

A STUDY ON JOB SATISFACTION AMONG TEACHERS AT A UNIVERSITY IN HANOI, VIETNAM

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Abstract:

The primary aim of this research is to evaluate the job satisfaction among teachers at a university in Hanoi and find out some suitable ways to enhance teachers' satisfaction level. On the purpose of achieving the professional goal above, data were collected through survey questionnaire from teachers who are working in the univeristy. The data analysis was conducted to obtain descriptive and inferential statistics. Findings of the data analysis indicated that teachers generally satisfy with the institution in term of profession, colleagues and promotion opportunities. Whereas, based on the research result, some recommendations or adapting have come out in order to improve working environment for teachers in the univeristy.

Keywords: *A university in Hanoi; Higher education; Job satisfaction; Teachers.*

1. Introduction

Human resource is regarded as an organization's most valuable resource. It is the sum of executive, supervisor, and employee talents and abilities, which represent the sum of inherent abilities, acquired knowledge, and skills. It should be noted that human resources should be utilized to their fullest potential to accomplish individual and organizational objectives. Therefore, the employee's performance ultimately determines goal achievement. However, motivation and job satisfaction have a significant impact on employee performance.

The Covid-19 pandemic has impacted most life domains and sectors, including higher education. Students had to officially study

online by using some applications such as Zoom Meeting, Google Meet or Microsoft Teams. These changes affected not only students but also teachers. Thus, in order to understand this, the study was conducted to clarify how teachers satisfy with their job.

Especially at this univerty, there were some changes concerned with human resouces from many departments so far. Thus, it is absolutely essential to measure the level of job satisfaction among teachers working in this institution.

2. Literature review

2.1. Job satisfaction theories

There are numerous factors related to job satisfaction such as training, environment, incomes, promotion, recognition, and

capacity. These factors add to the bigger entire to meet work fulfillment. The dimensions of job satisfaction that are free of cognitive dissonance, a variety of tasks, freedom to perform these tasks, ability to complete tasks, pay, and security are all considered by Wood, Chonko, and Hunt (1993).

According to Weiss (2001), job satisfaction illustrates how content an individual is with his or her job. If teachers are happy with their job, they will be more satisfied with life and workplace. Job satisfaction is different with motivation, even though it is slightly related and linked. Job is aimed at improving the job satisfaction and performance.

Job satisfaction is an important element associated with depression (Gray-Stanley & Muramatsu, 2011). Sveinsdóttir et al. (2006) stated that job satisfaction consists of remuneration, autonomy, the nature of work, promotion policies, satisfaction with coworkers, and the opportunity to acquire sufficient knowledge and skills.

2.1.1. Frederick Herzberg Two Factor Theory

Herzberg (1968) says that there are two things: "Hygiene factors" and "motivators".

The factors that are related to the conditions under which a job is carried out are referred to as hygiene factors, which are also referred to as maintenance factors. These factors are not intrinsic components of a job. Policy and administration, technical supervision, interpersonal relationships with supervisors, peers, and subordinates, salary, job security, personal life, working conditions, and status are all examples of these factors.

2.1.2. Locke's Value Theory

Locke (1976) came up with the idea for this theory. According to this theory, an employee will be satisfied in his or her job if the benefits he or she receives align with his or her goals. As a result, employees are more satisfied when they receive outcomes they value; They experience less contentment the

less of an outcome they value. To put it another way, employees are dissatisfied with their jobs because they don't get the aspects of the job they want. The opposite is true: job dissatisfaction rise with discrepancy. According to this theory, managers should pay attention to the aspects of the job that make employees unhappy and change them so that they make employees happier.

2.1.3. Adams' Equity Theory

Adams (1965) contributed this theory. This theory's fundamental premise is that workers compare their output-to-input ratio to others. He claims that inequity occurs when a person perceives an unequal ratio of their own outcomes to their work. Age, gender, education, social status, organizational position, qualification, hard work, and other factors are all examples of inputs. While output means things like pay, status, promotion, and other things.

2.2. Methods of measuring job satisfaction

There have been many methods to measure job satisfaction which include rating scales, critical incidents, interviews, and action tendencies. The following subsections provide more detail of each method.

2.2.1. Rating scales

Rating scales is the most common method for determining job satisfaction. There are two broad categories of these scales. One is called a "tailored scale," and it is made for a specific project or setting. The second set includes a standardized scale before it is used. It was created to establish group norms on the scale and guarantee the measuring instrument's validity and reliability. In practice, the custom scale is frequently utilized. The job descriptive index (JDI), which was created by Smith, Kendall, and Hulin (2010), is one of the most widely used standardized scales. There are distinct scales on the JDI for satisfaction with pay, promotions, management, work, and coworkers. It has been applied to a wide range

of employee samples on a large scale, and it provides norms for employees based on their age, gender, education, income, and community. JDI has been widely used by behavior researchers over the years and only takes 10 to 15 minutes to administer. It provides a comprehensive picture of employee attitudes toward the majority of jobs.

2.2.2. *Critical incident*

Herzberg and his colleagues (1959) developed the critical incident approach to measure job satisfaction in their study of the two-factor theory of motivation. The question to employees was whether they were particularly pleased or dissatisfied with their jobs. After that, the content of these incidents was analyzed to determine which aspects were closely linked to favorable and negative attitudes.

2.2.3. *Interviews*

Interviews are conducted individually in order to find out his/her satisfaction and dissatisfaction about the job.

2.2.4. *Action tendencies*

These are people's tendencies to avoid or approach certain things by finding out how they feel about acting in relation to their jobs.

2.2.5. *Likert Scale*

Likert came up with this standardized survey method in 1932 (Likert, 1932). In this, people are asked to show whether they agree or disagree with certain aspects of the job. A person must also indicate how strongly they agree or disagree with a statement. Typically, this is done using a 5-point scale. The various statements are included in a questionnaire. The participants are asked to respond to these statements and indicate whether or not they are true. A numerical score can be assigned to each response category by assigning a value, and the individual scores in each category can be added together to get a total score. A positive overall score, on the other hand, can be interpreted as negative.

In this study, a 5 Likert Scale adapted survey questionnaire was used in order to measure teachers' job satisfaction. The survey questionnaire was discussed in the methodology section.

2.3. *Previous studies*

Up to now there have been a number of researchers interested in evaluating job satisfaction by carrying out with the aim of finding the merits and demerits of the workers during working time.

In the world, job satisfaction was researched in the beginning of 1930s and extremely affected by the economic and employment crises of the desperation and by the latest evolution in attitude evaluation.

A study of Shubayr et al. (2022) with the title "Assessment of job satisfaction, lifestyle behaviours, and occupational burnout symptoms during the Covid-19 pandemic among radiologic technologists in Saudi Arabi" which was aimed at assessing job satisfaction, lifestyle behaviors, occupational burnout symptoms, and associated factors among RTs in Saudi Arabia. This study used self-administered survey questionnaire for 261 participants. The correlations between job satisfaction, lifestyle behaviors, and burnout symptoms in the workplace suggest that enhancing lifestyle behaviors and managing burnout symptoms might help people feel better about their jobs.

Luque-Reca et al. (2022) conducted a study "Teachers' life satisfaction: A structural equation model analyzing the role of trait emotion regulation, intrinsic job satisfaction and affect". This cross-sectional study aimed at testing a comprehensive structural equation model of the the direct and indirect (through affect and intrinsic job satisfaction) correlation between trait emotion instruction and life satisfaction among 404 Spanish teachers. The present study is the first to use SEM methodology with teachers to simultaneously

evaluate the role of positive and negative affects and intrinsic job satisfaction as mediators between trait emotion regulation and life satisfaction. By incorporating all of these variables into a single model, the shared variance between the examined predictors of teachers' life satisfaction can be used to identify interrelationships and distinctive differential contributions.

In Vietnam, there are some research related to job satisfaction. Bui, and Nguyen, (2017) used survey questionnaire to collect data from 313 lecturers teaching at different universities in Hanoi. According to the findings of this study, income and welfare policies, regulations governing teaching and scientific research, and other factors influence lecturers' levels of satisfaction; facilities of universities, on which teaching and scientific research regulations have the greatest influence. This provides the basis for some suggestions for improving lecturers' work satisfaction.

In a study conducted by Vu and Be (2022) to measure factors affecting job satisfaction and connection, 175 lecturers participated in the survey by answering questions via Google Form. The result showed that intrinsic factors was more important than extrinsic factors. Moreover, leader's ability and vision play a vital role with the stable development of the institution.

3. Methodology

3.1. Instrument for data collection

This study uses quantitative research method to identify teachers' job satisfaction. The instrument for collecting data in this study is adapted survey questionnaire which was strongly believed to help the researcher have reliable and valuable information for the evaluation. In this survey, teachers answer some questions related to job satisfaction in term of salary, leader, job or promotion. The survey questionnaire consists of two main part which are personal information and teachers'

job satisfaction questions.

3.2 Participants

The participants of this study were 41 full-time teachers who are working in different departments of the university, including linguistics and tourism, Pharmacy, Automotive Engineering Technology, Electric and Electronics, Basic Science and Economics. In order to gain insight to the background of the participants, information relating to gender, age, and teaching experience was collected and coded as categories. Table 1 shows the participants' demographic profiles.

Table 1. Participants' Demographic characteristics (n=41)

Categories	Groups	n
Gender	Male	19
	Female	22
Age	>30	35
	<30	6
Teaching experience	>5	21
	<5	20
Total sample size		41

As shown in the Table 1, there were more female participants (n=22) than male ones (n=19). Among these 41 participants, thirty-five were over 35 years old, and only six of them were less than 30 years of age. In terms of teaching experience, nearly half of them (n=21) had more than 5 years while 20 participants had less than five years teaching experience.

Hypothesis 1: Female teachers are more satisfied with the job than male teachers in term of salary.

Hypothesis 2: Female teachers are more satisfied with the job than male teachers in term of promotion.

Hypothesis 3: Female teachers are more satisfied with the job than male teachers in term of working time.

3.3. Data analysis process

Data were analyzed by using SPSS 20 to

obtain descriptive and inferential statistics (ANOVA).

4. Research results

4.1. Teachers’ satisfaction about salary, promotion and working time

Teachers’ satisfaction about salary, promotion and working time was synthesized and presented in the tables and chart below:

Table 2. Female teachers’ satisfaction in term of salary

Mean	3.409090909
Standard Error	0.142018396
Median	3
Mode	3
Standard Deviation	0.666125321
Sample Variance	0.443722944
Kurtosis	0.27344776
Skewness	0.364686376
Range	3
Minimum	2
Maximum	5
Sum	75
Count	22

Table 3. Male teachers’ satisfaction in term of salary

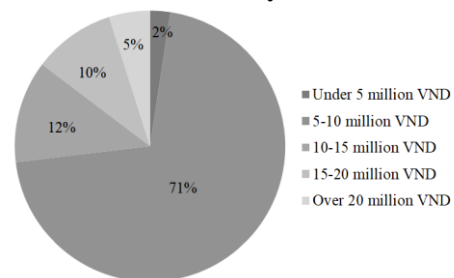
Mean	3.684210526
Standard Error	0.171894017
Median	4
Mode	4
Standard Deviation	0.749268649
Sample Variance	0.561403509
Kurtosis	0.23247932
Skewness	-0.269871004
Range	3
Minimum	2
Maximum	5
Sum	70
Count	19

In term of salary, it can be seen clearly in the tables 2 and 3 that the overall mean score of teachers’ satisfaction is 3.57, which indicates moderate satisfaction. Among 41 teachers, the mean of female teachers’ satisfaction is less than the mean of male

teachers (3.42 and 3.72 in turn). Moreover, the mode and the median of male teachers are 4 out of 5, meanwhile the median and the mode of female teachers is 3. That means male teachers are more satisfied with the wage than female teachers.

In addition to that, everyone needs reasonable income for a living in order to cover their house fee, children study and so on. In this survey, majority of teachers who hold at least an MA degree have their wage at the ranges of 5 to 10 million a month, eventually some of them earn under 5 million VND within a month. It is rather low income for a lecturer working at a university. Only 4 lecturers can earn more than 15 million a month. Actually, with good income, teachers do not need to find other jobs to earn more money for their lives. From that, they can assure about their job and be more eager to work more dedicatedly.

Chart 1. Teachers’ salary



Besides the income monthly, increasing salary regularly is an ideal idea that helps teachers have more motivation and effort to work. Everything raises and changes day by day, teachers have to spend a lot for their lives. Thus, a periodically increasing salary makes teachers feel safe and ease working. Actually, offering an attractive employee benefits package is the best way to keep the staff working and turning over.

Table 4. Female teachers’ satisfaction in term of promotion

Mean	3.409090909
Standard Error	0.142018396
Median	3.5

Mode	4
Standard Deviation	0.666125321
Sample Variance	0.443722944
Kurtosis	-0.429207677
Skewness	-0.698616069
Range	2
Minimum	2
Maximum	4
Sum	75
Count	22

Table 5. Male teachers' satisfaction in term of promotion

Mean	3.684210526
Standard Error	0.171894017
Median	4
Mode	4
Standard Deviation	0.749268649
Sample Variance	0.561403509
Kurtosis	0.23247932
Skewness	-0.269871004
Range	3
Minimum	2
Maximum	5
Sum	70
Count	19

As shown in table 4, the mean of female teacher's satisfaction in term of promotion is 3.4. The maximum rate is 4 out of 5 (1 is totally disagree, 5 is totally agree) and the minimum rate is 2 out of 5. Meanwhile, table 5 illustrates that the numbers of male teachers who reported higher job satisfaction was 3.68. Specifically, the maximum rate is 5 out of 5 and the minimum is 2 out of 5. To conclude about the satisfaction in term of promotion, male teachers are more satisfied with the job promotion than female teachers.

Table 6. Female teachers' satisfaction in term of working time

Mean	3.909090909
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Standard Error	0.145778859
Median	4
Mode	4
Standard Deviation	0.683763459
Sample Variance	0.467532468
Kurtosis	-0.64917154
Skewness	0.113749538
Range	2
Minimum	3
Maximum	5
Sum	86
Count	22

Table 7. Male teachers' satisfaction in term of working time

Mean	3.736842105
Standard Error	0.22739441
Median	4
Mode	4
Standard Deviation	0.991189256
Sample Variance	0.98245614
Kurtosis	2.359140531
Skewness	-1.319397988
Range	4
Minimum	1
Maximum	5
Sum	71
Count	19

Table 6 shows that the mean of female teacher's satisfaction in term of working time is 3.9 which explains significant satisfaction. The maximum rate is 5 out of 5 and the minimum rate is 3. Meanwhile, table 7 highlights that the numbers of male teachers who reported less job satisfaction was 3.73. To be more detail, the maximum rate is 5 out of 5 and however the minimum is 1 out of 5. To sum up about the satisfaction in term of working time, female teachers are more satisfied with the job promotion than male teachers.

Table 8. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Incomes	Based on Mean	0.055	1	39	0.816
Promotion	Based on Mean	0.029	1	39	0.865
Working time	Based on Mean	1.352	1	39	0.252

As can be seen in Table 8, the Sig. of Levene is over 0.05. Therefore, there is no meaningful statistics difference between female teachers and male teachers in term of job, promotion and working time satisfaction.

The Table 9 below presents results of the ANOVA test.

Table 9. ANOVA test results

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Incomes	Between Groups	1.475	1	1.475	2.810	0.102
	Within Groups	20.476	39	0.525		
	Total	21.951	40			
Promotion	Between Groups	0.772	1	0.772	1.549	0.221
	Within Groups	19.423	39	0.498		
	Total	20.195	40			
Working time	Between Groups	0.302	1	0.302	0.429	0.516
	Within Groups	27.502	39	0.705		
	Total	27.805	40			

Moreover, according to ANOVA test, the sig of variances is over 0.05. Particularly, the sig of Incomes variance is 0.102, promotion sig is 0.221 and working time sig is 0.516. Thus, it is not enough to confirm that there is a difference between genders in term of incomes, promotion and working time.

5. Discussion

This study aimed at measuring the teachers’ job satisfaction in a university in Hanoi. Therefore, the researcher has a new insight into the job satisfaction in which portrays its merits and drawbacks. From that, it can be adjusted and improved to get better in the future in order to help teachers work more effectively. The study has achieved teachers’ responses to the research questions whether the job meets teachers’ expectations and objectives. According the survey, most of teachers were probably satisfied with their job when they are working at the university.

Working is a process in which it always needs to be changeable not only in term of teachers but also leaders.

To achieve above study objectives, the researcher hypothesized some hypotheses based on the previous literature. With the first hypothesis “Female teachers are more satisfied with the job than male teachers in term of salary”, the hypothesis was not right. To conclude that, male teachers are more satisfied with the job than male teachers in term of salary.

The second hypothesis “Female teachers are more satisfied with the job than male teachers in term of promotion”, according to the survey, male teachers are more satisfied with the job than male teachers in term of promotion. So that the second thesis was wrong.

The hypothesis “Female teachers are more satisfied with the job than male teachers in

term of working time” was right.

In summary, teachers probably satisfied with their incomes, working time and promotion policies. However, there should have some changes in order to have better satisfaction.

6. Conclusion

According to the findings above, it can be clearly seen that majority of teachers are satisfied with their job. Whereas, there should have some changes in order to enhance teachers’ satisfaction. Firstly, the institution should have reasonable income for teachers that can cover their basic life of living. From

that teachers can contribute and devote for the school, there is no need of finding and working another job. Secondly, in term of promotion, the leaders might give a detail and clear promotion route for employees of which they can strive and be eager to achieve the goals. Last but not least, due to the specific characteristic of job, teachers have a lot of work after teaching time such as designing lesson plan, marking, making the test, researching and others. It is absolutely essential to minimize paper work and unrelated things for teachers.

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NGHIÊN CỨU SỰ HÀI LÒNG CỦA GIẢNG VIÊN TẠI MỘT TRƯỜNG ĐẠI HỌC Ở HÀ NỘI

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Tóm tắt:

Mục tiêu chính của nghiên cứu nhằm đánh giá sự hài lòng của giảng viên tại một trường Đại học ở Hà Nội và tìm ra một số phương pháp phù hợp để cải thiện mức độ hài lòng của giảng viên. Để đạt được mục tiêu này, dữ liệu thu thập thông qua bảng khảo sát điều tra dành cho giảng viên cơ hữu đang công tác tại trường. Dữ liệu được thu thập và phân tích theo phương pháp phân tích thống kê mô tả, phân tích phương sai một yếu tố ANOVA. Kết quả nghiên cứu cho thấy giảng viên khá hài lòng với cơ sở giáo dục về công việc, khả năng thăng tiến cũng như mối quan hệ với đồng nghiệp. Tuy nhiên, cơ sở giáo dục vẫn có thể nghiên cứu và áp dụng những khuyến nghị được nêu ra trong nghiên cứu này để nâng cao chất lượng của môi trường làm việc cho giảng viên.

Từ khoá: *Giảng viên; Giáo dục đại học; Sự hài lòng của giảng viên; Trường Đại học ở Hà Nội.*