. Talking about the future, Mrs. Binh and her family will continue to live in the Czech Republic as far as her son has a solid background in education.

Mr. Duong Quoc Bao, manicurist

Born in 1996, Bao, a shy yet open teenager, is now working at a nail salon in Prague 5. Making a decision to book tickets from Da Nang to Prague 7 years ago, his parents started to fund themselves by doing business. With the worry of a mother who was abroad while her son was at home, Bao’s mother determined to bring him to the Czech Republic. Having spent almost 3 years here, he revealed, “After those first months living in Prague, I began to work in a hairdresser’s for a while, then I switched to another beauty service which has been manicure till now.” As everybody has their own choices on which road to walk in life, Bao confidently stated he preferred making money to having a stable education at the moment. In the near future, he planned to continue making money.

Name	Occupation	Satisfied/Dissatisfied with the decision to move
Mr. Truong Manh Son	Ambassador of the Vietnamese Embassy in the Czech Republic	Satisfied
Mrs. Nguyen Thi Tam	Diplomat	Satisfied
Mr. Vo Van Nam	Head of customer management (Asia- Vietnam) at Makro Cash & Carry Czech Republic	Satisfied
Mr. Nguyen Ngoc Thiem	Businessman	Satisfied
Ms. Hoang Thu Giang	Student	Satisfied
Mr. Nguyen Anh Vu	Student	Satisfied
Mrs. Nguyen Thi Binh	Seller	Satisfied
Mr. Duong Quoc Bao	Manicurist	Partly satisfied, partly dissatisfied

Table 3: Condition of some of Vietnamese on their occupations in the Czech Republic

5 Discussion

Throughout the research, a number of key findings about the drives behind the motivation of Vietnamese people moving to the Czech Republic have been identified. Serving as a detecting reward stimulus, the mesolimbic dopamine system encourages people to yearn for drives in combination with the lateral habenula to make decisions and evaluate the advantages of their motivations. Therefore, the drives behind the act are the unconscious and the cognitive (conscious) process. They contribute to the formation of the two main motivations: intrinsic and extrinsic motivation, which in turn create a motor for Vietnamese people to pursue the financial factor, education, collaboration, and international relation in the Czech Republic.

Firstly, the financial incentive is a strong external reward, an extrinsic motivation that hardly anybody in life would not want to chase. Deep down in the brain, it is the primary needs that automatically lead each individual to work on the secondary need, which is money. Thus, it has been observed that a large proportion of the Vietnamese community are involved in doing their own business such as running a restaurant, flight ticket office, or owning a hairdressers', trading, or selling such things as clothing, groceries, and textiles, etc. With a long history dated back before the Velvet Revolution, the Vietnamese had already conducted business activities on the borders of Czechoslovakia. Nowadays, the number of Vietnamese owning trade licenses is greatly rising. The increasing number of small business is partly due to the cross-culture perspective which is collectivism. They follow what their family have invested in, what their alumni take effort to do; that is, the fastest way to reach their secondary reinforcement. It is also the reason why some Vietnamese who have already received higher education end up selling clothing, groceries even though they speak the Czech language as Nguyen Anh Vu's father. It is influenced by both internal and external factors when finding a job that suits their degree, which is hard in the Czech Republic with more and more labors entering the job market. They have no choice but to go back to the original state where trading and selling was easier to take action. In contrast, there are plenty of them who are qualified to work for many Czech as well as International companies as they go for the opposite direction to most Vietnamese choose to do. These people overcome the stereotype with higher objectives, dare to step

out of the familiar zone with higher expectation and self-concept. In short, they seek self-actualization and recognition but at the same time better financial base.

On the contrary, there still exist Vietnamese immigrants who get into illegal work. Most of them are from the rural areas of Vietnam where education is a matter of access; hence, they have a disadvantage in absorbing knowledge globally, making them easy to be tricked by job agencies and intermediaries. They might not have not much knowledge nor experience in a legislative environment where new rules had been adopted and amended after a short period of time due to the transition of the Czech Republic. Equally there might be language barriers to stop them being updated with the new regulations, these workers' targets were clear when they could both earn higher wages than legal employees' wages and keep social benefits. They are the triggers that make Vietnamese illegal workers to go through a process of expectancy. With the skills in heavy work and backup from the employers, they believe they can perform the work, even illegally, when identifiable outcomes, tangible rewards are promised to be handled. Those are the supports that they need and value. In the situation when Vietnamese labor had to pay a huge amount of money to the job agencies (6500-14000 USD) in Vietnam, worrying how much hardship they would have to go through in a whole new culture, then find out there was no capacities left for their working positions, their expectancies, instrumentalities, valences, behavior potential, and self-concepts have motivated them to just perform, even under illegality. Besides, it is, surprisingly, an irrevocable behavior from the past that rules could be broken and violated since Vietnamese in the rural areas are limited to access to education, which causes them to be unorganized and careless about their behaviors.

For labor migrants, despite all the counterfeits they had to suffer: discrimination, exploitation, poor working condition, lower wages compared to other Czech workers, Vietnamese workers went home, still complimenting and bragging about how great lives they had in the Czech Republic which make a social persuasion and social modelling on others, yet some committed about the harsh situations. Coming from the rural areas in Vietnam, they have a long tradition of doing manipulation work as their ancestors involved in agriculture; thus, it is considered that a part of their collective unconscious supports the cornerstone of the decision. Their self-concepts of who they are still keep them pursuing for tangible rewards.

More and more Vietnamese students excel at schools and universities. The number of Vietnamese students choose to study in the Czech Republic is soaring; they are here to search for educational, cultural, and international accesses in order to satisfy their esteem needs and self-actualization needs. With scholarship serving as a positive reinforcement- an external motivation- a fundamental base, Vietnamese come to study in the Czech Republic is no doubt due to intrinsic motivation; however, they also look for extrinsic one, especially when they need a solid educational base for a great job with satisfying level of salary in the future. They set their goals, regulate them, commit to them, practice with endurance with a lot of hard work; that is, they gradually self-actualize themselves with a network of habit and strategies created via the basal ganglia in the brain.

Additionally, they are also in the Czech Republic to cooperate in business, journalism, etc. and enhance the international relation between two countries. These people are the strings to connect the Vietnamese to the Czech; without people like Mr. Truong Manh Son, Mrs. Nguyen Thanh Tam, or Mr. Vo Van Nam, etc. the development of the Vietnamese community as well as the bond between two countries would have not been achieved. They are the type of people who have strong internal motivation that goes beyond them to look forward to humanity; in other words, their transcendence needs and characteristics of having goal- internalization are the motors behind their decisions.

The Vietnamese, wherever they come from, which part of Vietnam they belong to, or which jobs they are about to take, they value what they expect to achieve whether it is earning money, studying, tightening the bond between the Czech Republic and Vietnam in its highest potential. Their needs and cognitive processes are the determiners; mostly looking forward to existence and relatedness needs, Vietnamese who do small business, work in any Czech factories, and even illegal labors have one thing in common: an expectation of growth needs for their children either in the Czech Republic or in Vietnam. However, Vietnamese students whose main purpose is to study in Czech education are very ambitious with the desire to self-actualize.

After all, the impulses that lead and direct them are mostly their family and partly themselves. They are considered to be extremely hard working which is a characteristic of general workers and farmers in Vietnam; in this way, they are affected by their ancestor, or their collective unconscious which partly drives them to go on the same track as their

ancestors. As being diligent, some Vietnamese families even stick to their habit of working nonstop while hiring Czech nanny looking after their kids. As stated in the theory, the higher the expectation of receiving some rewards, the harder people work for it.

As mentioned above, collectivism, in this case: family-oriented is a cultural perspective of most countries in Asia, and it is not an exception to 90% of the Vietnamese families. It is the reason why former workers and students return, the factor why most of them come with their families to the Czech Republic. To cooperate, to unite, to satisfy love and belongingness needs, a “potraviny” ran by four people like Mrs. Nguyen Thi Binh’s is no shocked, a family including parents who own a small shop in order to send their children to school is no surprise. Needless to say, with their perseverance, endurance, intensity, and goal commitment, they are working all days regardless of the weather condition, holiday, and vacation. The drive here is family; their family is everything to them, a better future for their children is all they desire in life.

6 Conclusion

As the world is changing, demand of people changes. Like a polygon, the drives behind the motivation of people have plenty of angles and aspects to delve into, yet everybody with regard to races, ethnicity, genders, ages, languages, or mind all strive for one thing in their lives: a better and brighter future.

Vietnam- a Southeast Asian country which went through period of devastating War- is trying harder to improve and develop the economy, education, and society than ever before; on the other hand, the Czech Republic is a Central European country with developed economy, high living standard, and prestigious long traditional education. The Czech Republic has been observed to be a place that serves as a solid base for a large flow of Vietnamese people. Throughout the thesis, there are several key points stated as follow:

The Vietnamese first started moving to the Czech Republic in the 1950s when the international aid from Czechoslovakia for Vietnamese children was established. With time passed, the bilateral exchange agreement was signed between two communist countries; they were in Czechoslovakia for training program, vocational schools, universities, and working in factories. The peak of the flow was during 1975-1993. After the Velvet Revolution in 1989, most of the Vietnamese had to return home, yet some decided to remain in the Czech Republic starting to do business. From the split of Czechoslovakia, it has been recorded hundreds of flights back and forth between the Czech Republic and Vietnam.

With the six typical flows of people from Vietnam: returning workers and students, labor migrants, illegal labors, small businessmen, diplomats, and students, there are collective unconscious and conscious influences in pulling the motivation strings in each of them. The intrinsic and extrinsic motivation analyses occur inside the human brain, going through the cognitive process to make the final moving decision. The key external trigger for most of the Vietnamese is the financial incentive, working manipulatively or formally to achieve their scheduled goals. The Vietnamese in the Czech Republic is popular with trading and selling in different regions of the country, especially in Prague. Furthermore, education, cooperation, as well as international relations also play an important role in propelling them. Whether it is because of work or education, they come here to start a new life, fill in their needs, achieve their goals, and satisfy their motive drives.

Moreover, collectivism is a main theme of the Vietnamese culture. The Vietnamese mostly come to the Czech Republic with their families or to reunite with their families who have been staying in the Czech Republic. Usually their term of stay is longer than other Vietnamese since their purpose is to do business, cooperate with Czech or international companies, or to serve as diplomats. On the other hand, collectivism also shows in the way they make a living by collaborating in doing small business with shared purposes.

The number of Vietnamese students coming to the Czech Republic is on the increase. Tracking back before 1993, most of the Vietnamese students studied in vocational school; however, many universities are now filled with Vietnamese students. They study hard to gain future goals; many receive both Czech and international academic awards. Unlike the first generation who obtained their higher education degree but ended up doing small businesses, the young Vietnamese generation now is thriving for an open and promising door after they graduate.

Being described as extremely hard working and diligent, whether their purpose of stay is to make a living, to work, or to study, Vietnamese people pursue after the idea of a better life as long as they believe that the ultimate reinforcement is to see the bright future of their children.

To sum up, from the unconscious to the conscious and cognitive process, from defining the internal and external, intrinsic and extrinsic motivation, positive and negative reinforcement, from the general study of the Czech Republic and Vietnam, the motor behind the pulse of going to the Czech Republic is revealed. Deep down in these factors is a reflection of people regardless of their races, ethnicity, genders, ages, languages, or minds. In whatever way, we, as human beings, are one united body sharing the same color. Like Carlos Fuentes, a Mexican writer, once said, "Recognize yourself in he and she who are not like you and me."

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