

FACTORS INFLUENCING JOB SATISFACTION OF LECTURERS AT NON-PUBLIC UNIVERSITIES IN HANOI**Duong Minh Tu**

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ABSTRACT

The author surveyed 315 university lecturers from several non-public universities in Hanoi, Vietnam. Data collected was processed using SPSS20 software, yielding the following results: The factors impacting "Job Satisfaction of Lecturers at Non-Public Universities in Hanoi" in order of influence from highest to lowest are as follows: The most significant factor is "Income"; the second is "Working Environment"; the third is "Training and Promotion Opportunities"; the fourth is "Colleagues"; and finally, the fifth is "Leadership". Based on these findings, the author provides several suggestions to enhance job satisfaction for lecturers at non-public universities in Hanoi.

Keywords:

Job satisfaction, lecturers, non-public universities

1. INTRODUCTION

Human resources are considered the most valuable asset of any organization. For employees to feel secure and dedicated to their work, management needs to pay attention to various factors. One of these factors is ensuring that employees are satisfied with their current job. When employees are satisfied, they tend to be more committed to the organization, which enhances their work motivation and overall performance.

University lecturers are regarded as the key determinants of education quality in higher education institutions. They represent a highly specialized workforce. However, for them to fully utilize their knowledge and dedication, management must consider the factors affecting their job satisfaction.

The topic of job satisfaction among employees in general, and university lecturers in particular, has attracted considerable interest from researchers both domestically and internationally.

Beheshta Alemi (2013), in her study "Job Satisfaction of Teachers in Afghanistan," aimed to measure job satisfaction among teachers in four southern provinces of Afghanistan. The data analysis from a survey of 132 teachers identified factors influencing job satisfaction, including job nature, leadership, promotion opportunities, colleagues, salary, and working conditions.

Job satisfaction among employees has become an important research area in recent years. Munyengabe (2017), in a case study of two newly established colleges at a university in Beijing, China, aimed to explore the correlation and investigate the extent and factors affecting the motivation and job satisfaction of university lecturers. The study involved 70 lecturers, with 51.4% male and 48.6% female participants. Data were analyzed using frequency, percentage, and Pearson's linear correlation coefficient. The motivation level of lecturers was found to be satisfactory (average = 2.707), primarily influenced by encouragement, promotion, and salary. Job satisfaction was also deemed satisfactory (average = 2.660), mainly affected by financial rewards. The correlation analysis indicated a significant relationship between lecturer motivation and job satisfaction.

Phan Khanh Trang and colleagues (2021) investigated the factors affecting job satisfaction among lecturers at Hue University, Thua Thien Hue province. The study surveyed 300 lecturers from six member universities of Hue University. Using linear regression model analysis, the study found that relationships with colleagues had the strongest impact on job satisfaction, followed by compensation and benefits, student learning quality, working conditions, and job nature. Other factors, such as training and promotion opportunities, management policies, and leadership, had less impact on job satisfaction, although all factors were significant. Based on these results, the authors suggested several policy recommendations for managers to further enhance lecturer satisfaction at Hue University.

Le Nguyen Doan Khoi (2013) conducted a study to identify the factors influencing job satisfaction among employees at Tien Giang University. The study identified five groups of factors affecting employee satisfaction: job nature, salary and allowances, working relationships, training and promotion opportunities, and physical conditions. These factors

were measured using 24 observed variables. The analysis of factors influencing work motivation aimed to contribute to practical human resource planning at the institution and increase job satisfaction among university staff. There are numerous studies on employee job satisfaction both domestically and internationally. However, research on the job satisfaction of lecturers at non-public universities seems to be lacking.

2. RESEARCH DESIGN

2.1. Research Model

Based on a review of domestic and international studies on job satisfaction and the factors affecting job satisfaction among employees in general and university lecturers in particular, the author proposes the following research model:

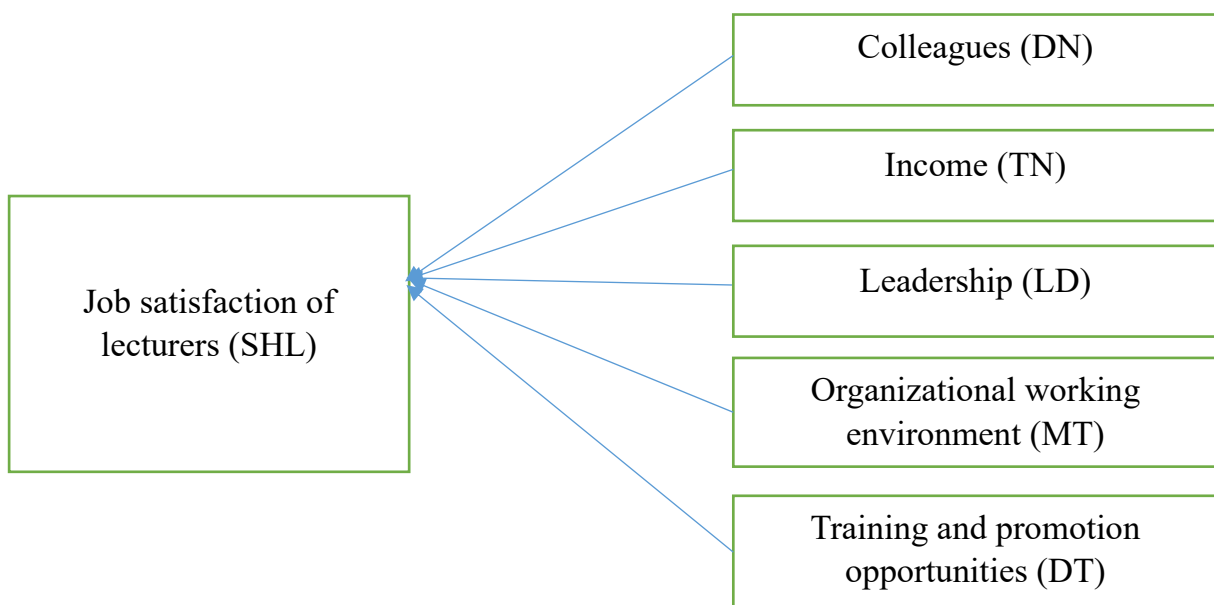


Figure 1.1. Research Model for University Lecturers' Job Satisfaction

(Source: Author's Summary)

2.2. Research Hypotheses

Hypothesis 1 (H1): Relationships with colleagues positively affect job satisfaction of lecturers at non-public universities in Hanoi.

Hypothesis 2 (H2): Salary and benefits positively affect job satisfaction of lecturers at non-public universities in Hanoi.

Hypothesis 3 (H3): Leadership positively affects job satisfaction of lecturers at non-public universities in Hanoi.

Hypothesis 4 (H4): The organizational working environment positively affects job satisfaction of lecturers at non-public universities in Hanoi.

Hypothesis 5 (H5): Training and promotion opportunities positively affect job satisfaction of lecturers at non-public universities in Hanoi.

2.3. Research Data

Due to resource constraints, the author used a convenient, non-probability sampling method. A total of 350 survey questionnaires were distributed, and 315 valid responses were collected. The remaining 35 responses were invalid due to missing information or identical answers for all questions.

Table 1. Characteristics of Lecturers at Non-Public Universities in Hanoi in the Survey Sample

No.	Content	Category	Number of Lecturers (N)	Percentage (%)
1	Gender	Male	178	56.5
		Female	137	43.5
2	Age	Under 30	55	17.5
		30 - 50	210	66.7
		Over 50	50	15.9
3	Professional Level	Doctorate	34	10.8
		Master's	232	73.7
		Other	49	15.6
4	Seniority	Under 5 years	81	25.7
		5 - 10 years	167	53.0
		Over 10 years	67	21.3

(Source: Data processed using SPSS software)

Based on the data in the table above, the proportion of male lecturers participating in the survey is higher (56.5%) compared to female lecturers (43.5%). The majority of non-public university lecturers surveyed fall within the age group of 30-50, accounting for the highest proportion (66.7%). Corresponding to this age structure is the structure of seniority; most lecturers at the universities in the research sample have less than 10 years of experience (78.7%). As a result, 73.7% of lecturers have a master's degree, while only 10.8% hold a doctoral degree.

3. RESEARCH RESULTS

3.1. General Evaluation

Table 2. Average Values of Job Satisfaction Factors for Lecturers at Non-Public Universities in Hanoi

	N	Minimum	Maximum	Mean	Std. Deviation
SHL1	315	1	5	3.88	.873
SHL2	315	1	5	4.00	.899
SHL3	315	2	5	4.07	.789
SHL4	315	1	5	4.08	.845
SHL5	315	1	5	4.17	.840
SHL6	315	1	5	4.04	.824
SHL7	315	2	5	3.96	.849
SHL8	315	1	5	4.02	.839
SHL9	315	1	5	4.02	.901
Valid N (listwise)	315				

(Source: Data processed using SPSS software)

Based on the above results, we observe that the mean values of the variables approximate around 4. Therefore, the lecturers agree and are satisfied with the observed variables from SHL1 to SHL9. Overall, these results indicate that lecturers at the universities are satisfied with their workplace.

3.2. Correlation Analysis Results

Table 3. Pearson Correlation Coefficient Table

		SHL	DN	TN	MT	LD	DT
SHL	Pearson Correlation	1	.654**	.332**	.706**	.723**	.688**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	315	315	315	315	315	315
DN	Pearson Correlation	.654**	1	.236**	.509**	.708**	.444**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	315	315	315	315	315	315
TN	Pearson Correlation	.332**	.236**	1	.393**	.184**	.432**
	Sig. (2-tailed)	.000	.000		.000	.001	.000
	N	315	315	315	315	315	315

MT	Pearson Correlation	.706**	.509**	.393**	1	.513**	.581**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	315	315	315	315	315	315
LD	Pearson Correlation	.723**	.708**	.184**	.513**	1	.517**
	Sig. (2-tailed)	.000	.000	.001	.000		.000
	N	315	315	315	315	315	315
DT	Pearson Correlation	.688**	.444**	.432**	.581**	.517**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	315	315	315	315	315	315

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Data processed using SPSS software)

From the table above, we observe that the significance values (sig) of the Pearson correlation t-tests between the six independent variables DN, TN, MT, LD, DT, and the dependent variable SHL are all less than 0.05. Thus, there is a linear relationship between these independent variables and the dependent variable at a 99% confidence level (corresponding to a significance level of 1%).

3.3. Regression Analysis Results

Table 4. Regression Analysis Results Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.859 ^a	.738	.733	.51647253	1.903

a. Predictors: (Constant), FMT, FDT, FLD, FTN, FDN

b. Dependent Variable: FSHL

(Source: Data processed using SPSS software)

The Model Summary table provides us with the results of R-squared (R Square) and adjusted R-squared (Adjusted R Square) to assess the model fit. The adjusted R-squared value of 0.738 indicates that the independent variables included in the regression analysis explain 73.8% of the variance in the dependent variable, while the remaining 26.2% is attributed to variables outside the model and random error.

The Durbin-Watson statistic (DW) value of 1.903 falls within the range of 1.5 to 2.5, indicating no first-order autocorrelation assumption violation.

Table 5. ANOVA Analysis Results

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	231.576	5	46.315	173.632	.000 ^b
	Residual	82.424	309	.267		
	Total	314.000	314			

a. Dependent Variable: FSHL

b. Predictors: (Constant), FMT, FDT, FLD, FTN, FDN

(Source: Data processed using SPSS software)

The ANOVA table gives us the test result F to evaluate the suitability hypothesis of the regression model. The test sig value F is equal to 0.000 < 0.05, so the regression model is appropriate.

**Table 6. Results of multivariate regression analysis
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.660E-016	.029		.000	1.000		
1 FDN	.382	.029	.382	13.106	.000	1.000	1.000
FTN	.455	.029	.455	15.616	.000	1.000	1.000
FLD	.134	.029	.134	4.600	.000	1.000	1.000
FDT	.414	.029	.414	14.192	.000	1.000	1.000
FMT	.442	.029	.442	15.165	.000	1.000	1.000

a. Dependent Variable: FSHL

(Source: Data processed using SPSS software)

Coefficients Table provides us with t-test results to evaluate the significance of regression coefficients, VIF index for multicollinearity assessment, and regression coefficients. Variables FDN, FTN, FLD, FDT, FMT all have t-test sig values less than 0.05, indicating statistical significance. Therefore, these variables all impact the dependent variable FHL. The regression coefficients of these independent variables are positive, indicating they have a positive impact on the dependent variable.

In the table, the VIF values of the independent variables are all less than 2, indicating that the data does not violate the assumption of multicollinearity.

From the regression coefficients, we can construct two standardized regression equations as follows:

$$FHL = 0.382*FDN + 0.455*FTN + 0.134*FLD + 0.414*FDT + 0.442*FMT$$

Conclusion of hypotheses:

- H1: Colleagues influence Job Satisfaction (accepted)
- H2: Income influences Job Satisfaction (accepted)
- H3: Leadership influences Job Satisfaction (accepted)
- H4: Training influences Job Satisfaction (accepted)
- H5: Work environment influences Job Satisfaction (accepted).

4. DISCUSSION OF RESEARCH RESULTS

The independent variables representing factors affecting "Job Satisfaction of Lecturers at Non-Public Universities in Hanoi" are all significant in the study (Sig.<0.05) and influence "Job Satisfaction of Lecturers at Non-Public Universities in Hanoi," with all five factors having a positive impact.

The factors affecting "Job Satisfaction of Lecturers at Non-Public Universities in Hanoi," ranked from highest to lowest impact, are as follows: The strongest influence is "Income"; the second is "Working Environment"; the third is "Training and Promotion Opportunities"; the fourth is "Colleagues"; and lastly, "Leadership."

These research results show both similarities and differences compared to some studies in the context of educational institutions in Vietnam. Pham Thi Lien (2017) found that recognition had the most positive impact on job satisfaction among lecturers in Vietnam. This aspect includes factors such as random rewards and promotion opportunities. Performance-based rewards and promotion opportunities significantly influence lecturer retention at the workplace. Additionally, salary and fringe benefits are other factors positively affecting job satisfaction among lecturers. The other three factors—"Relationship with Supervisors," "Relationship with Colleagues," and "Operational Procedures at the Institution"—did not have a statistically significant relationship with job satisfaction among lecturers.

However, the results of this study differ considerably from those of Pham Thu Hang (2015). Hang's survey of 153 respondents, who were non-managerial employees at foreign organizations providing educational services in Vietnam, revealed that only five factors significantly impacted job satisfaction. These were job nature, promotion opportunities, leadership, colleagues, and working conditions. Income did not have a clear impact on job satisfaction among employees.

5. IMPLICATIONS FOR ADMINISTRATORS

Based on the analysis of the current situation and practical observations by the authors, the research team proposes several solutions to enhance job satisfaction among lecturers at non-public universities in Hanoi. These solutions are

intended to provide guidance for university leaders to formulate policies that are relevant to the realities of each institution.

Firstly, universities should prioritize improving the material living conditions and welfare of lecturers. Higher income often makes lecturers feel that their efforts are recognized and valued, leading to higher job satisfaction. Additionally, having income sufficient to meet basic needs and personal expenditures helps lecturers focus more on teaching and research. Competitive salaries and performance-based bonuses can encourage lecturers to work diligently, investing more time and effort into their work. Universities should regularly assess the labor market and adjust basic salaries to ensure competitiveness and fairness. Furthermore, institutions should establish policies for regular salary increases based on seniority, job performance, and performance evaluation results. The degree of salary adjustment should significantly exceed market inflation rates. Apart from basic salaries, bonuses contribute to increasing lecturers' income. Universities should institute reward programs based on teaching performance, research output, and contributions to the institution. For lecturers, research activities are crucial alongside teaching. Therefore, institutions should consider reward systems based on research outcomes, including special incentives for publications in reputable journals or research awards. Moreover, universities should establish Research Support Funds to enhance funding for research projects, providing lecturers with additional income from these projects. These funds can also support lecturers' participation in conferences and workshops domestically and internationally, creating opportunities to access funding sources and research collaborations.

Secondly, universities need to improve working conditions for lecturers. Adequate facilities can provide favorable conditions for lecturers to perform their work effectively and comfortably. Basic equipment such as computers, projectors, interactive boards, and other teaching aids are minimal requirements for effective teaching. Regular and timely technical support from technical staff helps lecturers solve technical issues easily. According to the research team's observations, most non-public universities currently meet lecturers' basic needs quite well. However, many institutions lack private spaces for lecturers. Specifically, lecturers often only have shared spaces such as department offices or meeting rooms, without dedicated workspaces. This situation can affect lecturers' concentration at work. Moreover, lecturers may lack or have no space to rest during lunch breaks, which partly affects their mental health, especially those who teach two full sessions a day.

Thirdly, universities need to establish policies that create opportunities for training and career advancement for lecturers. Training and career advancement opportunities are crucial factors influencing job satisfaction among lecturers. Universities should invest in specialized and continuous training programs, including short-term and long-term courses, seminars, and online training programs. This helps lecturers update their knowledge and enhance teaching and research skills. These programs should be designed flexibly to accommodate lecturers' busy schedules. Additionally, universities should establish a financial support fund specifically for lecturers' training activities. This fund can sponsor lecturers to participate in courses, seminars, and advanced training programs both domestically and internationally. Such support not only helps lecturers enhance their qualifications but also demonstrates the institution's commitment to their professional development. Furthermore, universities should develop transparent, fair, and clear promotion policies. Promotion procedures should be publicized and implemented fairly, based on lecturers' abilities, achievements, and contributions. This helps lecturers have a clear direction and feel fairness in their promotion opportunities.

Finally, universities should create a working environment where lecturers feel respected by management and have opportunities for professional development. The satisfaction of university lecturers with their colleagues and leadership plays a crucial role in maintaining a positive work environment and motivating personal and professional development. One important solution is to enhance positive communication and interaction between lecturers and colleagues as well as leadership. Regular meetings and professional activities provide opportunities for sharing information, opinions, and experiences, creating a supportive and empathetic environment. Moreover, developing training programs and workshops to enhance teaching and research skills can provide opportunities for lecturers to develop professionally and share knowledge together. Additionally, creating opportunities for professional networking and collaboration can be promoted through organizing conferences, seminars, and extracurricular activities. Such events not only provide opportunities for lecturers to exchange ideas and experiences in their field but also promote cohesion and interaction among members of the university community.

These proposed solutions aim to address various aspects affecting job satisfaction among lecturers at non-public universities in Hanoi, providing practical guidelines for university administrators to enhance lecturer satisfaction and retention.

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