TEACHER JOB SATISFACTION IN VIETNAM NATIONAL UNIVERSITY OF FORESTRY

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ABSTRACT

The purpose of this study was to explore factors that affect teacher's job satisfaction in Vietnam National University Of Forestry (VNUF), using exploratory factor analysis. Questionnaires were sent to 151 faculty members in VNUF by email, 30 of them were randomly selected for the interview. Statistical techniques (exploratory factor analysis, multiple regression, descriptive analysis) were used to analyze and interpret results. The present research identified 6 factors affecting the level of teacher's job satisfaction including colleagues relationship, administration, job's characteristics, personal development, compensation and management policies, while working conditions and relationship with students were not related to the job satisfaction level of teachers. It was also found that faculty members quite satisfied with their job.

Keywords: Education, job satisfaction, Vietnam National University Of Forestry, Vietnam.

Đánh giá sự hài lòng trong công việc của giảng viên tại Trường Đại học Lâm nghiệp Việt Nam

TÓM TẮT

Mục tiêu của nghiên cứu này là sử dụng mô hình nhân tố khám phá nhằm xác định các nhân tố ảnh hưởng đến sự hài lòng trong công việc của giảng viên tại Trường Đại học Lâm Nghiệp. Bảng câu hỏi được gửi đến 151 giảng viên tại VNUF bằng email, 30 người trong số đó được chọn một cách ngẫu nhiên để phỏng vấn chuyên sâu. Các công cụ thống kê (mô hình nhân tố khám phá, hồi quy đa biến, mô tả thống kê) được sử dụng để phân tích số liệu và giải thích kết quả. Kết quả nghiên cứu chỉ ra 6 nhóm nhân tố ảnh hưởng tới mức độ hài lòng trong công việc của giảng viên bao gồm: mối quan hệ với đồng nghiệp, sự lãnh đạo, đặc điểm công việc, khả năng phát triển cá nhân, tiền lương và chính sách quản lý, trong khi đó điều kiện làm việc và mối quan hệ với sinh viên không có quan hệ với sự hài lòng của giảng viên. Nghiên cứu cũng phát hiện ra rằng giảng viên tại Trường Đại học Lâm Nghiệp khá hài lòng với công việc của họ.

Từ khóa: Giáo dục đại học, sự hài lòng, trường Đại học Lâm nghiệp Việt Nam, Việt Nam.

1. INTRODUCTION

Job satisfaction is one of the most widely discussed issues in organizational behavior and human resources management. Several studies have been done in developed countries, for example, in the US and Europe. However, the research about job satisfaction in Vietnam is limited, especially in higher education institutions. According to Bhuian & Menguc (2002), job satisfaction is an attitude that individuals have about their jobs. It is an extent to which one feels positive or negative about intrinsic and extrinsic aspects of one's job.

Understanding employee's job satisfaction as well as its antecedents is very important for managers. Hunt (1975) suggested that job satisfaction has been a construct for predicting employee's behaviors and attitudes. Employees with high level of job satisfaction may perform

highly effective and productive while people who are dissatisfied with their works may reduce their level of effort or intend to leave their organization (Vicky, 2004).

VNUF has been facing with the shortage of teachers in recent years, that can influence the quality of education. Improving the quality of education and human resource is considered as one of the most important missions of the university, in order to meet excellent standard and to cope with new challenges. Several policies have been issued by managers, however, the shortage of human resource seems more and more seriously when many talent teachers were or intent to leave the university to work for other organizations, especially teachers who have studied in foreign country. It is necessary to verify whether the reasons are poor working conditions or teachers feel dissatisfied with their current job.

Thus, this research was conducted to collect data from VNUF to evaluate the level of teacher's job satisfaction in the university and to explore antecedents of teacher's job satisfaction. In addition, suggestions are proposed for improving the level of teacher's job and to motivate and keep talent teachers to stay in the organization.

2. METHODOLOGY

2.1. Literature reviews

According to Locke (1969), job satisfaction is perceived as a positive or negative evaluation of employee's job or experience, and refers to employee's self assessments of what they like or dislike in their jobs. Spector (1997) suggested that job satisfaction is simply how people feel about their job and how different aspects of their job are. It is the extent to which people like or dislike their job. Aspects of jobs related to job satisfaction include salary, supervision, promotion, benefits, rewards, operating conditions, coworkers, work itself and communication. De Witte (2005) indicated job satisfaction was related to individual's perception and evaluation of a job, where

individual perception about job satisfaction was influenced by individual's circumstances such as their needs, values and expectation. Therefore, measuring job satisfaction can be a challenge, because perception of satisfaction varies with different people.

Job satisfaction has become a popular topic of research related to human behavior, outcome, turnover and worker's performance, especially in higher education settings. Several studies have been conducted to explore the antecedents and consequences of teacher's job satisfaction. According to Griffeth (2000) and Spector (1997), job satisfaction was significantly affecting job performance and organizational commitment, teachers with high level of job satisfaction may have great turnover, by contrast, teachers with low level of job satisfaction or dissatisfaction may reduce their work efficiency and may have negative behavior as quitting their job. In another research, Jonathan & Thibeli (2013) investigated the relationship and impact of intrinsic and extrinsic job's satisfaction on intention to leave among teachers in 3 schools in Tanzania. Intrinsic satisfaction was measured by 12 variables including: ability utilization, achievement, activity, authority, creativity, independence, moral values, responsibility, security, social service, social status and variety. Extrinsic satisfaction was described by 6 variables including: advancement, school's policies, compensation, recognition, supervision-human relation and supervision-technical. The results indicated that intrinsic and extrinsic satisfaction had significant negative relationship with intention to leave and intrinsic satisfaction indicated stronger prediction of teacher's intention to leave.

Duong (2014) investigated impacts of personal factors on teacher's job satisfaction in Vietnamese higher education and found that faculty members were moderately satisfied with their job, male teachers were more satisfied than their female counterparts and teachers who have master degree were more satisfied than those holding bachelor's degree. Tran (2013) carried out a research to explore

antecedences of teacher's job satisfaction in An Giang University and reported that five factors affecting teacher's job satisfaction include salary and benefit, employer's management, colleague relationship, working environment and job's characteristics.

2.2. Research model

Instrument for measuring job satisfaction is rather diverse depending on theory related job satisfaction used as well as characteristics of job itself and purposes of the research. The most often used of all tools of measuring job satisfaction is conducting a survey, which uses from 5 to 20 facets for measuring job satisfaction, each facet contains from 2 to 20 items, and Likert's scale is a dominated tool.

Based on the Teacher Job Satisfaction Questionnaire (Lester, 1987), results of our preliminary research and related researches in Vietnam, we proposed the following model:

JS = f(PDE, JOB, COW, WOR, MPO, ADM, COM, RWS)

JS is a dependent variable that measures the general level of teacher job satisfaction, which is described by 4 variables. The five degree Likert scale was used to measure general job satisfaction with responses ranging from 1 = Very dissatisfied to 5 = Very satisfied.

Independent variables were measured by 8 factors including personal development (PDE), job's characteristics (JOB), co-workers (COW), working conditions (WOR), management policy (MPO), administration (ADM), compensation (COM) and relationship with students (RWS) (Table 1). The 5 degree Likert's scale was used with ranges from 1= "Strongly disagree" to 5= "strongly agree".

2.3. Data collection

Basing on statistical method, the number of samples needed in this research was 145 with the confident interval level of 6%. In another approach, Dinh (2013) suggested that sample size can be calculated by multiplying the number of variables with 3. Thus, the sample size needed in the research was 3×43=129. In order to collect data, 196 questionnaires were released to participants by email. Participants are full-time teachers in VNUF, who were selected randomly from the list of employees of the organization. Among the distributed questionnaires sent by emails, 165 were returned, but 14 of them were eliminated because of missing information. The number of participants was 151 and response rate of 77%, which was considered to be acceptable for the research.

Characteristics of respondents are presented in Table 2. The participants included 62 males and 89 females with 41% and 59%, respectively. Seventy percent of participants were on age group of 30-39 years old (46%), followed by the group of 20-29 years old with 60 teachers (44%), 9 teachers (6%) in 40-49 age group and 6 teachers (4%) in 50-60 age group and the average age of teachers was 32.8. Almost of teachers were married (74.2%), their working experience were mostly less than 15 years, 37% of teachers have been worked for less than 5 years while 51% has worked from 6 to 15 years. Teachers with more than 15 years of experience was 12%. Of 151 participants, 28.5% (n=43) have Bachelor degree, 55.6% (n=84) hold Master degree and 15.9% (n=23) hold Ph.D degree.

Table 1. Explanation of the study variables

Factor	Variable	Variable interpretation
Personal development	PDE 1	Opportunity to participate in conferences and academic seminars
	PDE 2	Opportunity to study in higher level of education
	PDE 3	Technical supports for example foreign language, information technology, research methods
	PDE 4	Opportunity to utilize personal capacity
	PDE 5	Opportunity to reach higher positions

Factor	Variable	Variable interpretation
Job's characteristics	JOB 1	Your work is exciting, challenging and innovative
	JOB 2	Your work can utilize your creativity
	JOB 3	Your work help you to update valuable knowledge
	JOB 4	Your work is suitable with your ability
	JOB 5	You have to spend much time on work
Co-worker	COW 1	Colleagues are friendly
	COW 2	Colleagues give me life supports
	COW 3	Colleagues often sharing academic knowledge
	COW 4	Fair competition between teachers
	COW 5	Colleagues give me work supports
Management policy	MPO 1	Financial policies are clear and transparent
	MPO 2	Human resource policies are clear and fair
	MPO 3	Promotional policies are clear and fair
	MPO 4	Policies are adequate for work
	MPO 5	The teacher evaluation criterial are clear and fair
	MPO 6	Contribution of teachers in building policies
	MPO 7	Teacher's ideas are important in building policy process
Administration	ADM 1	Managers give teachers work supports
	ADM 2	Managers recognize teacher's contribution
	ADM 3	Managers give teachers life supports
	ADM 4	Managers create favorable working condition
	ADM 5	Managers treats fairly with all teachers
	ADM 6	Managers are good at professional competence
	ADM 7	Managers are good at leadership
Compensation	COM 1	Salary corresponds with your workload
	COM 2	Salary is enough for living
	COM 3	Salary is fairly distributed
	COM 4	Rewards correspond with teacher's contribution
Working conditions	WOR 1	Teaching facilities are modern
	WOR 2	Teaching facilities are adequate for work
	WOR 3	Library services are adequate for work
	WOR 4	Facilities and services are user-friendly
	WOR 5	Clean work environment
Relationship with students	RWS 1	Students discuss with teacher in class
	RWS 2	Students discuss with teacher outside class
	RWS 3	Students collaborate with teachers in scientific researches
	RWS 4	Students participate in society activities
	RWS 5	Students sharing their difficult with teachers
Job satisfaction	JS 1	I feel proud of working here
	JS 2	I like working here
	JS 3	My life is ensured to work here
	JS 4	I always praise the reputation of the university, especially with people who want to work here

Table 2. Characteristics of respondents

Variable	Variable category	N	Percentage (%)
Gender	Male	62	41
	Female	89	59
Marital status	Single	39	25.8
	Married	112	74.2
Age	20-29	60	44
	30-39	70	46
	40-49	9	6
	50-60	6	4
Years of working	Less than 5 years	56	37
	From 5-15 years	77	51
	More than 15 years	18	12
Academic degree	Bachelor	43	28.5
	Master	84	55.6
	Doctor degree	23	15.9

2.4. Data Analysis

Data was analyzed by 3 steps , using SPSS software version 20.0 .

(1) Using Cronbach's alpha internal consistency coefficient to test reliability of variables' measurement,

(2) Using xxploratory factor analysis method to find out which factors correlated with job satisfaction, and

(3) Using multiple regression o test the validity of model and to evaluate the influence of independent variables on dependent variable.

3. RESULTS AND DISCUSSIONS

3.1. The general level of teacher's job satisfaction in VNUF

Level of teacher's job satisfaction was assessed by mean level (table 3). The result shown that in general, teachers was quite satisfied with their jobs and the level of teacher's job satisfaction in VNUF was 82.6% (= 4.13/5). Faculty members strongly satisfied with co-workers and administration with the levels of 89% and 79.8%, respectively. Relatively high levels of job satisfaction were seen in some

aspects of work such as job's characteristics (78.2%) and personal development (76.8%), compensations (72.4%) and management policies (70.4%).

Table 3. Level of teacher's job satisfaction in VNUF

Teacher's job satisfaction dimensions	Mean (M)	Standard Deviation (SD)
Administration	3.99	0.86
Management policies	3.52	0.92
Co-workers	4.45	0.65
Personal development	3.84	0.89
Compensation	3.62	0.95
Job's characteristics	3.91	0.98
General Job satisfaction	4.13	0.79

3.2. Testing reliability of the instrument

George & Mallery (2003) provided the following rules for Cronbach's alpha reliability coefficient: " Cronbach's alpha > 0.9-Excellence, Cronbach alpha > 0.8-Good, Cronbach's alpha > 0.7-Acceptable, Cronbach's alpha > 0.6-Questionable, Cronbach's alpha > 0.5-Poor and Cronbach's alpha < 0.5 Unacceptable".

The Cronbach's alpha for each instrument was calculated (Table 4). The reliability coefficients of all factors were high, greater than 0.75 for all the scales, and coefficient of overall instrument was 0.946, indicating a very good internal consistency of the study instrument.

Table 4. Testing reliability of the instrument

Factor	Items (n)	Cronbach's alpha (α)
Personal development	5	0.849
Job's characteristics	5	0.792
Co-workers	5	0.904
Working conditions	5	0.846
Management policies	7	0.914
Administration	7	0.949
Compensation	4	0.885
Relationship with students	5	0.862
All variables	43	0.946

3.3. Exploratory Factor Analysis

After checking the reliability coefficient of variables, all of 43 variables related to teacher's job satisfaction were selected for exploratory factor analysis (EFA). Exploratory factor analysis is a mathematically complicated method which was used to condense large number of variables into shorter group of correlated variables by extracting and rotating these variables with principal component analysis and varimax method. Principal component analysis is suitable for this research because it is most commonly used to condense the information contained in a large number of original variables into a smaller set of new composite dimensions, with a minimum loss of information.

(1) The correlation coefficient between individual variable and factor loading coefficient in the study was greater than 0.5, meaning that the relationship between variabes is tied and EFA is an appropriate statistical method . If the correlation coefficients are smaller than 0.3 then using EFA is inappropriate (Hair et al, 1995).

(2) The Kaiser-Meyer-Olkin measure of sampling adequacy in the model was 0.891, indicating that sample size was large enough for exploratory factor analysis. According to Kaiser (1974), KMO ranges from 0 to 1 and the sample is adequate if KMO is greater than 0.5.

(3) The result of Bartlett's test (P value = 0.000 < 0.05) indicated that the sample was valid and suitable for EFA (Tabachnick, 2007).

After some rounds of exploratory factor analysis, final result of EFA showed that from initial model of 8 components with 43 variables, a new model with 38 variables was introduced (Table 5).

3.4. Multiple regression

The relationship between teacher's job satisfaction and 8 explanatory factors was explored by using multiple regression. Dependent variable was general teacher's job satisfaction, independent variables included: administration, management policies, co-workers, compensation, relationship with students, personal development and working condition (Table 6).

As displayed in Table 5, R^2 is a statistical measurement of how close the data are to the fitted regression line, result of multiple regression $R^2 = 0.510$, indicated that 51% of variability of teacher's job satisfaction can be explained by the model. The result of F-test suggested that the model was statistically significant at 99% confidence level (F = 18.48).

The result of regression showed that ADM, MPO, COW, COM and JOB were statistically significant with job satisfaction at 99% of confidence level (P-value < 0.01). PED was significant at 95% of confidence level (P-value = 0.025 < 0.05). RWS and WORK were not correlated with teacher's job satisfaction (P-value > 0.05). In conclusion, teacher's job satisfaction in VNUF was influenced by 6 factors including: administration, management policies, co-workers, personal development, compensation and job's characteristics while relationship with students and working condition did not have relationship with job satisfaction.

Table 5. Rotated component matrix

Variable	Factor							
	1	2	3	4	5	6	7	8
MPO3	0.597							
ADM1	0.772							
ADM2	0.823							
ADM3	0.799							
ADM4	0.778							
ADM5	0.738							
ADM6	0.800							
ADM7	0.827							
WORK3		0.756						
WORK4		0.776						
MPO1		0.601						
MPO4		0.576						
MPO6		0.667						
MPO7		0.643						
COW1			0.734					
COW2			0.869					
COW3			0.813					
COW4			0.828					
COW5			0.797					
RWS1				0.718				
RWS2				0.783				
RWS3				0.807				
RWS4				0.759				
RWS5				0.840				
PDE1					0.782			
PDE3					0.677			
PDE4					0.729			
PDE5					0.716			
COM1						0.831		
COM2						0.769		
COM3						0.657		
COM4						0.655		
JOB1							0.767	
JOB2							0.670	
JOB4							0.756	
WORK1								0.768
WORK2								0.565
WORK5								0.845

Table 6. Summary of the multiple regression model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (P-value)	Collinearity Statistics	
	Beta	Std.error	Beta			Tolerance	VIF
CONSTANT	.000	.059		.000	1.000		
ADM	.437	.059	.437	.436	.000	1.000	1.000
MPO	.229	.059	.229	3.900	.000	1.000	1.000
COW	.162	.059	.162	2.760	.007	1.000	1.000
RWS	.112	.059	.112	1.910	.058	1.000	1.000
PDE	.133	.059	.133	2.258	.025	1.000	1.000
COM	.338	.059	.338	5.761	.000	1.000	1.000
JOB	.297	.059	.297	5.062	.000	1.000	1.000
WORK	.087	.059	.087	1.485	.140	1.000	1.000

Note: $R^2 = 0.510$, Adjusted $R^2 = 0.483$, Standard error = 0.719, F = 18.48

The result of multiple regression revealed that the 6 factors had significant positive relationship with teacher's job satisfaction. The impact of 6 variables on job satisfaction was in the following order: administration, compensation, job's characteristics, management policies, co-workers and personal development. Multicollinearity can occur when two or more predictors in the model are highly correlated, mulicollinearity occured if VIF (variance inflation factor) is greater than 10 or correlations between variables are greater than 0.9 (Ho, 2013). We found that VIF of all variables was much smaller than 10, indicating mulicollinearity was not present.

4. CONCLUSIONS AND IMPLICATIONS

The result of this research concluded that teacher's job satisfaction was influenced by six factors including administration, management policies, co-workers, personal development, compensations and job's characteristics. These factors positively affect teacher's job satisfaction. Hence, the level of VNUF teacher's job satisfaction can be increased by improving those factors.

Administration

The results showed that administration has strong impact on the level of teacher's job satisfaction. Administration was measured by 8 variables including promotion policies, work supports, recognition, life supports, working conditions, fair treatment, and manager's professional competence and leadership. Therefore, the level of teacher's job satisfaction might be increased if factors related to administration be improved. In fact, leadership style of managers are very different, thus, in my own opinion, managers need to create a fair and supportive working environment where everybody can devote their best for the organization.

Compensation

The finding of this research showed that compensation is the second important factor that affects the level of teacher's job satisfaction. However, the level of satisfaction with compensation of teachers in VNUF was not too high. Many teachers said their salary is just enough for basic needs. Thus, managers should increase salary for employees, especially for young teachers who often complain that their salary are too low. In addition, policy makers should focus on salary distribution because in community society the perception of fair treatment is very important and large gap of income between employees may lead to job dissatisfaction.

Job's characteristics

Faculty members in VNUF moderately satisfied with job's characteristics which included 3 variables job variety, job creativity and workload. In my opinion, managers need to give teachers more autonomy that helps them develop their creativity in work by solving problems in their own ways.

Management policies

The result showed that the lowest level of job satisfaction was seen in the aspects of management policies, for example, financial policies and contribution of employees in the process of building new policies. Thus, managers should focus on improving management policies by sharing decision making power, such as financial, budget, discipline and curriculum. In my own opinion, increasing the role of teachers in building policy process is a good way for rising teacher's job satisfaction.

The result of multiple regression indicated that there was no relationship between teacher's job satisfaction and working conditions. However, the facts showed that most of teachers complained about the quality of internet and library services.

Co-workers

The result of this research showed that the level of satisfaction with factor co-workers was so high. Almost teachers agreed that the relationship with their colleagues was very good in work as well as in personal life. However, the result of face- to- face interview indicated that many teachers complained about the difficulty when working with other departments and administrative divisions. Thus, managers should improve the connection in work between departments and administrative divisions, in addition, managers need to improve interpersonal relationship among teachers by creating supportive environment in workplace.

Personal development

Personal development is an important factor, which may influence the decision of stay or leave the organization of faculty members. The result of this study suggested that in order to improve the level of teacher's job satisfaction managers should give teachers more opportunity to improve their knowledge and skills, such as training courses, academic seminars and foreign language courses. Moreover, the best way to keep talent teachers stay in VNUF is showing them a clear message which helps every body understand and believe that working in VNUF they will have oppotunities to improve their knowledge and skills as well as developing their career.

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