THE DETERMINANTS OF JOB SATISFACTION AMONG TEACHERS IN VIETNAM

By

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ABSTRACT

This study investigates the determinants of teachers' job satisfaction in Lam Dong Province, Vietnam. It also provides comprehensive insights on teachers' motives in joining the teaching career. Furthermore, the study examines the relationship between job satisfaction and variables of career motives and demographic background. The approaches employed for this study were survey questionnaire, in-depth interviews, group discussions and observations. These combined methods are expected to produce more convincing and efficient results as they are suitable in assessing a large number of respondents, testing and developing hypotheses, gaining comprehensive understanding and providing a rich description of emergent concepts. The findings generally supported the replication of Herzberg's theory in Vietnam's educational setting. They showed that satisfiers of teaching career overwhelmingly were phenomena intrinsic to teaching task. Dissatisfiers, on the other hand, were those extrinsic to the teaching core and beyond the ability of teachers. The study also found that job security and teachers' status were the most influential reasons affecting teachers' decision in entering the teaching profession while financial considerations and other extrinsic reasons played smaller roles. The research findings provide an analytical framework for policy makers in Vietnam to create appropriate policies for the benefit of teachers, students and the educational system. Furthermore, understanding teachers' motives in joining the profession and observing what they are experiencing can help those who are interested in the teaching career to have a deeper understanding before making their decision.

ORIGINALITY DECLARATION

I, Tran Ngoc Tien, hereby declare that this thesis is my own work that has not been submitted at any other university or educational institution for the award of degree or diploma.

All the information derived from other published or unpublished sources has been cited and acknowledged appropriately.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study. It contains a brief description of job satisfaction concepts, background information of Vietnam's educational system, the history of education of the province and other subsequent sections detailing the research problem, research objectives, research questions, research significance, overview of methodology, and research organization.

1.1 Background

Job is a necessity and a central part of any individual's life. However, not all people have the same level of satisfaction in their jobs. Some people feel that job is a source of happiness. Others, on the other hand, feel that working life is dreadful or miserable. According to Spector (1997), job satisfaction has attracted much concern from policy makers, researchers and practitioners as it is related to individual and organizational outcomes. Furthermore, job satisfaction, to some extent, reflects the fairness and good treatment at the place of work and is an indicator for employees' commitment towards job related performance.

Since the 1930s, studies of employees's attitudes towards their work or job satisfaction have begun to have significant contribution to the body of knowledge about the factors making employees satisfied or dissatisfied in their jobs (Locke, 1976). A great number of definitions and theories on job satisfaction and work motivation have been developed. The underlying challenge associated with researches on job satisfaction issues is that

there is no universal definition of the term (Evans, 1997). There have been a wide range of concepts and definitions of job satisfaction. This disparity among the definitions and concepts are related to data analysis as well as finding interpretation.

Schaffer (1953) and Sergiovanni (1968) interpret job satisfaction as the individual's need fulfillment. According to this interpretation, job satisfaction varies based on the needs of an individual. The level of job satisfaction depends on the level of fulfillment that job can have on an individual. Lawler (1973) considers job satisfaction as expectations rather than need fulfillment. He believes that job satisfaction is determined by what an individual expects to receive from his or her job and what he or she receives. Locke (1968) defines job satisfaction as the pleasurable state of emotion that an individual has resulting from the achievement of his or her job values. Spector (1997) describes job satisfaction as the feeling that people have towards their jobs and other aspects of their jobs. Nadler & Lawler (1991) view job satisfaction as a product of behavior and action in a particular context or environment. Dinham & Scott (1998) believe that job satisfaction is a dynamic construct which indicates how an employee feels about his or her job.

Many theories have been proposed to offer explanations for job satisfaction. Herzberg, Mausner & Snyderman (1959) are the pioneers who assumed working environment as one of the determinants affecting employees' job satisfaction. They discovered that factors affecting employees' satisfaction were different from those of dissatisfaction. From these findings, Herzberg Mausner & Snyderman developed Motivation-Hygiene Theory to explain these results. In Herzberg's works (Herzberg, Mausner, & Snyderman,

1959; Herzberg, 1966; Herzberg, 1976), factors of job satisfaction are divided into two domains: motivation and hygiene factors. Motivators refer to the nature of work and are the sources of job satisfaction. These include achievement, recognition, work itself, responsibility, advancement, and growth. Hygiene factors, on the other hand, are the factors extrinsic to the central purpose of the employees and jobs such as company policies, supervisory practices, work conditions, salary, or relationship with co-workers or supervisors. Hygiene factors tend to contribute to the dissatisfaction of the employees.

Hackman & Oldham (1976), based on the perception that job characteristics need to be redesigned in terms of job content and nature to replace routine and simple jobs in traditional assemblies and to make jobs less boring and dissatisfying, suggested Job Characteristics Model. The model proposes five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) leading to three critical psychological states namely experienced meaningfulness, experienced responsibility, and knowledge of results which in turn contribute to job outcomes including work motivation, job performance, job satisfaction, and attendance.

Other theories on job satisfaction attracting the attention of researchers include Discrepancy Theory of Locke (1969), Equity Theory of Adams (1965), and Expectancy Theory of Vroom (1964). Discrepancy Theory describes job satisfaction in three aspects: what an employee wants, what the employee expects to receive from work, and what he or she actually receives. If the difference between the actual outcomes an employee receives and what he or she expects to get exists, job dissatisfaction occurs (Cano &

Castillo, 2004). Equity Theory, on the other hand, explains the satisfaction in work places in terms of inputs and outcomes or fair and unfair distribution of resources. According to Equity Theory, employees try to maintain the equity between their contribution to jobs and the outcomes they get from their jobs. Employees compare the relationships between inputs/outcomes they receive with other individuals at the same level. Equity exists when the relationship between inputs and outcomes is similar to other co-workers in their work place or in other organizations with the same context. On the other hand, when employees feel that they are being treated unfairly or unequally, they will be less satisfied in their jobs and the perception of inequity occurs (Mowday, 1987). Vroom's Expectancy Theory is based on the assumption that individuals have different sets of goals in their jobs and they are motivated when they believe that there is a positive relationship between efforts and performance which in turn leads to desirable reward that can satisfy individuals' needs.

1.2 The Study Site

1.2.1 *Lam Dong Province*

Lam Dong is a southern mountainous province in Vietnam. It is located on three plateaus of the Central Highlands with the average altitude from 800 – 1,000m above sea level. The total area of the province is 9,772.19 square kilometers accounting for 2.9% of the country. The province is divided into 12 administrative divisions including two provincially managed cities and ten districts. Da Lat, the capital city as well as the administrative, social and economic center of the province, was discovered on June 21st 1893 by a French doctor, named Alexandre Yersin. The original residents of Da Lat City

and Lam Dong Province were the indigenous ethnic people such as Coho, Ma, Chu-ru, Mnong and Gia Glai. In the early years of the 20th century, Da Lat was a sparsely populated area with several tens of Kinh[1] people. The first immigration flow of Kinh people to Lam Dong, particularly Da Lat City, was in the 1920s after the Governor-General of Indochina decided to construct Da Lat as a second-class city and made it become a resort centre in Indochina. This immigration wave was to supply labor for building infrastructure and reclaiming land for tea, vegetable and flower plantations. The second flow of immigration of ethnic Kinh and other ethnic minorities from the North of Vietnam to the Southern part of the country including Lam Dong Province happened from 1954 to 1975 after the Geneva Agreement was signed and Vietnam was separated into North and South at the 17th parallel. The causes for this immigration flow were both economic and political. Most of the immigrants were Catholics from the North and those who moved to escape from land reform. The third immigration flow occurred from 1975 to the present time. The motives of this flow were the labor adjustment from the high population density in the North to new economic zones and plantations in Central Highlands and South East region of Vietnam.

At the time of the Population and Housing Census in 2009, the population of the province was 1,189,327 people with a population density of 122 people per square kilometer and the number of ethnic minority people was 256,974 accounting for 21.6% of the population. The estimated labor force of the province was 653,282 accounting for 54.93%

[1] Ethnic Kinh is the largest ethnic group in Vietnam accounting for 78.4% in Lam Dong Province and 86.2% in Vietnam at the time of National Population and Housing Census on April 1st 2009.

of the population in which 67.39% of the workforce worked in agriculture, forestry and aquaculture sectors. The total number of people working in education and training was 21,826 accounting for 3.34% of the total workforce (Lam Dong Statistic Office, 2009).

1.2.2 *Education system in Lam Dong Province*

Da Lat City - the capital city of Lam Dong Province, has been an educational, socio-economic centre of the Central Highlands and the southern part of Vietnam since 1916 when the Governor-General of Indochina passed King Khai Dinh's edict to establish Da Lat as a second-class city. To meet the demand of the increasing population coming to reside in Da Lat and the surrounding areas, the education system was established and expanded along with the development of the city. The first school in Dalat, *École française* and later renamed as *Nazareth*, opened on December 20th 1919 for French children of the pre-education ages. In the late 1920s, when more government offices were set up and more French officials came, more schools were built to provide education. *Petit Lycée* was put into operation in 1927 for primary education and *Grand Lycée*[2] later changed to *Lycée Yersin*, was constructed in 1929 and began its school year in 1933 to provide secondary education for children of French and Vietnamese government officials. From 1935-1936 school year, Mathematics and Philosophy was added in *Lycée Yersin* programs.

As education for Vietnamese children did not attract the attention of the French authorities, some Vietnamese individuals started opening schools from 1927 to provide

[2] Now named as the Teachers' Training College

basic education for Vietnamese children. The first public school for Vietnamese children opened in 1928 namely *École communale de Dalat*. Initially, this school provided nursery and pre-school education. From 1931, it offered the early grades of primary education and from 1935 the school provided a complete program of elementary education. Since then the school was changed to *École primaire complémentaire de Dalat*.

Couvent des Oiseaux school [3], another name is *Notre Dame du Langbian*, was constructed in 1934 and provided kindergarten education from 1935 and then expanded and offered primary and lower secondary education. *Le Sacré Cœur* School or *Collège d'Adran* later opened in 1941 to provide primary education and then extended to lower and upper secondary levels. In 1939, a cadet school, *École d'Enfants de Troupe de Dalat*, was established to offer education and military training for "derelict-crossbred" children and orphans nationwide. These children then worked for the military when they became adults. Ethnic Hoa[4] people begun a school for their children named *Tan Thanh* School. This school existed till 1975 and then was changed to *Doan Ket* School.

In this period, there were also some classes for pre-school education in neighboring Dran District of Dong Nai Province in places such as Dran, Cau Đat, M'Lon, Phu Hoi, and La Ba. After finishing the pre-education level, children had to move to Da Lat to continue their primary education. Primary education graduates from Da Lat needed to move to other provinces to continue their secondary education. Specifically, male students moved

[3] Now is upper boarding secondary school for ethnic minority students.
[4] Ethnic Hoa are Chinese ethnic people in Vietnam

to Collège Khai Dinh[5] or Collège Quy Nhon[6] and female students were sent to Collège Dong Khanh[7].

The first higher education in Da Lat City and Lam Dong Province was a Mathematics class opened in 1944-1945 school years with around 40 students at *Annexe Yersin* Branch of *Lycée Yersin* School. However, the class did not last long as the Japanese took over the French to rule Vietnam in March 1945. After reoccupying, the French authorities normalized the activities and restored the educational system. Over the period from 1945 to 1954, Da Lat had two more higher education institutions, National School of Administration (*École Nationale d'Administration*) and Da Lat Military Training Institute (*École Militaire d'Inter-Armes de Dalat*). The total number of pre-education, primary and secondary schools in Da Lat in this period were 15 public and 9 private schools. Public schools included seven pre-elementary, five elementary and three secondary schools whereas private schools included five combined schools of pre-education and primary, and four combined schools for primary and secondary education.

The educational system of Da Lat continued to expand from 1954 to 1975 under the rule of the United States of America. After 1954, a large number of people from the North moved to Da Lat. School network was expanded to meet the demand of the residents. Besides schools for general education from primary to secondary education and pre-education, Da Lat began to set up professional secondary schools for secondary

[5] In Hue City
[6] In Quy Nhon City, Binh Dinh Province
[7] In Hue City

education, technical and career orientation training such as *Lasan* Technical School, *Franciscaine* School, and School of agriculture, forestry and animals.

Da Lat Higher Education Institute[8], a private school under the management of the Catholic Church, was set up and operated in 1957 and began teaching from 1958-1959 academic year for undergraduate level in areas such as Education, Humanities, and Science. From 1964, it added another department, namely Politics and Business. From a school with 49 students in the 1958-1959 school year, the number of students increased significantly to 2,704 after 10 years of operation and up to 5,000 students in 1974-1975.

Over the period of 1954-1975, Da Lat City was still an educational centre in the Southern part of Vietnam. Before the country's reunification in April 1975, the total number of schools in the city was 61 including public, semi-public and private schools. Among the public and semi-public schools, there were 27 elementary schools, 6 secondary schools, 1 professional secondary school specializing in agriculture, forestry and animal husbandry, 1 primary teacher training school and 1 semi-public secondary school. Among the private institutions, the number of schools was 3 for pre-education, 7 for primary, 14 for secondary, 1 professional technical secondary school and 1 university. Apart from these schools, Da Lat also had other schools specializing in military and religious training such as National Military School, School of War and Politics, School of Command and Staff, and the Pontifical Academy.

After Vietnam's reunification in 1975, the educational system in the province was

[8] Now named as Da Lat University

nationalized and continued its expansion. In 2011 school year, Lam Dong Province had 200 pre-schools, 251 primary schools, 133 lower secondary schools, 37 upper secondary schools, 16 primary and lower secondary schools, 22 lower and upper secondary schools, 50 units of comprehensive technical and career orientation training, 1 vocational school, 4 colleges and 2 universities.

1.2.3 *Educational policy*

Vietnam's Education Act (2005) states that "The goals of education are to educate the Vietnamese into comprehensively developed persons who possess ethics, knowledge, physical health, aesthetic sense and profession, loyal to the ideology of national independence and socialism; to shape and cultivate one's dignity, civil qualifications and competence, satisfying the demands of the construction and defense of the Fatherland".

To fulfill these educational goals, a complete, unified and diversified education system has been established with four levels from preschool to doctorate levels. These include the following: (1) Early Childhood Care and Education including crèches and kindergartens; (2) General education including primary, lower secondary and upper secondary; (3) Vocational education comprising of professional secondary education and job training education at three levels: elementary, intermediate and college level; and (4) Higher education including undergraduate (college and university degrees), master's and doctorate levels.

In order for every citizen in the country to have access to education, to work and learn at the same time, to broaden their knowledge, to build their personality, and to improve their

skills for jobs, Vietnam's education system has diversified its form and mode of delivery. From an education system dominated by the traditional public and formal schools, non-public schools have been developed rapidly in the past several years with other types of schools and educational institutions including semi–public, private, and people–founded schools. The forms of education have also been widened with informal education, open learning, distance education and joint venture education with foreign institutions.

"Education-to-every-citizen" policy is also expressed in the spreading of school network throughout the country. With the policy of "close-to-people" schools, educational institutions are present in every community or residential area nationwide. Specifically, there is at least one pre-school unit, one primary, and one lower secondary school in a residential commune or quarter. In socio-economic disadvantaged areas, there may be a combined primary and lower secondary school or lower and upper secondary school. Besides the usual educational institutions, community-learning centers have been popular in most communes across the country with around 9,600 units nationwide. These centers have been created to provide continuing education at the grassroots and create learning opportunities for all people to improve the quality of life under the motto of "teaching what people need".

Each town, district, or provincially managed city has at least one upper secondary school and a district-level continuing education center. In the remote, mountainous and island districts where there is a concentration of ethnic minority people, a lower secondary boarding school is established for ethnic minority students and a combined school of

primary, lower secondary and upper secondary levels is built for other students. In addition, at this level, a comprehensive technical and career orientation center is founded to meets the demands of apprenticeship and career orientations of the local citizens.

Each province and centrally managed city normally has one specialized school for gifted students, one province-level continuing education center, a pedagogical training school and/or a junior pedagogical college. Some provinces also establish vocational schools or community colleges. Provinces in the mountainous regions with a large proportion of ethnic minority people normally have an upper secondary boarding school for ethnic minority students. Some even build art and sports/physical education schools training for gifted students in these specializations.

Colleges and universities are normally concentrated in big cities and other regional centers such as Ha Noi, Ho Chi Minh, Hue, Da Nang, Can Tho, Dalat, etc. In the past several decades, the number of newly opened universities or newly upgraded universities from junior colleges has increased rapidly. The number of colleges and universities increased from 109 in 1995 to 178 in 2000 and to 419 in 2011. Most of the provinces now have at least a junior college or one university.

1.2.4 *Educational structure in Vietnam*

1.2.4.1 Early childhood care and education

Early Childhood Care and Education in Vietnam provides caring, nurturing and education for children from 3 months to 6 years old of which crèches take care of infants from 3 months to 3 years of age and kindergartens look after children from three to five years old.

The goals of preschool education are to help children develop their physical, emotional, intellectual, and aesthetic aspects, form the first elements of personality, and to provide the necessary preparation for the first year students at primary education. The objectives of Vietnam's Early Childhood Care and Education for the period up to 2020 are universalizing 1-year pre-education for 5-year-old children to prepare for their first grade at primary and increasing the number of 5-year-old children having one-year pre-education before primary level to 99%.

Pre-school programs are built to be appropriate for the development of physiological psychology and to foster a harmony in caring, nurturing and education. Pre-education is also required to train children to respect, love, and be polite to their grandparents, parents, teachers, brothers, sisters, friends and other people around. In the 2011-2012 academic year, there were 3,320,300 children in Vietnam attending 13,174 Early Childhood Care and Education schools. The number of teachers working for Early Childhood Care and Education were approximately 174,000.

1.2.4.2 General education

General education in Vietnam consists of five years in primary (grade 1-5), four years in junior secondary school (grade 6-9), and three years in senior secondary school (grade 10-12). Students start primary education at the age of six. If they do not repeat any level, they will finish at the age of 11 and move to lower secondary school. The current curriculum of primary education in Vietnam consists of six subjects for grades 1-3. These include Mathematics, Vietnamese language, Natural and Social Sciences, Physical

Education, Moral Education, and Arts. Among these subjects, Mathematics and Vietnamese language have textbooks (for students' use) and the remaining subjects use teacher's guides (for teachers' use only). At grades 4 and 5, students learn seven subjects including Mathematics, Vietnamese language, History and Geography, Sciences, Moral Education (Civics), Physical Education, and Arts. Four of these (Mathematics, and Sciences, Vietnamese language, and History and Geography,) have textbooks while the remaining are taught using teachers' guides.

Secondary education is divided into lower and upper levels. Lower secondary comprises of four grades (Grades 6 to 9) and upper secondary education consists of three grades from grades 10 to 12. Students, after completing primary education, go directly to lower secondary schools without any selection examination. However, at upper secondary schools, lower secondary graduates need to be successful in the selection process to continue their study. The selection procedures may be through exams, based on grade 9 learning achievement, or the combination of both. The Provincial People's Committee in each province decides the type of selection process. Lower secondary curriculum consists of the following subjects: Mathematics, Physics, Chemistry, Biology, Literature, History, Geography, Foreign Languages, Politics and Citizenship, Physical Education/Sports, Music, Fine Arts, and Informatics.

From the academic year 2006-2007, educational programs at upper secondary schools of Vietnam specialize in three different streams: Basic, Natural sciences, and Social Sciences and foreign languages. All the streams share the same subjects including

Mathematics, Physics, Chemistry, Biology, Literature, History, Geography, Foreign Languages, Physical Education/Sports, and Politics and Citizenship but the differences are in the knowledge content and skill standards of some subjects in particular streams. The natural sciences stream requires more advanced curriculum for Mathematics, Physics, Chemistry and Biology while the social sciences and foreign languages stream requires more advanced curriculum for Literature, History, Geography and Foreign Languages. School principals or school councils have the right to make the choice of the number of streams and the type of streams implemented in their schools and then report and get approval from the Director of Provincial Department of Education and Training. Schools implementing basic stream can also advance teaching on the subjects of the other two streams to widen students' choices and to prepare students in the final year of upper secondary education for the national graduation and university entrance examinations.

After completing upper secondary, students need to sit for the national high school graduation examination. The graduates can continue to university if they pass the university entrance examination or they may attend two- or three-year vocational education training programs. The students who fail the national high school examinations will get a document certifying that they have completed studying the upper secondary level. These students can continue their studying at vocational schools with graduates from lower secondary schools or they can retake the graduating examinations in the following years.

The goals of Vietnam's general education are to help students have comprehensive

development in terms of ethical behaviour, knowledge, physical health, aesthetic values and other basic skills; develop their personal ability, flexibility and creativeness; form the socialist personality; build good citizenship; prepare students' for further studies or entering the workforce; contribute to nation building and defense. More specifically:

- Primary education helps students to form the initial foundation for the sound and long-lasting development in ethical behaviour, knowledge, physical health, aesthetic and other basic skills for the lower secondary education;
- Lower secondary education helps students develop and consolidate their achievement at primary level, gain the basic and general knowledge of secondary education, have initial understanding of the techniques and career orientation to continue their upper secondary education, professional secondary education, vocational training or entering the workforce;
- Upper secondary education aims at helping students consolidate and develop their skills and knowledge gained from lower secondary education, complete the secondary education, have general understanding of techniques and career orientation, develop their personal abilities, and make their choices for their future as whether to continue their study at university, college, professional secondary, vocational training or to enter the workforce.

Vietname's educational development strategies of general education up to the period 2020 include:

- Ninety-nine percent of the children at schooling age will enter the primary and lower secondary education. The figures for ethnic minority children at the school ages entering education will be 90% for primary and 85% for lower secondary.
- Assimilation education will be carried out at all levels of education. Up to 2020, 70% of disabled and handicapped people and 95% of disadvantaged children can access the assimilation education.
- By 2020, 100% of the provinces and centrally managed cities complete the lower secondary education universalization at the appropriate age, and 80% of the youths at schooling age complete upper secondary education or equivalent.

At the 2011-2012 school year, Vietnam had 14,781,600 students attending 28,803 general educational schools. Of the school-going children, 7,101,000 studied at primary education; 4,926,400 attended lower secondary education and the remaining 2,754,200 were at upper secondary schools. Among the total of 828,100 teaching staff, 366,000 were at primary education; 312,000 worked for lower secondary level, and 150,100 were at upper secondary education.

1.2.4.3 Vocational education

Vocational education in Vietnam comprises of professional upper secondary education and vocational training. Professional upper secondary education consists of 3 or 4 years of studies for graduates of lower secondary education and from 1 to 2 years for upper secondary education diploma holders. Vocational training is conducted up to 1 year for preliminary vocational program and from 1 to 3 years for vocational training programs at

upper secondary and college levels.

Vocational institutions consist of professional secondary schools under the supervision of the Ministry of Education and Training and vocational training schools and centers under the management of the Ministry of Labor, Invalids and Social Affairs (MOLISA). The objectives of vocational education are to equip the workforce with various levels of knowledge and professional skills, with ethical behaviour, professional ethics, physical health, discipline awareness, and industry-behavioral habits. This is expected to create favorable conditions for the graduates to look for jobs, to be self-employed, or to continue further studies to improve their professional qualifications and meet the needs of Vietnam's socio-economic development, and national defense and security.

The goals of professional upper secondary education are to equip students with the basic knowledge and practical skills of a profession. They are to have the capacity to work independently and creatively and have the ability to apply technology into work. Vocational training aims at training technical workers who participate directly in production and services to have practical ability of a profession appropriate to the levels of training and qualification.

The objectives of vocational education in the period up to 2020 are to create a breakthrough in vocational education to increase the rate of trained workers. In 2020, 60% of the workforce is expected to have been trained through the vocational education system. To achieve these goals, vocational education needs to be restructured to separate into different streams after lower secondary education and guarantee a link between

different levels of training. From 2020, vocational education will be capable of receiving 30% of the junior high school students to study and about 30% of students graduate from senior high school are expected to study in the professional education stream.

1.2.4.4 Higher education

Higher education in Vietnam comprises of four levels: college, undergraduate, master's and doctorate levels. More specifically:

- College training is to be from 2 to 3 years of study depending on the particular profession for senior high school or professional and vocational secondary graduates or from 1.5 to 2 years for professional and vocational secondary graduates of the same training areas;
- Undergraduate training is from 4 to 6 years of study depending on the particular profession for upper secondary school or professional and vocational secondary graduates, and from 2.5 to 4 years for professional and vocational secondary graduates in similar training areas, or from 1.5 to 2 years for college graduates with the same specialization;
- Master's-level training is from 1 to 2 years for university graduates; and
- Doctoral training is available for a duration of 4-year time for university graduates and from 2 to 3 years for master's degree holders. In special cases, doctoral training time can be extended.

The goals of Vietnam's higher education are to educate learners possessing political and moral virtues, sense of serving the people, professional knowledge and practical skills

adequate to the training levels, having physical health and meeting the needs of national defense and construction. College education provides learners with professional knowledge and basic practical skills to deal with the regular issues related to the training areas. Undergraduate training helps students to acquire in-depth professional knowledge and practical skills, have the ability to work independently and creatively, and deal with issues related to learning specialization. Master's-level training aims to help students to master theories, have high level of practice, gain the ability to work independently and creatively and be capable to identify and solve the problems of specialized training. Doctoral education helps learners acquire high level of theories and practical skills, have the ability to conduct research independently and creatively, identify and deal with emerging issues in science and technology, and supervise scientific research and professional activities.

Higher education institutions in Vietnam include: colleges offering college-level education; universities providing training at college, undergraduate, master, and doctoral levels; and research institutes offering doctoral education and cooperate with universities to provide master's-level training. Universities and research institutes are allowed to provide doctoral training if they have a sufficient and qualified pool of professors, possess adequate facilities and equipments, and have experience in carrying out scientific activities, in conducting national-level scientific research, and in educating as well as fostering people for scientific research activities.

The objectives of Vietnam's higher education up to 2020 are to increase the rate of students to 450 over per ten thousand people. Furthermore, the percentage of students among the population aged from 18 to 24 is expected to increase to 40%. Some of the other goals are to expand private higher education and attract foreign students. In 2020, private higher education is expected to account for 30 to 40% of the total enrollments and Vietnam's higher education aims to attract 15,000 students coming from other countries.

In 2011, higher education of Vietnam had 2,208,000 students learning at 419 colleges and universities nationwide with 84,200 teaching staff. Since the implementation of economic renovation and educational reform, Vietnam's higher education has achieved "a significant development, expansion of enrollments, extension of training objectives and diversification of ownership and resources for investment" (Kinh & Chi, 2008, p. 128). Over the period of 10 years from 2001 to 2011, Vietnam witnessed rapid increase in terms of the number of schools, students and teaching staff. The growth rates of higher education institutions, students and teaching staff were 219.4%, 226.7%, and 234.5% respectively.

1.2.5 *Teachers' pre-service and in-service training*

Vietnam's Education Act (2005) requires people entering the teaching profession to have appropriate qualifications for teaching. Although the present requirement of teacher qualification varies across the country, there is a move to standardize the qualification requirement for teachers at all levels. Table 1.1 illustrates the current requirement for teachers from elementary to upper secondary levels. Besides the formal pre-service

training, teachers must attend some other educational programs or professional training annually to update their knowledge/skills.

Table 1.1
Qualification Requirements for Teachers in Vietnam's Educational System

Levels of teaching	Standardized qualification requirement
Pre-school	Upper secondary pedagogical diploma
Primary	
Lower secondary	College diploma in pedagogy training, college diploma with certificate of pedagogy training
Upper secondary	Bachelor degree in pedagogy training, Bachelor degree with certificate of pedagogy training
Vocational education	Professional upper secondary school diploma; vocational training college diploma; qualified artisans; high-skilled technical workers for practice guiding teachers Bachelor degree in pedagogy training, Bachelor degree with certificate of pedagogy training for teaching staff
Higher education	Bachelor degree or higher with certificate of pedagogy training, masters' degree or higher for teaching or supervising master's thesis, doctoral degree for or supervising doctoral thesis

Source: Vietnam's Education Act (2005)

1.2.6 *Teaching jobs in Vietnam*

Respecting teachers and promoting education are the traditional values of Vietnamese people. Teachers in Vietnam have high respect among students, parents and society. Vietnamese perceive that respecting teachers is a way for their children to look up to their teachers and value their learning. In Vietnamese learning system, students are expected to respect their teachers before gaining knowledge. They are required to study manners and

behaviors first and learn reading and writing later.

Teachers' roles and responsibilities are stipulated in the Education Law. According to the Law, teachers hold a decisive role in ensuring the quality of education. Teachers have to improve themselves for maintaining educational quality and to be the role models for the learners. The state creates favorable conditions for teachers to fulfill their duties such as organizing education and training for teachers, issuing policies on employment and rewards, providing the necessary spiritual and material conditions for teaching, preserving and developing the national tradition of respecting teachers and honoring the teaching profession.

1.3 Problem Statement

Job satisfaction is believed to have a close link to the increase in productivity and be negatively associated with absenteeism and turnover decrease. It also leads to better individual and organizational performance (Hackman & Oldham, 1975). Teachers' job satisfaction is believed to affect educational outcomes. It helps to improve educational quality and attract younger generations to enter the teaching profession (Dinham, 1992). However, the issues related to job satisfaction in Vietnam have not attracted adequate attention from researchers and organizations concerned.

In the last several years, the educational system has witnessed numerous challenges or sense of unease within the sector. These include teacher's low morale, declining status, widespread demoralization, dissatisfaction, work-related stress and problems in recruitment. This may result in the decline of quality in the educational system and

discourage qualified youths to choose teaching as a career. Aspirants to the teaching profession may be discouraged and have deep concerns about the workload, compensation, status, and stress. In a broader dimension, the national economy and the society cannot avoid having some negative impact when the quality of education declines.

Although teaching can be viewed as an occupation that has high security and becomes more attractive during economic recession or economic downturn when there are fewer opportunities for other jobs in the community (Dinham, 1992), the youths in Vietnam are wondering whether teaching is a good career. The entry requirements of teacher training programs at tertiary educational institutions or teacher's training colleges are decreasing. This poses challenges in the coming years when fewer students choose teaching career while lower qualified persons become educators of the next generation.

There have been a great number of complaints from teachers about increasing workload, hard work, and low pay. Teachers have to fulfill many administrative tasks apart from their teaching. These include weekly or monthly school meetings, dealing with homeroom class activities, preparing and updating records. According to the requirements of the Ministry and the Department of Education and Training, a teacher needs to prepare and update the following records: lesson plans, personal plans, records for attending fellow teachers' classes, records for homeroom classes (if being assigned), grade books, records of school meetings and records for the subjects taught. In some schools, teachers have to maintain additional records such as records for keeping in touch with students' parents and records of students' behavior, etc.

Compensation in the public sector in Vietnam is given based on seniority. The salary structure appears to be out of date and does not allow teachers to have an acceptable standard of life. According to the current compensation system, newly recruited teachers get the minimum level of salary based on their qualifications. The salary will increase every three years if they commit no mistakes in their jobs. Teachers who teach more than 18 periods a week including 4 periods for being a homeroom teacher will get pay for these extra periods.

Without alternative source of income, it is very hard for teachers to manage their lives. They cannot concentrate on their teaching as they have to be engaged in other activities to have additional earnings. Low salary may reduce job satisfaction of teachers and lower their morale. They will have less time to prepare their lessons as they may be busy finding supplementary incomes for themselves or for their families' survival. Low compensation also means that teachers do not have adequate savings for investing in their career in terms of books, teaching tools and participating in other activities. Teachers also feel unfairly treated in terms of what they contribute to the society and what they receive.

Teachers are also confronted with the increasing stress and tension. The society has more expectations on the level of education that their children should receive. Teachers and schools are required to have higher responsibilities for the social aspects of schooling. They are supposed to equip students with adequate preparation for their lives as well as careers. Teachers are expected to be miracle workers who can satisfy the unlimited demands of society. This places more pressure on teachers to improve themselves and

their practices to fulfill the needs of society. Furthermore, the requirement of meeting the planned targets of achievement from the school managerial staff and departments of education and training places more stress and tension on teachers. Teachers are required to meet certain targets of achievement such as the percentage of students achieving “high distinction” or “distinction”, etc. If failing to meet the target or having lower achievement than their colleagues, teachers are considered as failing in their duty or violating the teaching profession. They will receive reprimands or will not be considered for salary increase or other kinds of awards.

Other concerns of teachers in their teaching are the declining status of teachers in the society, the alarming conduct of students, and the undervaluing of education by students’ parents. Teachers are receiving less respect from the students, parents and society than they used to. They also experience the rapid decline in student behavior. Students tend to be more likely engaged in behavioral problems such as smoking, alcohol drinking, violence, playing truant, gambling, etc.

According to Rhodes, Nevill & Allan (2004), the issues related to teacher retention is a complicated matter due to various factors such as personnel issues, job commitment, work satisfaction, morale and self-conception. Dinham (1992) discovered that teachers’ resignation is not a well-understood issue. Teachers’ resignation is a negative phenomenon. It is strongly related to teacher satisfaction, morale, stress and burnout. However, when the number of teachers resigning in the province is not alarming, it does not mean that teachers are satisfied with their jobs. In the context that jobs outside of

teaching are not available and they do not have other skills for doing the other jobs outside schools, they cannot risk their lives giving up their jobs although they want to. This indicates that teachers, irrespective of their job dissatisfaction, have to stay in the teaching profession. If teacher retention and resignation may not be affected by teacher job satisfaction, teaching quality, on the other hand, may be.

1.4 Research Objectives

The purpose of this research is to investigate job satisfaction in the educational sector of Lam Dong Province, Vietnam. Areas to be discussed in this research were teachers' overall and facet job satisfaction, their motives for entering the teaching profession and the relationships between job satisfaction and career choice as well as personal characteristics such as gender, age, working tenure, etc. In order to achieve its purposes, the study attempts:

- to discover the level of job satisfaction and to identify the factors contributing to job satisfaction/dissatisfaction among teachers in Lam Dong Province, Vietnam;
- to identify the reasons attracting teachers to the career and to examine whether they are satisfied with their decisions;
- to explore the correlations between job satisfaction and other variables such as individual characteristics and career motives; and
- to test Herzberg's Motivation–Hygiene Theory in the context of the educational setting in Vietnam.

1.5 Research Questions

The research is designed to gather information from the current personnel working in the educational sector of Lam Dong Province and to search for answers to the following research questions:

1) What is the overall job satisfaction of the teachers working in the educational sector of Lam Dong Province?

2) What are the determinants of teachers' job satisfaction/dissatisfaction in the province?

3) What made teachers in the province join the teaching profession?

4) To what extent is job satisfaction of teachers in Lam Dong's educational sector related to individual characteristics, and teachers' career motives?

5) To what extent can Herzberg's Motivation–Hygiene Theory be replicated in the educational setting of Vietnam?

1.6 The Significance of the Study

According to Herzberg, Mausner & Snyderman (1993), studying job attitudes can have significance to various aspects of society. To industry, the significance of understanding work motivation is in increasing productivity, decreasing turnover and absenteeism, and creating smoother working conditions. To the community, studying job attitudes means reducing the cases of psychological casualties and improving productive capacity of the manufacturing plants and of human capacities. To individuals, the understanding of job attitudes and knowing the methods of improving morale would lead to greater happiness

and better self-realization.

In terms of the professional significance, researchers can make a contribution to the field of study in several ways: testing or developing a theory, expanding the existing knowledge and adjusting prevailing beliefs; exploring the relationships between the phenomena, extending a research methodology or instrument, and providing deeper knowledge about previously studied phenomena (Glatthorn & Joyner, 2005).

This study is conducted based on the assumption that job satisfaction is a crucial issue for the teaching profession due to the following reasons:

- High level of job satisfaction among teachers would reduce teachers' job burnout, stress, and resignation,
- High level of job satisfaction would be associated with higher levels of life satisfaction and happiness of teachers in the province,
- High level of teacher job satisfaction would attract more qualified and talented youths to the profession, and
- High level of job satisfaction meant that teachers would contribute more to the teaching profession and consequently it would lead to a better educational system.

The study attempts to provide valuable and comprehensive insights on job satisfaction and other issues such as teacher's career motives, job commitment, and the relationships between job satisfaction and career motives as well as demographic characteristics. The research would help educators, school leaders, policy makers, teachers, administrators

and other people concerned to have a better understanding of employees' aspirations, expectations and preferences in their teaching career. This might lead to changes in terms of policies, management methods, teaching practices, or interpersonal relationships to make teachers more satisfied in their jobs and to improve education quality.

The participants of the research were teachers currently working for the educational sector and playing an important and effective role in operating the educational system. By doing the survey and raising the questions for discussion, the research gave the respondents an opportunity to discuss their experiences relating to job satisfaction, factors affecting job satisfaction and other related issues. The findings of the research were produced based on what was happening in the educational sector. This would also contribute to the current literature on teachers' job satisfaction, especially in the context of the educational sector in Vietnam.

1.7 Overview of Research Methodology

The methodology applied for the research was a combination of qualitative and quantitative methods with survey, in-depth interviews, group discussions, and observations to have a broad and deep understanding of the factors influencing job satisfaction. According to Gorard & Taylor (2004), qualitative and quantitative methods are more powerful when used in combination than used separately. Quantitative method will help the researchers assess a large number of respondents in a limited time and it is suitable in hypothesis testing, causal explanations and generalization (Snape & Spencer, 2003). Qualitative method, on the other hand, is useful to get extensive information, gain

comprehensive understanding and provide a rich description of emergent concepts as well as theories. Furthermore, the less constrained format of the interview questions helps the informants to discuss the issues that are not preplanned by the researcher. Thus, the informants can generate their own ideas of satisfaction or dissatisfaction in their jobs apart from the topics in the survey questionnaire.

The participants of the research were those currently working for the educational sector of Lam Dong Province and those who played the most crucial role in deciding the success and failure of the educational system. The focus of the research respondents were teachers and school managerial staff currently in their jobs or had retired or resigned from their career. Teaching staff were the majority among the school personnel. They were the main informants of the research. In the teaching profession, they were most likely to play the decisive role and had the most influence on outcomes of the educational system. Managerial staff were those in charge of supervision and they had the authority over teachers. Retired and resigned teachers were also invited to participate in interviews and group discussions as they were well experienced in teaching. They also provided different perspectives about the profession.

The sampling used for the research is both random and purposeful. Stratified random sample was used to select schools and respondents for the surveys. Twenty schools from primary to upper high schools were selected. Purposeful sampling was applied to select respondents for the interviews, group discussions and observations. The criteria for participants who were selected to participate in the interviews, group discussions, and

observations were those who had comprehensive understanding of the teaching career. Although sampling was not always accurate and could not represent exactly the research population, choosing both purposeful and random sample allowed the researcher to find the best suitable sample that matched the research population.

Data were collected based on a self-reported machine-readable instrument with self-rated six-point Likert scale items, in-depth semi-structured interviews, group discussions and observation. The field research was carried out in four separate periods including the pilot studies for constructing and testing the research instrument. Each fieldwork lasted from 30 to 45 days. A number of 20 schools were visited during the fieldwork. 650 questionnaires were distributed to the respondents, 502 were returned and 436 were usable for the research. In addition, thirty-two interviews and group discussion were conducted during the fieldwork.

1.8 Organization of the Dissertation

This dissertation is divided into seven chapters to provide a clear account of the study. Chapter 1 provides the general background information of the topic and other information including the educational system, research problems, research objectives and research questions. Chapter 2 presents a theoretical and empirical framework for the research by analyzing the current theories and literature on the subject of teachers' job satisfaction. Chapter 3 provides a full description of the methodology applied in the research. This chapter describes the methods used in collecting data, analyzing data, research sampling, research sites and the instrument used for the research. Chapters 4, 5 and 6 present the

findings of the research. Each chapter focuses on a specific aspect of the findings. Chapter 4 reports the demographic factors and their relationships to job satisfaction. Chapter 5 explains the relationship between teachers' career motives and job satisfaction. Chapter 6 provides insights into job satisfaction through replicating Herzberg's Two-Factor Theory in Vietnam's educational setting. Chapter 7 summarizes the research findings, provides a conclusion to the findings and states the limitations that the research has and offers suggestions for further research in this field.

Chapter Summary

This chapter offered a general background of the research. A brief description of the national educational system and the history of the local education provided some general understanding for the topic. The research objectives and research questions listed the purpose of conducting the research, and the research significance showed the usefulness of researching on job satisfaction at the provincial context.

CHAPTER 2

THEORETICAL FRAMEWORK

This chapter presents theories, concept, and other research findings related to job satisfaction. The first section details job satisfaction concept and definitions. This was then followed by a discussion of the major theories of job satisfaction and work motivation including Hackman and Oldham's Job Characteristics Model, Maslow' Hierarchy of Need Theory, Herzberg's Two-Factor Theory, and Equity Theory of Adams. The chapter also reviews the relationships between job satisfaction and other factors including job performance, turnover, and absenteeism.

2.1 The Concept of Job Satisfaction

The concept of job satisfaction has been observed and defined in various ways. It reflects the degree of satisfaction that employees have towards their jobs and other aspects of the jobs, and indicates the level of fairness and good treatment in work places (Spector, 1997). Job satisfaction is also considered as a term indicating individual's need fulfillment at work (Schaffer, 1953; Porter, 1962; Sergiovanni, 1968; Wolf, 1970; Alderfer, 1972), the differences between what an individual expects to receive and what he actually received from work (Lawler, 1973), or the state of feeling an employee has resulting from job values (Locke, 1968).

Hulin & Judge (2003) argue that the concept of job satisfaction should comprise of multidimensional psychological responses including the three important dimensions namely cognitive (evaluative), affective (emotional), and behavioral components.

Dinham & Scott (1998) consider job satisfaction as a dynamic construct indicating how an employee feels about his or her job. Weiss & Cropanzano (1996) propose a job satisfaction definition in which emotion is given more emphasis. They view job satisfaction as "an evaluative judgment about one's job that partly, but not entirely, results from emotional experiences at work. It also partly results from more abstract beliefs about one's job. Together, affective experiences and belief structures result in the evaluation we call job satisfaction" (p. 2). Among the various definitions of job satisfaction offered, the most widely accepted and the most influential definition is that of Locke (1976) who mentions job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304).

2.2 Theories of Job Satisfaction and Work Motivation

Job satisfaction has been widely investigated as it is related to employees' attitudes towards work. Many theories have been suggested to explain these issues (Spector, 1997). These include Discrepancy Theory of Locke (1969), Motivation-Hygiene Theory of Herzberg, Mausner, & Snyderman (1959), Maslow's (1954) Hierarchy of Needs, Alderfer's (1972) ERG theory, McClelland's (1961) Achievement Motivation Theory, Expectancy Theory of Vroom (1964), Equity Theory of Adams (1963), and Job Characteristics Model of Hackman and Oldham's (1976). These theories, according to Fincham & Rhodes (1999), are normally categorized into *content* and *process* theories. *Content* theories believe that individuals share the same set of needs at work. *Process* theories, on the contrary, emphasize the differences among people's needs and focus on the process that makes these differences.

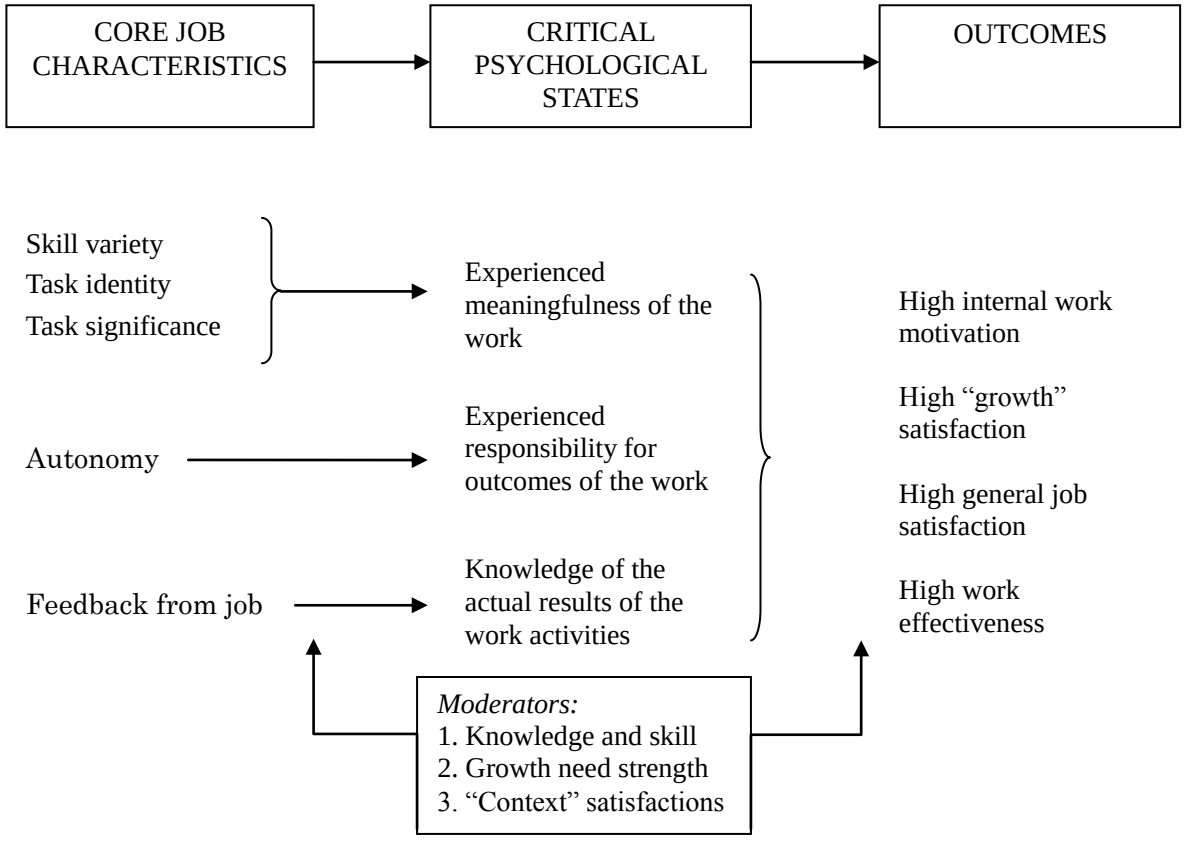
2.2.1 *Content Theories*

2.2.1.1 Hackman and Oldham's Job Characteristics Model

Job Characteristics Model (Hackman & Oldham, 1976; 1980) was proposed based on the assumption that jobs need to be redesigned in terms of the content and nature to replace the routine and simple jobs in the traditional assembly line in order to make jobs less boring, less dissatisfying and more interesting. The theory suggests five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) that lead to three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results) which in turn contribute to the job outcome including work motivation, job performance, and job satisfaction.

According to Hackman & Oldham (1980), employees experience job meaningfulness from work characteristics including skill variety, task identity, and task significance. Autonomy, on the other hand, results in the feeling of work responsibility. The model also indicates that employees receive work results from job feedback. Furthermore, when three critical psychological states are achieved, employees will have high job satisfaction and work motivation. Some other outcomes such as working effectiveness, attendance, and working quality may also be improved.

Figure 2.1
Job Characteristics Model



Source: Hackman & Oldham (1980, p. 90)

Hackman & Oldham (1976) indicate the roles of moderators in Job Characteristics Model. These included knowledge and skill, growth need strength, and context satisfactions. *Growth need strength* is a moderator of the individual personality and work outcomes. People with high growth need strength are believed to have positive attitudes and higher motivation potential towards their jobs. *Knowledge and skill* is mentioned as a moderator needed to make sure that the tasks are performed well and to avoid negative

consequences caused by inadequate work. The other moderator required for job enrichment is the *context satisfactions*. This moderator is included to avoid the effect of several factors such as job security, internal relationships, inadequate compensation, etc. on job enrichment.

Hackman and Oldham (1980) develop a formula to compute the level of internal work motivation. The Motivation Potential Score (MPS) is the measurement of the combination of the five core characteristics by using the formula:

MPS = (skill variety + task identity + task significance)/3 x Autonomy x Feedback

In order to have a high motivation potential score (MPS), all the scores of the job characteristics should be high. Specifically, autonomy as well as feedback and one of the contributors to the job meaningfulness namely skill variety, task identity, and task significance should be high.

Job Characteristics Model believes that employees who love challenges and who are interested in their jobs will have positive attitudes and will be more motivated if they have complex jobs. Furthermore, when employees feel that their jobs are meaningful and enjoyable, jobs will be well performed as employees are more motivated and satisfied. Hackman & Oldham (1976) also believe that job satisfaction leads to better individual and organizational performance, increase productivity and decrease absenteeism as well as turnover.

Hackman & Oldham's model describes several key factors of the working environment influencing job satisfaction. The key element of Hackman and Oldham's model is the indication that job satisfaction is not only determined by objective characteristics but including the employees' needs and work values. Furthermore, Job Characteristic Model of Hackman and Oldham does not only involve job characteristics and job satisfaction, but also refers to work design, work motivation, and psychological studies (Fincham & Rhodes, 1999). Hackman & Oldham' Job Characteristics Model is appreciated for its significant contributions to the relationship between core job characteristics and critical psychological states. However, the model has its own shortcomings in limiting the range of job characteristics including the absence of management practices and supervisory styles (Fincham & Rhodes, 1999).

Hacknan and Oldham (1976) created a measurement tool called Job Diagnostic Survey (JDS) to access all the variables in their model. The scale has become one of the popular instruments for measuring job characteristics among researchers. Several studies, applying JDS to assess the job characteristics of incumbents, have found that incumbent reports of job characteristics are remarkably correlated with job satisfaction and work motivation (Harvey, Billings & Nilan, 1985; Cordery & Sevastos, 1993).

There have also been many criticisms on the validity of JDS based on the tests of the hypothesis suggested by job characteristics theory (Roberts & Click, 1981; Idaszak & Drasgow, 1987; Taber & Taylor, 1990; Spector, 1992). Most of the criticisms focus on what actually incumbents report and what the JDS measures. Taber & Taylor (1990) and

Spector (1992) argued that the factors affecting the incumbents in their jobs are many rather than job characteristics. In some cases, employees may rate their jobs higher than their counterparts just because they like their jobs more. Spector (1997) indicated another potential problem with the Job Characteristics Model in the evidence of the relation between job characteristics and job satisfaction and proposed the possibility of opposite direction between job satisfaction and job characteristics.

2.2.1.2 Maslow' Hierarchy of Needs Theory

Maslow' hierarchy of need theory was first introduced in 1943 in the work *A Theory of Human Motivation* and then fully developed in his later book published in 1954 namely *Motivation and Personality*. The theory is considered one of the most influential of the content theories. Although being originally developed to explain the employees' motivation at work, Maslow's suggestion about the hierarchy of needs has been adopted by the management theorists (Fincham & Rhodes, 1999).

Maslow's hierarchy of needs theory is often described in the shape of a pyramid with the more basic needs at the bottom and higher level of needs at the top. The most fundamental needs are called *deficiency needs* which consist of the four lower levels of the pyramid namely physiological needs, safety needs, social needs, and esteem needs. Maslow believes that the lower level of needs should be met before progressing to the next level of needs. Although several levels of needs in the hierarchy can occur at the same time, a certain type of needs may dominate the human behavior.

Physiological needs: Physiological needs are the most fundamental needs in Maslow's hierarchy. They refer to the physical needs for survival such as air, water, food, clothing, shelter, etc. Without these fundamental needs, human body cannot operate properly or it does not have the most basic protection.

Safety needs: Safety needs dominate an individual's behavior when the physiological needs are fulfilled. Safety needs include the personal and financial security, health and well-being, etc.

Social needs: Social needs occur when safety needs are relatively satisfied. This level of needs refers to interpersonal relations and the sense of belongingness and love. These needs consist of friendship, intimacy, family, etc.

Esteem needs: Esteem needs include the needs for self-esteem, recognition and status. Esteem needs indicate the desire for being respected, accepted, and valued by others. Maslow divides esteem needs into lower and higher versions. Lower version of esteem needs refer to the needs of having respect from others including the desire for status, recognition, prestige, acceptance, and attention. The higher version of the esteem needs refers to the needs for competence, self-confidence, mastery, independence, and freedom.

Self-actualization: Self-actualization refers to the desire for fully accomplishing the potentiality of an individual, or the needs of having meaningfulness in life. According to Maslow, in order to satisfy this level of needs, an individual needs to master all the previous ones.

The theory is highly appreciated as it offers predictions about the society in the context of relatively full employment. When jobs are scarce, employees can be motivated by the basic needs, but when jobs are more available, higher levels of needs in the pyramid become more important. Thus, employees will require more from their employers and organizations need to offer more opportunities to satisfy their employees. Although the theory has been found appealing, it has not been empirically supported (Wahba & Bridwell, 1976; Fincham & Rhodes, 1999). Furthermore, no operational definitions of the variables have been provided and this makes the measurement of the theory relatively difficult.

2.2.1.3 Herzberg's Two-Factor Theory

Job satisfaction was traditionally viewed as a single underlying continuum. One end of this continuum represents the highest level of satisfaction and the other end is supposed to indicate the extreme level of dissatisfaction. Any point on the continuum shows the level of the combination of satisfaction and dissatisfaction (Maidani, 1991).

Frederick Herzberg and his colleagues (Herzberg, Mausner & Snyderman, 1959; Herzberg, 1966; Herzberg, 1976) suggested a new theory of job satisfaction in which job satisfaction and job dissatisfaction is separated in two different continuums. Job satisfaction is hypothesized to lie from a range of no satisfaction to the highest level of satisfaction. Job dissatisfaction, on the other hand, functions between no dissatisfaction to the highest degree of dissatisfaction. By this way of categorizing, Herzberg makes job satisfaction and dissatisfaction become two independent variables and this suggestion has

received a huge attraction including support and criticism from researchers in the field.

The theory was developed based on qualitative assessment of around 200 accountants and engineers using the critical incident technique. Employees were asked to report the occasions that they felt particularly satisfied or dissatisfied with their jobs. Two sets of incidents were most likely to occur in the interviews. One refers to the factors motivating employees in the work place called motivators. These include achievement, recognition, work itself, responsibility, advancement and other intrinsic aspects. The other set is named hygiene factors which concern the aspects causing job dissatisfaction. This includes company policy, supervision, salary, interpersonal relations, and working conditions.

There have been a large number of researches conducted to test Herzberg's theory. Support for the theory has been found mixed. The independence between motivators and hygiene factors has attracted much concern. Schneider and Locke (1971) showed that job satisfaction and dissatisfaction are related. Furthermore, the way of using only accountants and engineers as informants for the research of Herzberg also is considered as a bias in selecting the sample for the study. These two types of middle-class employees cannot represent the working class in general and a wider range of sample for the research population may have different findings. Besides, much doubt also falls on the validity of the method applied in Herzberg's two-factor theory. The critical incident technique has been questioned for its validity since people seem to internalize the explanations for their success and externalize their failure. Thus, employees tend to relate

their achievement to their personal abilities but they see the problems at work as the results of their co-workers or organizations' inadequacies (Fincham & Rhodes, 1999).

2.2.2 *Process theories*

Content theories concentrate on "what" motivates people and they put much attention on individual needs and goals. Process theories, on the other hand, deal with "how" motivation occurs. Process theories share similarities in emphasizing the role of individuals' cognitive process in deciding the level of motivation.

2.2.2.1 Equity Theory

Equity theory (Adams, 1963; 1965) suggests the cognitive process that employees look around to see what level of effort the others make and what rewards they receive and then compare to those of their own. Furthermore, employees also compare their effort-reward ratio that they gain with those that they may experience at another point of time. When people observe that their co-workers experience the same ratios of inputs (effort, skills, qualification, seniority, etc.) and outputs (pay, promotion, fringe benefits) to themselves, they will feel equity. However, when people feel that the ratio between effort and reward is not fair and either themselves or the others are treated better, inequity occurs.

According to Adams, the perception of equity is not absolute but relative. Employees evaluate their outcomes relative to their contributions and form the perceptions of how well they are being treated. The feeling of inequity may not happen when employees see their co-workers have better outcomes if they believe that their co-workers contribute more in terms of inputs. However, when people see others get more benefits but do not

seem to contribute more, the feeling of tension occurs. Tensions will be stronger when people perceive others have better outcomes while their contributions are lower.

Some theorists of equity discovered that individuals set up their own equity perception. They experience equity or inequity feelings regarding the balance they perceive between inputs and outcomes in comparison with the internalized standard (Weick & Nesset, 1968). There is also belief that people perceive equity or inequity when comparing their current situation with those they recall in the past. People may evaluate their equity by weighing their situations with their initial expectations. When beginning a job, an individual sets up his or her expectations for the level of the contributions and the consequent outcomes. If the psychological contract is violated, inequity feeling will increase and people become less satisfied in their jobs (Rousseau, 1989).

Workplace is a forum where a variety of different feelings can be generated. People can experience equity, happiness, miseries, justice or unfairness in terms of their contributions such as talents, skills, experiences, efforts for other economic as well as noneconomic benefits such as pay, perquisites, job security, and work arrangements (Appelbaum, Iaconi & Matousek, 2007). Furthermore, human beings have a strong desire to self-perceive and to be perceived by others as fair (Greenberg, 1990). They attempt to gain and maintain this perception in their life. Cohen-Charash & Spector (2001) believes that equity exists when people receive what they deserve to have or are entitled to. Smith (1991) suggests that people keep in mind the value of their contributions and rewards as well as recognition they receive. This belief is shaped within the social context where

they make a comparison between the level of the contributions and how well they are being treated and recognized. When people perceive that they are relatively underpaid or under-recognized, the feelings of unfairness emerges and they will be unsatisfied and or may be motivated to do something about it.

Carrell & Dittrich (1978), reviewing the studies on equity theories for payment at work, found that equity theories share three basic points. First, the theories hold a belief that employees believe in a fair, just, or equitable returns for their contributions. Second, these theories share concepts of social comparison where people expect what they should receive in return for their contribution after comparing their inputs (skills, experiences, degrees, effort, etc.) and outputs (pay, benefits, promotion, status, etc.) with their colleagues. Finally, equity theories suggest that employees who believe to be treated inequitably will be motivated to reduce their inequity by changing their cognitive belief in inputs or outcomes, altering their inputs or outcomes directly, or giving up their jobs.

Hirschman (1970) introduced a model for understanding employees' behavior towards unfavorable treatment from their employers. His typology includes three reaction dimensions: exit, voice, and loyalty. Exit means withdrawal from the relationship. Voice indicates that people tend to speak their minds. This includes protesting, complaining, expressing their concerns or proposing for change with the aim of improving the relationship via communicating. Loyalty implies that accepting the inequity condition without withdrawal or raising voice. This shows the commitment of those involved in the relationship.

2.3 Job Satisfaction and its Relationships to Work Performance, Turnover, and Absenteeism

The relationship between job satisfaction and performance or productivity is seen to vary according to particular occupations. It is assumed that organizations which pay more attention to issues of job satisfaction, over time, will gain fruitful results (Podsakoff & MacKenzie, 1997). A meta-analysis of the relationship between job satisfaction and performance of Petty, McGee & Cavender (1984) supported the findings of Brayfield & Crockett (1955) and Vroom (1964) in the positive relationship between individual job satisfaction and individual job performance. Other researchers (Iaffaldano & Muchinsky, 1985; Judge, Thoresen & Patton, 2001), on the other hand, found that the correlation between job satisfaction and work performance was relatively low or without evidence.

According to Fincham & Rhodes (1999), the two variables in this relationship, job satisfaction and performance, are independent of each other. There are at least two possible reasons for this. Firstly, the changes in job satisfaction cannot lead to changes in career performance. For instance in the machine line assembly work, job satisfaction does not affect the production speed. Secondly, if the correlations do exist, this may be "spurious" as they may be associated with many other factors. Fincham & Rhodes (1999) also discussed the possibility that high performance leads to high satisfaction. It is common sense for management to believe that job satisfaction leads to job performance; however, if the reverse view that job performance causes job satisfaction is true, management just needs to concern with past high performance. However, not much psychological evidence indicates that satisfied workers are the productive ones as the link

between job satisfaction and job performance is weak and modest.

It is a common perception that positive job attitudes would lead to positive job performance and vice versa. However, this is not always the case. It could be that some individuals do not have the satisfactory feeling in their jobs, but they are productive if they believe that productivity would lead to recognition, higher pay or a better chance for promotion. It is also possible that in some cases highly satisfied workers become complacent, lying on their reputation and presuming that their past contributions have become an "umbrella" to protect their jobs until retirement (Pinder, 1998). In a study to check the impact of employee attitudes on job performance, Griffin, Patterson & West (2001) suggested that the link between these two variables are in employee coordination and team working. Griffin, Patterson & West (1998) believed that when people are highly satisfied with their jobs, they tend to be more motivated, engage more in pro-social behavior and make more extra effort to help their colleagues. Dissatisfied employees, in contrast, tend to save their ability and focus on their own performance.

The relationship between job satisfaction and commitment/turnover also attracts the concern of many researchers. Mobley (1977) found the consistent relationship between job satisfaction and job commitment. Employees who are satisfied in their jobs are more likely to stay with their jobs. However, retaining and motivating employees are often elusive. Mudor & Tooksoon (2011) also found a close relationship between job satisfaction and turnover as people would resign from their jobs once they were dissatisfied with their jobs.

Consequences of job dissatisfaction have also been a popular topic attracting much interest. Job dissatisfaction seems to bring uneasy emotional states for those who experience it. Some people have the feeling of gloom and despair. Some experience anger and resentment. Some see themselves as futile. The feeling of job dissatisfaction also makes people tired and mentally fatigued. It can also be the cause leading to employee's poor mental as well as physical health (Herzberg, 1976; Jamal & Mitchell, 1980; Kavanaugh, Hurst & Rose, 1981). Some researchers have found a relationship between job dissatisfaction and withdrawal behaviors (Mobley, 1977; Farrell, 1983). These are represented in various forms such as tardiness, absenteeism, and turnover. Another form of withdrawal acknowledged to have significant impact is the psychological withdrawal resulting in the lack of attempt and desire to perform the job well or to be creative in the work (George, 1991; Organ, 1990).

Job dissatisfaction is also believed to be the primary cause of absenteeism and low organizational commitment. It seems to be logical that unhappy employees are less likely to be closely engaged in their work than the happy ones. However, some researchers have discovered that the correlation between job attitudes and absenteeism is not strong (Hackett & Guion, 1985). Johns & Nicholson (1982) believed that there are many other reasons making people absent from their work besides job dissatisfaction. Martocchio & Judge (1994) found that factors related to personal life such as personal illness or illness of family members, community activities, leisure activities, hobby, having children, had some impact on employees' absenteeism. The findings suggest that many reasons or a combination of reasons explain people's absence from work.

Chapter Summary

This chapter discussed the theoretical background and concepts related to job satisfaction and work motivation. The first section of the chapter provided the concepts of job satisfaction. Several major theories of job satisfaction and work motivation were discussed in the following part of the chapter. These included Hackman & Oldham's Job Characteristics Model, Maslow's Hierarchy of Needs, Herzberg's Motivation-Hygiene Theory, and Equity Theory of Adams. The final part of the chapter addressed the relationship between job satisfaction and other variables such as work performance and turnover as well as the consequences of job dissatisfaction.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides a description of the methodology used for the study. The introduction of the chapter examines the methodology for scientific researches. The next part discusses the methods applied in the study. This chapter also presents the construction of questionnaire, topics for interviews and discussions, and subjects for observations. The chapter, in addition, comments on instrument reliability and validity. Finally, detailed information related to data collection and analysis are provided.

3.1 Introduction to Research Methodology

Scientific method is defined by Merriam-Webster as the "principles and procedures for the systematic pursuit of knowledge involving the recognition and formulation of a problem, the collection of data through observation and experiment, and the formulation and testing of hypotheses" (Merriam-Webster.com, 2011). According to Neuman (2007), "The scientific method is not one single thing; it refers to the ideas, rules, techniques, and approaches that the scientific community uses" (p. 8). From these viewpoints, scientific methods refer to methods, approaches and techniques that a researcher applies to investigate a research problem to acquire knowledge.

Lodico, Spaulding & Voegtle (2006) consider scientific educational research as "the application of systematic methods and techniques that help researchers and practitioners to understand and enhance the teaching and learning process" (p. 4). Clark-Carter (2010) defines scientific method as a systematic approach to a research. According to Clark-

Carter, a research generally comprises of four aspects namely description, understanding, predicting and controling the research phenomena. Regarding psychological studies, Clark-Carter (2010) notes that the purposes of a research are to increase and improve knowledge of human lives. This study focuses on job satisfaction in the educational sector. It is closely related to educational and psychological matters. Hence, the resarch attempts to improve work and life satisfaction of teachers and enhance the quality of education in Lam Dong Province.

A researcher can adopt a variety of methods for a study. In applying qualitative and quantitative methods, the former uses verbal description while the latter employs numerical measurements (Clark-Carter, 2010). However, both qualitative and quantitative research approaches are used to achieve a better understanding about how the world is explained. Both methodologies use different conceptualizations, study designs, sample selection and data collection as well as analysis. Although different, they are equally important (Kalof, Dan, & Dietz, 2008).

3.2 Methods Used in the Study

There is no single way to conduct a research. According to Snape & Spencer (2003), selecting any particular type of approach for a study depends on the researcher's decision based on several specific contexts such as the nature of the research, the nature of phenomena, the overall aims of the research, the characteristics of the participants, the targeted audience, the funders, and the status or positions of the researchers.

The methods applied for this study is the mixed-method approach. According to Creswell

(2003), mixed-method has not been viewed as a norm but as a combination of both qualitative and quantitative methods in a single research study. Hesse-Biber (2010) suggests employing mixed-method in studies to make use of both qualitative and quantitative to search the answers for a particular phenomenon or a set of phenomena.

Creswell (2003) points out several characteristics of mixed-methods that may be included in a mixed-method design. Firstly, researchers should use qualitative and quantitative methods as the justifications for their selection of mixed-methods. Second, researchers employing mixed-methods may use qualitaitive and quantitative data equally or give preference to either but the study needs to include a substantial amount of data collected and analized in both methods. The third charcteristic of mixed-methods is that a sequence of data collection is set up to make clear the order of data collection. Besides, a design of mixed-methods is created to list what type of data will be collected and how and when data is collected and analyzed. Another characteristic is that visual aids are necessary to illustrate the mixed-methods design given that mixed-methods design is complex and a visual aid such as a diagram is needed to summarize all the steps of data collected and analysed.

The combining of qualitative and quantitative methodologies can produce many advantages. Qualitative approach tends to be based on strongly subjective stance. It is used to gain the subjective viewpoints of the informants. It provides more in-depth understanding of the phenomenon than the quantitative approach. A well-designed research with qualitative approaches can bring the researchers a full explanation of what,

why, where and how a phenomenon happens. The key to achieve this is in the methodology that the researchers apply. Quantitative approach will help the researchers to gain the research phenomenon in width, to measure variables, to test hypotheses and to estimate or calculate the prevalence of the research results. The strongest advantage of a combination of qualitative and quantitative approaches is that it can combine the strength of both methods in a study. In mixed-methods, researchers can flexibly select the methods of data collection and analysis. Thus, research results are more convincing as both in-depth understanding and summary numbers are provided (Lodico, Spaulding & Voegtle, 2006).

A mixed-method design of qualitative and quantitative increases the efficiency and enriches the research. A survey can be efficient in terms of collecting a large amount of data and accessing a large number of topics. Qualitative methods, on the other hand, help to investigate the issues in depth and length. According to Muijs (2004), when researchers want to explore a phenomenon both in depth and in width, both causative and meaning, and both testing and developing a hypothesis, a mixed method of qualitative and quantitative approaches is the best. In addition, mixed approaches of scientific methodology are flexible for researchers to design their researches to achieve their goals. In mixed-method, researchers can make a decision to choose which one of qualitative or quantitative will be the dominant or both are equal to each other.

A mixed-method study may also have some disadvantages. It requires the researchers to be competent and skillful in both qualitative and quantitative. A mixed-method research

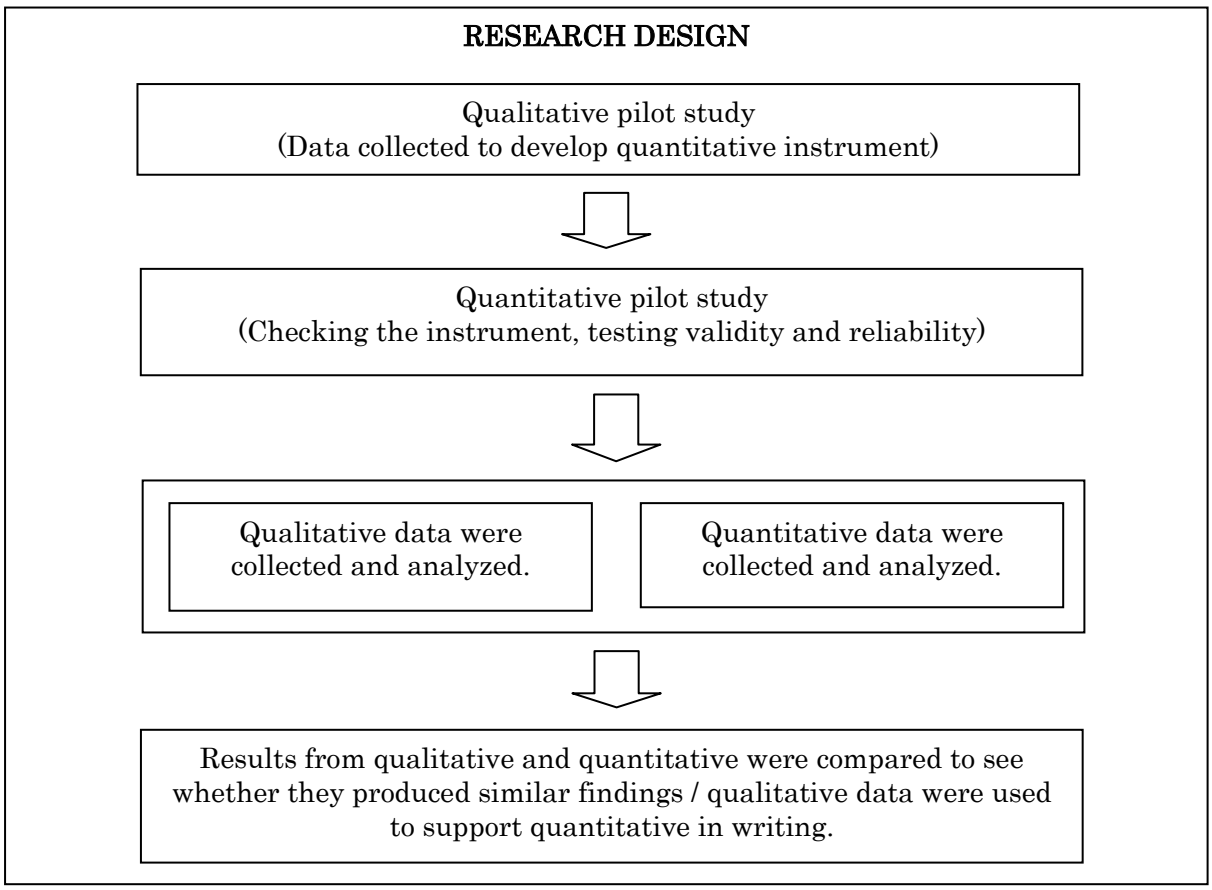
also needs more time and resources of researchers. Researchers need to spend more time to develop quantitative measurement and then time to collect data. It also needs more time in doing the statistical calculations for quantitative data, and transcriptions and theme analysis for qualitative information (Lodico, Spaulding & Voegtle, 2006; Hesse-Biber, 2010).

Based on considering all of the characteristics and the advantages as well as the limitations of each type of method design, a mixed-method approach was selected for this study. Given that the issue of job satisfaction of people working for educational sector of Lam Dong Province, Vietnam is a complicated phenomenon, a mixed-method approach with qualitative and quantitative techniques supplements each other and makes full use of the research advantages as well as minimizes the limitations. Furthermore, the study attempts to search for the teachers' motives in joining the profession, to explore their job satisfaction, to test Herzberg's Motivation-Hygiene theory, and to investigate the relationships between job satisfaction and variables of demography as well as career choices, there is no other method better than a mixed-method design.

The approaches and techniques employed for this study were survey questionnaire, semi-structured in-depth interviews, discussions and observations. These combined approaches and techniques were expected to produce more convincing and efficient results. According to Gorard & Taylor (2004), qualitative and quantitative methods are more powerful when they are used in combination than in separation. The reasons are that quantitative methods help to assess a large number of respondents in a limited time and it

is suitable for hypothesis testing, causal explanations and generalization (Snape & Spencer, 2003). Qualitative method, on the other hand, is useful to get extensive information, gain comprehensive understanding and provide rich description of emergent concepts as well as theories. Furthermore, the less constrained format of the interview questions helps the informants to discuss the issues that are not preplanned by the researchers. Consequently, the informants can generate their own ideas on the research issues apart from the topics stated in the survey questionnaire (Lodico, Spaulding & Voegtle, 2006).

Figure 3.1
Research Design of the Study



3.3 Construction of Instrument, Interview Questions and Observation Topics

3.3.1 *Instrument construction*

Job satisfaction has normally been measured through its facets. The facet-approached measurements can be used to find the part of the job that an individual is satisfied or dissatisfied with. This can be helpful for employers or organizations in identifying the factors or areas that need to be improved. Job satisfaction can also be measured via a single-item question to have a complete and overall picture of job satisfaction in the organization. Spector (1997) recommends using facet approach to explore the level of job satisfaction as it helps researchers to see which aspects of the job lead to satisfaction and which lead to job dissatisfaction. Furthermore, an individual employee may have different feelings about different aspects of work. Each researcher or organization can have different concerns on different facets based on the nature of jobs or organizations. Thus, the facet approach will provide a more complete picture of job satisfaction.

According to Spector (1997), several common facets have been used in job satisfaction instruments. These include appreciation, communication, co-workers, fringe benefits, job conditions, the work itself, organization itself, organization's policies and procedures, pay, personal growth, promotion opportunities, recognition, job security, and supervision. A large number of instruments have been developed so far to evaluate job satisfaction. However, only some are popular and applied in most researches. These include the Job Descriptive Index (Smith, Kendall, & Hulin, 1969), Job Satisfaction Survey (Spector, 1985), the Job Diagnostic Survey (Hackman & Oldham, 1975), the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist 1967), Job in General

Scale (Ironson, Smith, Brannick, Gibson, & Paul, 1989), and the Michigan Organizational Assessment Questionnaire Satisfaction Subscale (Cammann, Fichman, Jenkins & Klesh, 1979).

Spector (1997) indicates some benefits that a researcher can gain by using the existing scales of career satisfaction. Firstly, there is an abundance of scales covering all of the major facets in a satisfaction survey. Secondly, these facets have been used widely with a sufficient number of times and have been proven to have acceptable levels of reliability. Furthermore, the existing scales have been tested for validity and researchers can have the confidence that the facets will consistently measure what they should measure. Finally, the use of existing scales can save considerable amount of cost and time. However, there are also some major limitations for the use of existing scales of job satisfaction. First, the scales are limited in the facets that the developers select to use in their instruments. Besides, these available facets tend to be general to be applicable in most types of organizations. They may not include the specific factors that can have some influence on the overall job satisfaction in certain types or particular organizations (Spector, 1997).

The instrument for this study was designed based on Herzberg's Two-Factor Theory, the review of literature, and the preliminary qualitative pilot study. A self-reported machine-readable instrument was created with pre-coded items for using SPSS to analyze and one open-ended response part for additional opinions or ideas outside of the questionnaire. The instrument items were then checked for the content validity and test–retest reliability.

The content validity was conducted to see whether the instrument could illustrate the main reasons that attracted teachers in joining the profession in the context of Vietnam. Test-retest reliability analysis with Kappa statistic was applied to check the consistency among raters for the items of career choice, and Pearson product-moment correlation coefficient was used for the reliability of the variables of job satisfaction.

Two pilot studies were conducted for content validity and test-retest reliability. Piloting the questionnaire, according to Greasley (2008), is a necessary step in conducting quantitative researches as the researchers can see how the respondents interpret the questions, receive the feedback and gain valuable suggestions from the informants. The first was a qualitative pilot study to check the validity of the instrument. The second was a quantitative pilot study for checking the reliability. Eighteen teachers participated in the qualitative pilot study for checking the instrument validity and forty-one participants participated in checking the instrument reliability. Time duration for the test and retest reliability was close to a month. Thirty-one questionnaires that matched based on the demographic background were used for testing the reliability. Some minor editorial adaptation was done to fit the local context. The final instrument consisted of five sections:

1. Demographic background: information related to the demographic background collected in this research included age, gender, working tenure, ethnicity, marital status, years of education, current position at work, level of teaching, subject of teaching, and school location.

2. Determinants of entering the teaching profession: participants were asked to select the factor(s) that attracted them to the career. If they were not included in the checked list, participants could specify their own reasons. The items included intrinsic, altruistic, and extrinsic attractions that had been frequently used by many researches as factors attracting teacher candidates into the career. Furthermore, informants were also asked to review their decision for joining the profession. They were asked to indicate whether they were satisfied with their choice, whether they would start over a new job if they had the chance, or they would not have selected teaching occupation if they had had the opportunities to make their choice again.

3. Intrinsic work motivation: this part contained 10 self-rated six-point Likert scale items of intrinsic work motivation, ranging from "strongly disagree" (1) to "strongly agree" (6) with no neutral number.

4. Satisfaction/dissatisfaction with the teaching profession: this section consisted of 20 facets (40 items) using six-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (6) with no neutral number.

5. An open-ended question was given at the end of the instrument for the respondents to freely write any additional ideas towards their teaching or any incidents that make them satisfied or dissatisfied with their jobs.

Six-point Likert-type scale with no "neutral" response was used in part 3 and part 4 of this instrument rather than the five-point scale originally developed by Likert (Likert,

1932). There have been suggestions that researchers can use either 5- or 6-point Likert-type scale (Lodico, Spaulding & Voegtle, 2006) or even in a range from 4-point to eight or nine-point (Neuman, 2004). Lodico, Spaulding & Voegtle (2006) also advise that caution should be taken when applying the "neutral" response in the scale and recommend not using the this as participants may prefer "neutral" response for some reasons or to avoid unexpected consequences. Chomeya (2010) argues that the use of 6-point Likert scale is more reliable when investigating whether Likert's 5- or 6-point scale would have more trustable findings. In this sense, six-point Likert-type scale with no "neutral" response can be applicable in the research and can help the researcher to gain more reliable responses.

3.3.2 *Interview questions and topics for group discussions*

Interview questions, topics for group discussions and subjects for observations were developed based on the identified themes from the review of literature. Before being used, they were sent to research participants in the pilot study for checking the suitability of the questions to the local teachers. The interview questions were semi-structured and open-ended. The researcher attempted to draw out both personal views and opinions from the participants on the subject of teacher job satisfaction. Furthermore, group discussions helped the researcher to gain the data from multiple participants and observe the interactions among the participants (Lodico, Spaulding & Voegtle, 2006).

The interview questions comprised several sets of questions to explore the same issues done by the questionnaire. Teachers were encouraged to tell their stories through open-

ended questions flexibly designed to gain the in-depth experiences of the informants towards their teaching profession of whether they were negative or positive. The interview questions were designed to avoid the leading questions or being too narrow or too broad that made the informants frustrated to give their responses. Some of the background data were asked at the beginning of each interview. These kinds of questions helped the researcher to break the ice, pass the hesitation of the respondents and go smoothly into the main sections. Interviews or group discussions were either note taken or audio recorded with the consent of the research participants. Data then were written up or transcribed at the earliest convenience.

3.3.3 *Subjects for observations*

Observation in this study is a peripheral means to gather additional information and evidence to support other main data collection namely interviews, group discussions and questionnaire. Through observations, the researcher could explore the daily activities of the respondents in which rich and detailed descriptions of the participants' activities, behaviors, actions, conversations, and interpersonal interactions in the natural contexts were given to the researcher (Patton, 2002).

Observation helps to witness day-to-day activities of teachers including events, conflicts, crisis, stresses and successes. These privy activities and events may not be expressed in the research questionnaire and interviews; however, they help the researcher to have a sense of or feeling for an overall picture of the teaching profession. Moreover, teachers' perceptions on other aspects of teaching jobs such as their image in the community, their

role in schools, their relationships with students or colleagues could also be investigated.

3.4 Population and Sample Selection

In 2011, the general education of Lam Dong Province consisted of 459 schools (including primary, lower and upper secondary) with 8,280 classes, 13,276 teachers and 244,498 students. The samples used for the research were both random and purposeful. Stratified random sample was used to select schools for the survey. Purposeful sample was used to select the respondents for the interviews, group discussions, and observations. Participants chosen to participate in the interviews, group discussions, and observations were those who had rich experiences and comprehensive understanding of job satisfaction issues. Among the interview subjects, teachers who had resigned and retired from their jobs were also included. These people were those who were well experienced in the teaching profession. For such respondents, the emphasis, besides the common questions as others, were their feelings, tensions and reasons for retiring or resigning from the teaching profession.

Simple random sampling can be considered as the most well-known and unbiased sampling method as it gives every unit an equal chance to participate in the study (Muijs, 2004). However, the number of teaching staff in the province was too large for using simple random sampling. Furthermore, if simple random sampling is used to represent the population, it may be the case that the majority of the sample may fall into one group, one school or one area of the population. Another possibility is that simple random sampling can make the sample spread over a very large number of schools. For example,

only particular teachers at a school may be selected to be involved in the research.

To avoid the above problems, stratified random sampling was selected. The total population of the research was divided into three groups representing three categories differing in geographical, social, and economic conditions. The first group included two municipal-level cities where the level of socioeconomic development is the highest. The second included five other districts that represented those in the middle level and the rest five districts had the lowest level development of socio-economic conditions. This stratified random sampling helped to access different respondents in different geographical, social and economic conditions.

Stratified random sampling technique was used to select four districts and a district-level city out of a total of 10 districts and 2 district-level cities in the province. A second stratified random sampling level was applied to pick up four schools in each research site with at least one primary, one lower secondary and one upper secondary school. A total of 20 schools in the province were selected for the research. Research questionnaires were sent to all the teachers at the schools at the time of research. Purposeful sampling with maximum variation technique was applied for selecting the participants for in-depth interviews and group discussions. Some additional informal discussions and observations were also taken to support and confirm the findings of the survey, in-depth interviews, and group discussions. The participants of the research were classroom teachers, teachers holding both teaching and administration positions, or teachers holding administrative positions only but having experienced teaching before.

This method could be called multistage sampling by which at the first level districts were sampled, the schools were randomly sampled next, and then all the population within the school were selected for the survey. One of the potential limitations of this way of sampling is that the sample is not purely random (Muijs, 2004). All the respondents in one school may be somehow homogeneous in terms of socioeconomic background. They are more similar than being selected across sites. However, this multistage sampling helped to deal with the limitations of simple random sampling mentioned above. Furthermore, by choosing a variety of schools (20) in 5 different municipal-level cities and districts helped the research to solve issues related to homogeneity.

3.5 Validity, Reliability and Generalization

Muijs (2004) emphasizes the importance of validity, reliability and generalisability when indicating that validity, reliability and generalisability are the three key concepts in conducting quantitative research. Reliability and validity are the two necessary pre-established quantitative measures of a research. They are part of the instrument development process. They ensure that the instrument is accurate and reliable to use for conducting research. Thus, an instrument that fails to have reliability and validity is of no value (Lodico, Spaulding & Voegtle, 2006).

3.5.1 *Validity*

Validity, according to Lodico, Spaulding & Voegtle (2006), is the most important single characteristic of a standardized test. It ensures that the instrument items measures what they need to measure. Content validity was applied in this study to make sure that the

research questionnaire reflects the research objectives. A preliminary qualitative pilot study was conducted in August and September in 2011 to investigate the determinants of job satisfaction and work motivation of teachers in the province and their motives of joining the teaching profession.

The research questionnaire was developed based on key variables and themes identified from Herzberg's Motivation-Hygiene Theory, review of the relevant researches and the in-depth interviews with the informants. The questionnaire was sent to a group of researchers, experts or senior teachers for advice and recommendations. Then, a group of eighteen research respondents was asked to see whether the research questionnaire was valid to them. They were also asked to examine language clarity, spelling and grammar, depth and breadth of the instrument items, and the overall structure. Participants chosen for the pilot study were based on the stratified random sampling technique. Among the twenty schools selected for the research, one was picked up randomly for the qualitative pilot study. Some minor modifications of the instrument were made in terms of instrument content and languages used to avoid confusion and to fit with the local context of the research.

3.5.2 *Reliability*

Reliability, according to Lodico, Spaulding & Voegtle (2006), is a term indicating the consistency of a research finding. This means that the instrument ensures the research as reliable to produce approximately the same result if being retested. Test-retest method was selected for testing the reliability of the research instrument. One of the limitations of

this method is in the length of the time for doing test and retest. According to Muijs (2004), if too little time is given between the two tests, respondents may remember their answers and simply repeat it. However, if too much time is used, things may change and affect respondents' attitudes or opinions.

The aim of this test was to see whether an individual could have almost the same score when he or she took the test more than once. To perform test-retest reliability, research respondents from three different schools were selected in the second pilot study to check test-retest reliability of the research instrument in February and March 2012. Time duration between the time for test and retest was close to one month. Forty-one respondents participated in this pilot study. Among them, thirty-one respondents who shared the same demographic background were used for testing the reliability.

Kappa statistic was applied to check the consistency among raters for the items of career choice, and Pearson product-moment correlation coefficient was used for the reliability of the variables of job satisfaction. The scores of every individuals of the pilot group at two times were compared and the correlations were tested to see the correlation coefficient. The correlation coefficient scores range from .523 to .852 for Kappa statistic of career choice. These correlation coefficient scores, according to Landis & Koch (1977), ranged from moderate agreement to almost perfect agreement. The Pearson product-moment correlation coefficient scores for both intrinsic work motivation and job satisfaction ranged from .519 to .858. These scores, according to Muijs (2004), a score of 0.5 or higher can be seen reasonable reliability for the research.

3.5.3 *Generalization*

The research attempts to generalize in larger scale, particularly the whole teacher population of the province or the whole country if possible. Thus, the sample must be unbiased and can represent the population. According to Muijs (2004), using random sampling on a large number of respondents, research findings can be easier and more reliable to generalize in the real life setting.

As stratified random was applied in the sample selection, the research, therefore, can be generalized in a larger context with similar backgrounds. The standard cut-off point of significance level applied in the research was at 0.05. When the significance level is equal or less than 0.05, this means the possibility for the difference between sample and population is less than 5%. Thus, the research findings were significant (Muijs, 2004).

3.6 Data Collection and Analysis

3.6.1 *Data collection*

Data were collected via pencil-and-paper questionnaires, face-to-face interviews, group discussions, and observations. The research was conducted in Vietnamese. Research questionnaires were distributed to research respondents at schools. The advantages of pencil-and-paper questionnaire method are that it is familiar with the research participants and research respondents may have some time for thinking and complete the survey questionnaire (Muijs, 2004). The participants could fill in the questionnaire at their convenient time. The questionnaires were returned either via schools or by post through the use of the provided postal envelopes.

Face-to-face interviews, group discussions and observations were done at school campuses, school tenement buildings, or participants' houses. A local teacher usually accompanied the researcher during the visits. The accompanying teacher belonged to the visited school and was recommended to the researcher by the school managerial staff or other connections to help the researcher gain the trust of the informants. Interviews and group discussions were recorded by an audio recorder. In cases where the participants hesitated to be recorded, then field-notes were taken instead.

A number of 650 questionnaires were distributed to the respondents, 502 were returned with a response rate of 77.2%, and 436 (67.1%) were usable for the research. According to Lodico, Spaulding & Voegtle (2006), the response rates from 30% to 50% are typical for survey researches. A response rate of 80% or higher will show that respondents have great interest in the research topic and researchers cannot expect to get 100% of response rate. Dillman (1991) also indicates that response rates for the public surveys are typically in the range of 50-70% and between 60-80% for homogeneous groups. This indicates that the 77% response rate of the research was moderately high and acceptable.

An additional 32 in-depth interviews and focus group discussions were conducted for the qualitative method. Several informal dialogues and observations were used as the peripheral means for additional information to confirm the findings obtained through the survey, interviews, and group discussions. According to Yamane's formula shown below for calculating sample sizes (Yamane, 1967), the sample size for the teacher population in the province (N = 13,276) with 95% confidence level (P =.05) was:

$$[n= N\backslash(1+N(e)^2)]$$

$$[n = 13,276\backslash(1+13,276(.05)^2) = 388]$$

The total number of questionnaire obtained for the research was 436. This figure is larger than the number suggested by Yamane's formula (n = 388). Thus, the sampling was appropriate.

The field research was carried out in four distinct periods including the pilot studies for building and testing the research instrument. Each fieldwork lasted almost from 30 to 45 days. The researcher spent around three days at each school and some schools were visited several times. Before conducting the research at the schools, school principals were asked for consensus and permission to conduct the field research in their schools. In order to ensure ethical fieldwork, participants were informed of the objectives of the research and asked for their consent to participate in the study. Furthermore, all the participants were promised that the provided information as well as their identities would be kept confidential and used only for the purposes of this study. This was to encourage the participants to be honest and feel free and safe in providing the information.

3.6.2 *Data analysis*

Data were collected through qualitative and quantitative approaches simultaneously. Qualitative data helped to explore the personal experiences and feelings at the natural settings. Qualitative data were analyzed using the grounded theory techniques guided by Glasser & Strauss (2009). After the data transcription, coding was done. Qualitative data

were broken into small items, closely examined, compared for the similarity and differences, and categorized under themes. Theme labels were created based on the similarity of the data interpreted and the themes gained from the review of literature. The items that were related to a phenomenon was gathered again into a group. These items then were explored to see the relationships with the phenomena. Those related were used for writing of the thesis.

Causal and comparative analysis was partially used in the quantitative data analysis. Based on the quantitative data, the causes of the job satisfaction were discovered and the differences between the main and targeted determinants contributing to the overall job satisfaction were explored. Demographic variables were used to observe the differences in job satisfaction with respect to age, gender, work positions, school location, etc.

Besides the causal and comparative approaches, correlation research approaches were also found necessary for this kind of research to look for the relationship among variables. The variables to be investigated for quantifying the relationship in this research were between overall job satisfaction and demography as well as career motives. Multiple regression analyses were used to check the relationship between items of career motives, career decision review as well as demographic characteristics and job satisfaction, and to evaluate how well these items significantly predicted participants' overall job satisfaction. Furthermore, the research also applied principal component analysis to validate the variables of job satisfaction and to reduce the number of facets to theoretically describe the concept of job satisfaction. In addition, principal component analysis was also used to

see whether Herzberg's Motivation-Hygiene Theory could be applied in Vietnam's educational setting.

Chapter Summary

This chapter described the methodology applied for the research. The chapter began by discussing the concepts of scientific research methodology and then explaining why mixed research method was selected for the study. Although any sort of research methodology may still have some limitations, the one chosen for this research may not be an exception. Nevertheless, this could be viewed as the most suitable for the research problems. Other crucial sections related to research methodology such as instrument validity and reliability, sampling selection, data collection as well as analysis were also discussed in this chapter.

CHAPTER 4

DEMOGRAPHIC CHARACTERISTICS AND JOB SATISFACTION

This chapter presents the research findings relating to the demographic characteristics. It contains background data of the research respondents and the descriptive analysis of the relationship between background variables and job satisfaction.

4.1 Introduction

The relationship between job satisfaction and individual characteristics such as age, race, gender, and educational qualifications has attracted the concern of many researchers. Mottaz (1984) found that the link between educational level and job satisfaction was indirectly positive but directly negative. Higher educated employees might expect to have higher work rewards such as task significance, autonomy, intrinsic rewards and involvement. If education failed to bring these kinds of benefits, it would directly decrease the level of job satisfaction.

Reiner & Zhao (1999) checked the impact of demographic and work environment characteristics on the level of job satisfaction of air force security police in the United States. The findings showed that variables of work environment had some significant impact on the individual job satisfaction while individual characteristics generally contributed no effect on employees' job satisfactions. Steijn (2004) conducted a study on the impacts of five clusters of variables on jobs satisfaction of employees working for Dutch public sector. The variables included individual characteristics, job characteristics, organizational characteristics, HRM practices, and career support. The findings revealed

that the effects of individual characteristics were the most limited in comparison with other clusters of variables. Cano & Castillo (2004) also found no relations between job satisfaction and demographic background. Age, years in current position and total years in career predicted nothing for the level of job satisfaction.

The relationship between age and job satisfaction has been found inconsistent (O'brien & Dowling, 1981). It is assumed that age does not make any difference in job satisfaction. However, there has been an increasing amount of evidence showing that there is a relationship between age and job satisfaction. Older employees report higher job satisfaction than younger workers (Lee & Wilbur, 1985). Clark, Oswald & Warr (1996) found the U-shaped relationship between age and work satisfaction. Young employees who just start their work report to be more satisfied than those with more experiences. Then, job satisfaction is reported to increases again among old employees. Newly recruited employees may report to be satisfied due to the novelty of the job or the increasing rate of unemployment. Job satisfaction then decreases as people in their late 20s may have higher expectations in their jobs. They may compare their jobs with their peers with similar background but more attractive jobs. Quinn, Staines & McCullough, (1974) assumed that older employees are more satisfied in their job as they have more highly rewarding jobs. As older workers normally have higher levels in terms of work seniority and experience, this enables them to hold higher positions possibly providing better financial and occupational benefits.

Kalleberg & Loscocco (1983), based on the assumption that people of different

generations would have different socialization experiences in life and different expectations at work, conducted their study to investigate the relationship between age and other factors including work, self, and family concepts. The study discovered that job satisfaction increased along with the increase in age. However, there were some decline in job satisfaction among people at the age ranges of 41-45 and 51-55. The given assumption for these is that during that time people tend to face more conflicts related to their life, work, and family. These lower their work satisfaction. This explanation is not supported by evidence; however, this can bring one possibility for the phenomena. Kalleberg & Loscocco (1983) suggested to examine structural and social psychological factors when studying the impact of age differences on job satisfaction. Structural sources of job satisfaction include work-related factors that accompany jobs and other organizational, occupational and industrial contexts in the work place. Structural determinants of job satisfaction may also comprise of other factors such as type of jobs, positions at work, or work role. Social psychological determinants of job satisfactions, according to Kalleberg & Loscocco, refer to the valuation that employees place on their jobs and the level of importance people set on their career to achieve in their life goals.

Gender has also been a popular aspect to be investigated in its relationship with job satisfaction. Some researchers found that females are more satisfied than their male counterparts (Murray & Atkinson, 1981; Hodson, 1989; Clark, 1996). Other studies have discovered that males are more satisfied than females (Shapiro & Stern, 1975; Forgionne & Peeters, 1982). Some other studies, on the other hand, found no significant differences between male and female (Golembiewski, 1977; Smith & Plant, 1982; Mottaz, 1986).

Given that women, naturally, are different from men in several aspects at work, they, on average, are paid lower than men and have lower quality employment (Fincham & Rhodes, 1999) or have less autonomy, limited promotional opportunities, and closely supervised than their male counterparts (Wolf & Fligstein, 1979). However, women are surprisingly reported to have the same level of job satisfaction like men (Fincham & Rhodes, 1999) or to be more favorable towards their jobs (Clark, Oswald & Warr, 1996; Glenn, Taylor & Weaver, 1977).

There have been several assumptions concerning the differences between males and females in job satisfaction. Several characteristics have been taken into consideration such as job characteristics, personal expectation and family duties. Hodson (1989) believes that there are some support for the differences between men and women in job satisfaction. The reasons given for these differences come from the belief that women and men, by their nature, (1) focus on different aspects of job, (2) are different in the level of family responsibilities, and (3) are different in the personal expectations so they have dissimilar social comparison process when evaluating their jobs. Furthermore, there would also be dissimilarities in favoring particular job characteristics between men and women. Men may favour autonomy more than women (Pugliesi, 1995) whereas women may prefer supportive supervision (Mottaz, 1986).

Other explanations why women are positive towards their jobs than male are that they have alternative sources of satisfaction from family and they view job concerns in a more pleasant way. A research by Crosby (1982) found the role of children in moderating

women's work- related concerns. Specifically, married workers with children were found to be more satisfied towards their jobs than single or married women without children. Crosby (1982) indicated that the joy coming from children might soften the concerns coming from jobs. Kuhlen (1963) believes in the differences of the level of importance that male and female set on their job. Male is believed to view job as the central importance while it is not the case for female (Kuhlen, 1963). Centres & Bugental (1966), on the other hand, suppose that female values social factors of a job more than male and male prefers the opportunities to express themselves that does female.

This chapter explores the relationship between demographic variables and the level of job satisfaction[9] among teachers currently working for the educational sector of Lam Dong Province, Vietnam. The research tools used in this analysis included t-test, ANOVA, and multiple regressions. The null hypotheses that are tested in this chapter include:

Null hypothesis 1: There is no difference in the level of job satisfaction among the respondents of different age groups.

Null hypothesis 2: There is no difference in the level of job satisfaction between male and female respondents.

Null hypothesis 3: There is no difference in the level of job satisfaction among the groups of different job tenure.

[9] Job satisfaction is the mean score of thirty-one variables extracted from forty items of job satisfaction using principal component analysis. The method of extraction is described in detail in chapter 6 of the thesis.

Null hypothesis 4: There is no difference in the level of job satisfaction between respondents of Kinh and non-Kinh ethnic groups.

Null hypothesis 5: There is no difference in the level of job satisfaction among the groups of different marital status.

Null hypothesis 6: There is no difference in the level of job satisfaction among the groups of different educational levels.

Null hypothesis 7: There is no difference in the level of job satisfaction among the groups of different job positions.

Null hypothesis 8: There is no difference in the level of job satisfaction among the groups of different teaching levels.

Null hypothesis 9: There is no difference in the level of job satisfaction among the groups of different teaching subjects.

Null hypothesis 10: There is no difference in the level of job satisfaction among the groups of different school locations.

4.2 Descriptive Analysis and Hypothesis Testing

4.2.1 *Age*

Table 4.1 shows the age ranges of research respondents of the study. The respondents were categorized into eight groups ranging from 21 to 60 years old. The largest age ranges were those of 31–35 and 26–30 years of age accounting for 31.4, and 22.5 percent

of the research sample respectively. The smallest groups of informants were those from 51 to 55 years old with 19 respondents (4.4 percent) and those at the ages from 56 to 60 with 3 respondents (.7 percent). Among 436 research respondents, the majority (78 percent) were in the first half of the age ranges (from 21 to 40 years of age) and 22 percent of the respondents were in the ages from 41 to 60 years of age.

A one-way between-groups analysis of variance was used to explore the relationship of age to the level of job satisfaction. Research subjects were grouped into eight categories based on their age (Group 1: from 21 to 25yrs; Group 2: from 26 to 30yrs; Group 3: from 31 to 35yrs; Group 4: from 36 to 40yrs; Group 5: from 41 to 45yrs; Group 6: from 46 to 50yrs; Group 7: from 51 to 55yrs; Group 8: from 56 to 60yrs). There was a statistically significant difference in job satisfaction among age groups at the $p < .05$; $F(7, 428) = 4.303$, $p < .0005$. Therefore, the null hypothesis for the difference in job satisfaction among respondents of different age ranges (Null hypothesis 1) is rejected. The actual differences in the mean scores of the age groups were not big. The effect size, calculated by using eta squared, was medium (Cohen, 1988) at .066.

Post-hoc comparisons from Tukey HSD showed that the mean scores were significantly different between Group 1 ($M = 4.13$, $SD = .562$) and Group 5 ($M = 4.55$, $SD = .584$); between Group 2 ($M = 3.97$, $SD = .604$) and Group 3 ($M = 4.21$, $SD = .578$), Group 4 ($M = 4.27$, $SD = .654$), Group 5 ($M = 4.55$, $SD = .584$); between Group 3 ($M = 4.21$, $SD = .578$) and Group 2 ($M = 3.97$, $SD = .604$), Group 5 ($M = 4.55$, $SD = .584$); between Group 4 ($M = 4.27$, $SD = .654$) and Group 2 ($M = 3.97$, $SD = .604$); between Group 5

(*M* = 4.55, *SD* = .584) and Group 1 (*M* = 4.13, *SD* = .562), group 2 (*M* = 3.97, *SD* = .604) Group 3 (*M* = 4.21, *SD* = .578). Group 6 (*M* = 4.26, *SD* = .656), Group 7 (*M* = 4.19, *SD* = .713), and Group 8 (*M* = 4.27, *SD* = .439), on the other hand, were not found significantly different with other groups.

Table 4.1 Age Ranges

Age Ranges	Frequency	Percent
21 – 25	44	10.1
26 – 30	98	22.5
31 – 35	137	31.4
36 – 40	61	14.0
41 – 45	41	9.4
46 – 50	33	7.6
51 – 55	19	4.4
56 – 60	3	0.7
Total	436	100.0

Table: 4.2: ANOVA for the Differences of Age Ranges in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.043	7	1.578	4.303	.000
Within Groups	156.908	428	.367		
Total	167.951	435			

Table 4.3: Descriptive Statistics for One-Way Between-Groups Analysis of Variance of Age Ranges in Job Satisfaction

Age Ranges	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
21 – 25	44	4.1320	.56209	.08474	3.9611	4.3029	3.10	5.42
26 – 30	98	3.9681	.60380	.06099	3.8470	4.0891	2.68	5.42
31 – 35	137	4.2121	.57750	.04934	4.1146	4.3097	3.10	5.52
36 – 40	61	4.2745	.65402	.08374	4.1070	4.4420	2.90	5.42
41 – 45	41	4.5531	.58393	.09119	4.3688	4.7374	2.65	5.55
46 – 50	33	4.2561	.65566	.11414	4.0236	4.4886	2.87	5.29
51 – 55	19	4.1902	.71324	.16363	3.8464	4.5339	2.81	5.35
56 – 60	3	4.2688	.43915	.25354	3.1779	5.3597	3.77	4.61
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.2 *Gender*

Table 4.4 illustrates the gender composition of the research respondents. The majority of the teacher respondents were females with 321 respondents accounting for 73.6 percent. The number of male respondents was 115 with 26.4 percent.

An independent sample t-test was used to compare the level of job satisfaction between males and females. No statistically significant difference was found between males (M = 4.13, SD = .664) and females (M = 4.22, SD = .605); t (434) = -1.29, p = .196 (two-tailed). This meant that the null hypothesis for the difference in job satisfaction between male and female respondents (Null hypothesis 2) is not rejected. The magnitude of the differences in the means of job satisfaction of males and females was small (mean difference = -.087, 95% CI: -.220 to .045), (eta squared = .004).

Table 4.4: Gender Composition

Gender Composition	Frequency	Percent
Male	115	26.4
Female	321	73.6
Total	436	100.0

Table 4.5: Statistics for Gender Differences in Job Satisfaction

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall job satisfaction	Male	115	4.1285	.66374	.06189
	Female	321	4.2158	.60488	.03376

Table 4.6: Independent Sample t-test for Gender Difference in Job Satisfaction

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Overall job satisfaction	Equal variances assumed	1.907	.168	-1.294	434	.196	-.08729	.06748	-.21991	.04534

4.2.3 *Working tenure*

Table 4.7 presents the working experience of the respondents grouped into eight categories. The largest categories were those in the ranges of 6–10 year and 1–5 year of working experience accounting for 29.4 and 25.9 percentages respectively. The smallest groups were those who had working experiences in the ranges of 36 – 40 years and 31–35 years with .5 and 1.8 percentages respectively.

One-way between-groups analysis of variance was used to explore the differences of working experiences on the level of job satisfaction of the respondents. The research subjects were grouped into eight categories based on work experience (Group 1: from 1 to 5yrs; Group 2: from 6 to 10yrs; Group 3: from 11 to 15yrs; Group 4: from 16 to 20yrs; Group 5: from 21 to 25yrs; Group 6: from 26 to 30yrs; Group 7: from 31 to 35yrs; Group 8: from 36 to 40yrs). There was a statistically significant difference in job satisfaction among working tenure groups at the $p < .05$; F (7, 428) = 3.065, p = .004. The results rejected the null hypothesis that there is no difference in the level of job satisfaction among the groups of different job tenure (Null hypothesis 3). The actual differences in the mean scores were quite small. The effect size, calculated by using eta squared, was quite small at .048.

Post-hoc comparisons using Tukey HSD showed that the mean scores were significantly different between Group 1 (M = 4.04, SD = .587) and Group 3 (M = 4.34, SD = .593), Group 4 (M = 4.39, SD = .652); between Group 3 (M = 4.34, SD = .593) and Group 1 (M = 4.04, SD = .587); between Group 4 (M = 4.39, SD = .652) and Group 1 (M = 4.04, SD = .587). Group 2 (M = 4.11, SD = .601), Group 5 (M = 4.26, SD = .743), Group 6 (M = 4.40, SD = .553), Group 7 (M = 4.14, SD = .766), and Group 8 (M = 4.10, SD = .456), on the other hand, were not found to be different with other groups.

Table 4.7: Years of Work Experience

Years of Work Experience	Frequency	Percent
1 – 5	113	25.9
6 – 10	128	29.4
11 – 15	92	21.1
16 – 20	39	8.9
21 – 25	30	6.9
26 – 30	24	5.5
31 – 35	8	1.8
36 – 40	2	0.5
Total	436	100.0

Table: 4.8 ANOVA for the Differences of Job Tenure in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.017	7	1.145	3.065	.004
Within Groups	159.934	428	.374		
Total	167.951	435			

Table 4.9: Descriptive Statistics for One-Way Between-Groups Analysis of Variance of Working Experiences in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 – 5	113	4.0422	.58689	.05521	3.9329	4.1516	2.68	5.42
6 – 10	128	4.1116	.60080	.05310	4.0066	4.2167	2.87	5.52
11 – 15	92	4.3377	.59322	.06185	4.2148	4.4605	3.00	5.42
16 – 20	39	4.3896	.65160	.10434	4.1784	4.6008	2.65	5.48
21 – 25	30	4.2634	.74303	.13566	3.9860	4.5409	2.87	5.55
26 – 30	24	4.3952	.55272	.11282	4.1618	4.6286	2.87	5.35
31 – 35	8	4.1411	.76646	.27099	3.5004	4.7819	2.81	5.35
36 – 40	2	4.0968	.45620	.32258	-.0020	8.1955	3.77	4.42
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.4 *Ethnicity*

Table 4.10 shows the ethnic composition of the respondents. Among 436 people, 407 (93.3 percent) belonged to the Kinh ethnic group and 29 people (6.7 percent) were from the non-Kinh ethnic groups.

Independent sample t-test was also applied to compare the level of job satisfaction among respondents from ethnic majority and minority groups. No statistically significant difference was found between ethnic majority (M = 4.19, SD = .612) and ethnic minority respondents [(M = 4.24, SD = .748); t (434) = -.386, p = .700 (two-tailed)]. Therefore, the null hypothesis that there is no difference in the level of job satisfaction between respondents of Kinh and non-Kinh ethnic groups (Null hypothesis 4) is accepted.

Table 4.10: Ethnicity Affiliation

Ethnicity affiliation	Frequency	Percent
Kinh ethnic group	407	93.3
Non-Kinh ethnic groups	29	6.7
Total	436	100.0

Table 4.11: Group Statistics for Ethnicity and Job Satisfaction

	Ethnicity group	N	Mean	Std. Deviation	Std. Error Mean
Overall job satisfaction	Kinh ethnic group	407	4.1897	.61236	.03035
	Non-Kinh ethnic groups	29	4.2358	.74758	.13882

Table 4.12: Independent Sample t-test for Ethnicity and Job Satisfaction

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Overall job satisfaction	Equal variances assumed	2.518	.113	-.386	434	.700	-.04615	.11954	-.28111	.18880

4.2.5 *Marital status*

Table 4.13 shows the marital status of the respondents among whom 88 respondents (20.2 percent) were single and the number of respondents who were married, separated, and divorced was 334 (76.6 percent), 3 (0.7 percent), and 11 (2.5 percent) respectively.

One-way between-groups analysis of variance was used to explore the differences of marital status on the level of job satisfaction of the research respondents. The subjects were categorized into four different groups according to their marital status (Group 1: single; Group 2: married; Group 3: separated; and Group 4: divorced). No statistically significant difference was found in the association between marital status and the level of job satisfaction at the $p < .05$; $F(3, 432) = .931$, $p = .426$. In this case, the null hypothesis for the difference in the level of job satisfaction among the respondents of different marital status (Null hypothesis 5) is not rejected. Post-hoc comparisons using Tukey HSD showed that the mean scores of Group 1 ($M = 4.12$, $SD = .638$), Group 2 ($M = 4.21$, $SD = .609$), Group 3 ($M = 3.89$, $SD = .415$), and Group 4 ($M = 4.32$, $SD = .876$) were not found significantly different with any other groups.

Table 4.13: Marital Status

Marital Status	Frequency	Percent
Single	88	20.2
Married	334	76.6
Separated	3	0.7
Divorced	11	2.5
Total	436	100.0

Table: 4.14: ANOVA for the Differences of Marital Status in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.079	3	.360	.931	.426
Within Groups	166.872	432	.386		
Total	167.951	435			

Table 4.15: Descriptive Statistics for One-way Between-groups Analysis of Variance of Marital Status in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Single	88	4.1158	.63824	.06804	3.9806	4.2511	2.74	5.42
Married	334	4.2116	.60879	.03331	4.1461	4.2771	2.65	5.55
Separated	3	3.8925	.41478	.23947	2.8621	4.9228	3.42	4.19
Divorced	11	4.3167	.87583	.26407	3.7283	4.9051	2.87	5.39
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.6 *Qualifications*

Table 4.16 illustrates the educational level of the research respondents. The majority of the respondents (75.5 percent) held university degrees followed by college diploma holders with 20.2 percent. The number of respondents who held upper secondary diplomas (some college), and master's degree was 14 (3.2 percent) and 5 (1.1 percent) respectively.

One-way between-groups analysis of variance was applied to explore the differences of educational level in job satisfaction among the research respondents. The subjects were categorized into six different groups (Group 1: high school graduate; Group 2: upper secondary diploma; Group 3: college diploma; and Group 4: university degree; Group 5: master's degree; and Group 6: doctoral degree). As there was no research respondent in Group 1 and Group 6, the model included only four groups from Group 2 to Group 5. No statistically significant difference was found in the level of education and job satisfaction at the $p < .05$; F (3, 432) = .982, p = .401. Therefore, the null hypothesis for the differences in the level of job satisfaction among the groups of different educational levels (Null hypothesis 6) is not rejected. Post-hoc comparisons using Tukey HSD showed that the mean scores of Group 2 (M = 4.20, SD = .583), Group 3 (M = 4.29, SD = .691), Group 4 (M = 4.17, SD = .600), and Group 5 (M = 4.06, SD = .805) were not found significantly different with other groups.

Table 4.16: Qualifications of Teachers

Educational Attainment	Frequency	Percent
Upper secondary diploma	14	3.2
College diploma	88	20.2
University degree	329	75.5
Master's degree	5	1.1
Total	436	100.0

Table: 4.17: ANOVA for the Differences of Qualifications in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.137	3	.379	.982	.401
Within Groups	166.814	432	.386		
Total	167.951	435			

Table 4.18: Descriptive Statistics for One-way Between-groups Analysis of Variance of Qualifications in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Upper secondary diploma	14	4.1959	.58319	.15586	3.8591	4.5326	3.35	5.32
College diploma	88	4.2911	.69108	.07367	4.1446	4.4375	2.68	5.55
University degree	329	4.1683	.60043	.03310	4.1032	4.2335	2.65	5.52
Master's degree	5	4.0581	.80497	.35999	3.0586	5.0576	3.06	4.84
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.7 *Current position at work*

Table 4.19 illustrates the working status of respondents. Among the 436 respondents, 375 were classroom teachers accounting for 78.9 percent. The number of respondents who were promoted to head teachers, and principal or deputy principal was 51 (11.7 percent) and 10 (2.3 percent) respectively.

One-way between-groups analysis of variance was applied to explore the relation between working positions and job satisfaction of the research respondents. The subjects were categorized into three different groups (Group 1: classroom teachers; Group 2: head teachers; Group 3: principals or deputy principals). No statistically significant difference was found between working positions and job satisfaction at the $p < .05$;

$F(2, 433) = .593$, $p = .553$. Therefore, the null hypothesis for the difference in the level of job satisfaction among respondents of different positions at work (Null hypothesis 7) is not rejected. Post-hoc comparisons using Tukey HSD showed that the mean scores of Group 1 ($M = 4.20$, $SD = .630$), Group 2 ($M = 4.11$, $SD = .537$), and Group 3 ($M = 4.26$, $SD = .709$) were not found significantly different with any other groups.

Table 4.19: Current Position of Teachers

Working Status	Frequency	Percent
Classroom teacher	375	86
Head teacher	51	11.7
Principal or deputy principal	10	2.3
Total	436	100.0

Table: 4.20: ANOVA for the Differences of Working Positions in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.459	2	.230	.593	.553
Within Groups	167.492	433	.387		
Total	167.951	435			

Table 4.21: One-way Between-groups Analysis of Variance of Working Positions in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Classroom teacher	375	4.2026	.63025	.03255	4.1386	4.2666	2.65	5.55
Head teacher	51	4.1069	.53682	.07517	3.9559	4.2579	2.81	5.23
Principal or deputy principal	10	4.2613	.70894	.22419	3.7541	4.7684	3.32	5.19
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.8 *Levels of teaching*

Table 4.22 shows the teaching levels of research respondents. Among the research respondents, 118 were teaching at primary level, 131 were at lower secondary, and 187 were at upper secondary accounting for 27.1, 30.0, and 42.9 percentages respectively.

One-way between-groups analysis of variance was used to explore the differences among levels of teaching in job satisfaction. Research subjects were grouped into three categories (Group 1: primary; Group 2: lower secondary; Group 3: upper secondary). There was a statistically significant difference among levels of teaching and job satisfaction at the $p < .05$; F (2, 433) = 20.942, $p < .0005$. Therefore, the null hypothesis for the difference in the level of job satisfaction among the groups of different teaching levels (Null hypothesis 8) is rejected. The effect size, calculated by using eta squared, was medium at .088. Post-hoc comparisons from Tukey HSD showed that the mean scores were significantly different between Group 1 (M = 4.49, SD = .589) and Group 2 (M = 4.13, SD = .612), Group 3 (M = 4.05, SD = .586); between Group 2 (M = 4.13, SD = .612) and Group 1 (M = 4.49, SD = .589); between Group 3 (M = 4.05, SD = .586) and Group 1 (M = 4.49, SD = .589).

Table 4.22: Levels of Teaching

Levels of Teaching	Frequency	Percent
Primary	118	27.1
Lower secondary	131	30
Upper secondary	187	42.9
Total	436	100.0

Table: 4.23: ANOVA for the Differences of Levels of Teaching in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.813	2	7.406	20.942	.000
Within Groups	153.138	433	.354		
Total	167.951	435			

Table 4.24: Descriptive Statistics for One-way Between-groups Analysis of Variance of Levels of Teaching in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Primary	118	4.4891	.58866	.05419	4.3817	4.5964	2.68	5.55
Lower secondary	131	4.1349	.61172	.05345	4.0292	4.2407	2.65	5.35
Upper secondary	187	4.0462	.58635	.04288	3.9616	4.1308	2.74	5.52
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.9 *Subject of teaching*

Table 4.25 shows the subjects that the respondents reported to be teaching at the time of the research. Among the 436 respondents, 99 people taught the subjects at primary level. Some other subjects that had many teachers were Mathematics, Foreign language (English), and Literature with 62, 54, and 53 teachers respectively. The subjects having the least teachers included Career orientation, National defense education, Technology Education, and Politics and Citizenship with the number of teachers 1, 2, 2, and 3 respectively.

One-way between-groups analysis of variance was used to explore the differences of subject of teaching in job satisfaction. Respondents were divided into four groups (Group 1 included respondents teaching subjects for primary level; Group 2 for respondents

teaching Mathematics, Physics, Chemistry, and Biology; Group 3 for Literature, History, Geography and Foreign Languages; and Group 4 included respondents teaching all other subjects including Politics and Citizenship, Technology Education, Fine Arts, Informatics, Career orientation, National defense education, and Music). There was a statistically significant difference among subject of teaching and job satisfaction at the $p < .05$; $F(3, 432) = 13.443$, $p < .0005$. Therefore, the null hypothesis for the differences in the level of job satisfaction among the groups of different teaching subjects (Null hypothesis 9) is rejected. The effect size, calculated by using eta squared, was medium at .085.

Post-hoc comparisons using Tukey HSD showed that the mean scores were significantly different between Group 1 ($M = 4.52$, $SD = .536$) and Group 2 ($M = 4.11$, $SD = .587$), Group 3 ($M = 4.06$, $SD = .623$), Group 4 ($M = 4.18$, $SD = .661$); between Group 2 ($M = 4.11$, $SD = .587$) and Group 1 ($M = 4.52$, $SD = .536$); between Group 3 ($M = 4.06$, $SD = .623$) and Group 1 ($M = 4.52$, $SD = .536$); and between Group 4($M = 4.18$, $SD = .661$) and Group 1 ($M = 4.52$, $SD = .536$).

Table 4.25: Subject of Teaching

Subject Taught	Frequency	Percent
Primary level subjects	99	22.7
Mathematics	62	14.2
Physics	36	8.3
Chemistry	28	6.4
Biology	20	4.6
Literature	53	12.2
History	25	5.7
Geography	15	3.4
Foreign language - English	54	12.4
Politics and Citizenship	3	0.7
Physical Education/ Sports	19	4.4
Technology Education	2	0.5
Fine Arts	6	1.4
Informatics	7	1.6
Career orientation	1	0.2
National defense education	2	0.5
Music	4	0.9
Total	436	100.0

Table: 4.26: ANOVA for the Differences of Subject of Teaching in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.340	3	4.780	13.443	.000
Within Groups	153.611	432	.356		
Total	167.951	435			

Table 4.27: Descriptive Statistics for One-way Between-groups Analysis of Variance of Subject of Teaching in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	99	4.5207	.53615	.05389	4.4138	4.6276	3.35	5.55
2	146	4.1129	.58676	.04856	4.0169	4.2089	2.87	5.52
3	147	4.0560	.62331	.05141	3.9544	4.1576	2.65	5.35
4	44	4.1767	.66115	.09967	3.9757	4.3777	2.74	5.42
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.2.10 *School location*

The locations of schools are specified as city, town and countryside. Table 4.28 shows the teaching location of the research respondents. Among the total of 436 respondents, the number of teachers working in the city, town and countryside was 103 (23.6%), 209 (47.9%), and 124 (28.4%) respectively.

One-way between-groups analysis of variance was applied to explore the differences of school location in job satisfaction of the research respondents. The subjects were categorized into three different groups (Group 1: city; Group 2: town; Group 3: countryside). No statistically significant difference was found of the school location in job satisfaction at the $p < .05$; F (2, 433) = 2.051, $p = .130$. Therefore, the null hypothesis for the difference in the level of job satisfaction among the respondents of different school locations (Null hypothesis 10) is not rejected. Post-hoc comparisons using Tukey HSD showed that the mean scores of Group 1 ($M = 4.30$, $SD = .577$), Group 2 ($M = 4.16$, $SD = .637$), and Group 3 ($M = 4.15$, $SD = .624$) were not found significantly different with other groups.

Table 4.28: School Locations

	Frequency	Percent
City	103	23.6
Town	209	47.9
Countryside	124	28.4
Total	436	100.0

Table: 4.29: ANOVA for the Differences of School Locations in Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.576	2	.788	2.051	.130
Within Groups	166.375	433	.384		
Total	167.951	435			

Table 4.30: One-way Between-groups Analysis of Variance of School Location in Job Satisfaction

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
City	103	4.3003	.57691	.05684	4.1876	4.4131	2.74	5.42
Town	209	4.1645	.63733	.04409	4.0776	4.2514	2.65	5.55
Countryside	124	4.1509	.62430	.05606	4.0399	4.2619	2.68	5.52
Total	436	4.1927	.62136	.02976	4.1342	4.2512	2.65	5.55

4.3 The Correlations between Demographic Characteristics and Job Satisfaction

Standard multiple regression analysis was used to check the correlation between demographic characteristics and job satisfaction, and to evaluate how well these items significantly predicted participants' job satisfaction. The results indicated that the model was statistically significant, $F(10, 425) = 5.133$, $p < .0005$, and explained for 10.8 percent of the variation for the overall job satisfaction ($R^2 = .108$, Adjusted $R^2 = .087$). Level of teaching had a significant value of less than .05 ($p < .05$). This indicates that this variable made a statistically significant contribution to the prediction of job satisfaction. Pearson correlation (r) between level of teaching and job satisfaction was -.281 and squared semi-partial correlations of was .042 (4.2%). This meant that level of teaching predicted 4.2% of the variance of the job satisfaction.

Table 4.31

Standard Multiple Regression of Demographic Characteristics and Job Satisfaction

Model	*b*	*SE-b*	Beta	Pearson *r*	sr^2	Structure Coefficient
(Constant)	4.038	.475				
Age	.017	.011	.214	.155	.005	.474
Gender	.017	.071	.012	.062	.000	.189
Length of services	-.011	.011	-.147	.150	.002	.458
Ethnicity group	.068	.118	.027	.019	.001	.056
Marital status	.016	.057	.014	.059	.000	.180
Qualification	.087	.064	.074	-.066	.004	-.202
Position at work	-.056	.071	-.038	-.026	.001	-.079
Subject of teaching	-.048	.036	-.072	-.214	.004	-.652
Level of teaching*	-.205	.046	-.271	-.281	.042	-.856
Location of school	-.072	.042	-.083	-.084	.006	-.255

Note. The dependent variable was *overall job satisfaction*. R^2 = .108, Adjusted R^2 = .087, sr^2 is squared semi-partial correlations. * $p < .05$.

4.4 Discussion

Age, work experience, level of teaching, and subject of teaching were the demographic characteristics found to have significant differences in job satisfaction. Among the eight categories of age, the lowest mean scores of job satisfaction was for respondents in the Group 2 of the age range from 26 to 30 years old with the mean score of 3.97. The highest level of satisfaction came from Group 5 (41 – 45 years old) with the mean score of 4.55. The research findings showed that the relationship between age and job satisfaction existed but not in U-shaped and was not clear whether older workers were more satisfied than the younger ones. The results supported the findings of O'brien & Dowling (1981) that the relationship between age and job satisfaction was not clear and consistent.

Statistically significant differences in job satisfaction were found with the variable "working experiences". However, there was no clear trend for these differences. Results from ANOVA analysis showed that newly employed teachers had the lowest level of job satisfaction with the mean score of 4.04. The level of job satisfaction increased gradually and reached the mean score of 4.39 for those who had worked for 16-20 years. However, the level of job satisfaction decreased for those in the range of 21-25 years but increased again for those having working experience of 26-30 years and then went down continuously for those in the ranges of 31-35 and 36-40 years of working experiences.

Significant differences in job satisfaction among different levels of teaching and subjects of teaching showed that respondents working at the primary level were the most satisfied and those at the upper secondary were the least ones. Qualitative data from interviews and group discussions revealed that teachers at primary and lower secondary levels were more satisfied with their students behavior than those teaching at upper secondary schools. Teachers teaching the subjects for the primary level were found the most satisfied among the groups of subject teaching. The source for their work satisfaction might come from students' attitude towards schoolwork and students' behavior towards their teachers. Teachers those teaching Politics and Citizenship, Technology Education, Fine Arts, Informatics, Career orientation, National defense education, and Music were found to be the second most satisfied in their jobs. They were happy with their career possibly due to the joyfulness from teaching the course of their aptitudes. The least satisfied respondents in their subject of teaching were those teaching Literature, History, Geography and Foreign Languages followed by those teaching Mathematics, Physics,

Chemistry, and Biology. These two groups of respondents were less satisfied with their teaching career as teachers entering higher educational institutions for these majors normally had more options for career selection than the other two groups. This might made them feel disappointed and regretted for having joined the teaching profession.

No statistically significant difference between male and female respondents in the mean scores of job satisfaction was found in the research. The research findings were not in line with Murray & Atkinson (1981), Hodson (1989) Clark (1996) who found that females were more satisfied in their job than their male colleagues and not also in line with Shapiro & Stern (1975), Forgionne & Peeters (1982), and Cano & Castillo (2004) who found that males were more satisfied than females in the work place. The results also supported the findings of Golembiewski (1977), Weaver (1978), Smith & Plant (1982), and Mottaz (1986) who discovered that there were no statistically significant difference between male and female in the level of job satisfaction.

There has been a tendency that males prefer rewarding jobs with more challenges. Females, on the other hand, prefer jobs which are more stable and offer more times to take care of their family. This seems more logical that female teachers are more satisfied in their jobs than male teachers. However, the research findings did not support this. Several possibilities may affect the research results. The majority of teachers in the province are first generation of migrants from the north or central part of Vietnam where the economic conditions are harder. They moved southward searching for jobs and the opportunities to settle down. In this context, it is not surprising that both male and female

teachers set job security as their first priority. Furthermore, Vietnam has just gained the reunification since 1975. Before that time, most of men were away from home for the frontline. Females were the main labor source of the family and they became more active in familial and societal duties. The gap between male and female should be less in comparison with other communities in Asian contexts. Thus, males and females were not found significant difference in job satisfaction could be understandable; however, further researches for this issue should be done.

Results from multiple regression showed that demographic characteristics were generally not correlated to job satisfaction. Among the ten variables of demographic characteristics namely age, gender, length of services, ethnic group, marital status, qualifications, job positions, subject of teaching, level of teaching, and school location, only *level of teaching* was found statistically related to job satisfaction with the Pearson *r* of -.281 and 4.2 percent of the variance. The results were consistent with what had been found by Reiner & Zhao (1999), Steijn (2004), and Cano & Castillo (2004) who discovered that individual characteristics generally contribute no effect or have limited contribution to job satisfaction.

4.5 Conclusion

This chapter presented information on the demographic background of respondents and investigated the differences of background characteristics in job satisfaction. Demographic variables analyzed in the research included age, gender, job tenure, ethnicity, marital status, educational level, position at work, level of teaching, and school

location. These analyses may be useful to researchers, experts, or educators as not all the employees have the same preferences at work and employees with different backgrounds may have different levels of job satisfaction.

Table 4.32 summarized the results coming from hypothesis testing of the differences of demographic variables in job satisfaction. The results showed that among the ten individual characteristics, four of them revealed to have statistically significant differences in job satisfaction. These could help to develop suitable programs for different groups of employees.

Chapter summary

This chapter provided the background information of the research respondents and explored the differences in job satisfaction among the groups of demographic characteristics. The chapter also addressed the relationship between demographic characteristics and job satisfaction and discussed the findings of relevant researches to the relationship between demographic variables and the level of job satisfaction.

Table 4.32

Results of the Hypotheses Testing

Hypothesis Testing	Results
Null hypothesis 1: There is no difference in the level of job satisfaction among the respondents of different age groups.	Rejected
Null hypothesis 2: There is no difference in the level of job satisfaction between male and female respondents.	Accepted
Null hypothesis 3: There is no difference in the level of job satisfaction among the groups of different job tenure.	Rejected
Null hypothesis 4: There is no difference in the level of job satisfaction between respondents of Kinh and non-Kinh ethnic groups.	Accepted
Null hypothesis 5: There is no difference in the level of job satisfaction among the groups of different marital status.	Accepted
Null hypothesis 6: There is no difference in the level of job satisfaction among the groups of different educational levels.	Accepted
Null hypothesis 7: There is no difference in the level of job satisfaction among the groups of different job positions.	Accepted
Null hypothesis 8: There is no difference in the level of job satisfaction among the groups of different teaching levels.	Rejected
Null hypothesis 9: There is no difference in the level of job satisfaction among the groups of different teaching subjects.	Rejected
Null hypothesis 10: There is no difference in the level of job satisfaction among the groups of different school locations.	Accepted

CHAPTER 5

CAREER MOTIVES AND JOB SATISFACTION

This chapter examines teachers' motives in entering the teaching profession and investigates the relationship between their career choices and job satisfaction. It contains theoretical background of teachers' motives for joining the teaching profession and their relationships to job satisfaction.

5.1 Introduction

Teaching is among the careers that attract a large number of employees in Vietnam. Some people view it as a secure, rewarding and respected occupation with longer paid holidays and many opportunities for further training. For others, teaching is not a great profession. It is considered as a job with low pay, intensive workload, and high pressure. Some people end up switching to other jobs. Some feel fed up with teaching but opportunities for job changing are not always available. Zaidi & Iqbal (2012) suggest that selecting an appropriate career is very important for an individual because a wrong choice can lead to numerous problems in the long term.

There are numerous reasons explaining the choice of an individual in selecting an occupation. Chang, Wunn & Tseng (2011) assume that individuals have different career goals and ideals. This explains although sharing the same environment, people have different career plans. Van Maanen & Schein (1977) suggest that self-ability, need, and values are the most important aspects in deciding one's career development. Based on these factors, an individual develops his or her own career self–concept. Gorard & Rees

(2002) believe that people make their career choices based on socio-economic conditions, cultural background, and their perceptions about what is appropriate for them.

Schein (1974, 1975), on the other hand, believes in the relationship between individuals' career paths and career anchor. According to Schein, career anchor refers to personal values, motivations, attitudes, and talents that shape an employee's career choice. Murnane, Singer, Willett, Kemple, & Olsen (1991) explored the reasons why college graduates decided to join the teaching profession. The study revealed that the factors affecting respondents' decisions were sensitive based on various aspects such as the gaps in salary between teaching and other careers, recruiting procedures, and other school working conditions including students' behavior, parents' support, school administrators, relationship with colleagues, and their teaching assignments.

Many theories relating to career choice have been proposed to explain for people's decision in selecting their occupations. These include Parsons' Trait-Factor Theory, Super's Self-concept Theory of Career Development, and Holland' Theory of Career Choice. Parsons (1909), in his Trait-Factor Theory, believes that there are three sets of factors influencing occupational decision-making process of an individual. These include (1) the understanding of the self-traits including personal abilities, aptitudes, interests, ambitions, resources available, skills and limitations; (2) background knowledge of the job such as advantages and disadvantages, conditions, opportunities and prospects; and (3) the rational process of judgment about the relationship of individual traits and job knowledge background (Brown, 2002). Self-concept Theory of Career Development

proposed by Super (1969, 1980, 1990) has received much attention for its great contribution. The theory focuses on the career development process spanning over an individual's entire lifetime in five distinct stages namely growth, exploration, establishment, maintenance, and disengagement. Super also believes that career self-concept is a product of the interaction between various factors including personal experiences, environmental features, interests, as well as physical and mental abilities. Holland's Theory of Career Choice, on the other hand, focuses on the six vocational personality types namely realistic, investigative, artistic, social, enterprising, and conventional which influence an individual in selecting his or her occupation. The theory suggests that people look for the environment that they can exercise their values, skills or abilities; people have higher job satisfaction in the jobs that well match their personality; and people create a working environment that best fits their personality in the context that many with similar personality types share the same work place (Holland, 1985, 1997).

Researches focusing on the motives attracting teacher candidates to the teaching profession show results that usually focus on intrinsic, extrinsic and altruistic reasons. Yong (1995), in a qualitative study to investigate the motives of teacher trainees' to enter teaching career in Brunei, found that the extrinsic motives were the main determinants rather than intrinsic or altruistic ones. The five significant influencing factors found in the study of Yong's were "no other choice", "influence of others", "ambition to become a teacher", "opportunities for academic development", and "like working with children". Brookhart & Freeman (1992) reported that extrinsic together with altruistic as well as intrinsic motivations were the basic characteristics attracting candidates to join the

teaching profession. Moran et al. (2001), on the other hand, found that financial considerations and other extrinsic reasons played a small part in influencing people' choices in selecting teaching but played a significant role in making people not to enter teaching. Smithers & Robinson (2003) discovered that workload, stress, government policies, school situation, and salary were some of the most important reasons for teachers to give up their jobs. Ingersoll (2001) also suggested that low salaries, inadequate administrative support, students' behavior, working conditions, and lack of decision-making were the main reasons for teachers departing from teaching. A research conducted by Huat See (2004), seeking for long and short-term determinants of students in deciding to become teachers or pursuing other careers, reported that the aspects that made the differences were family background, job-valued factors, and the perceptions of teaching whereas financial incentives only indicated a limited role.

Intrinsic reasons have been found to be the attractions that draw many teachers to the teaching occupation (Moran et al., 2001; Brookhart & Freeman, 1992). Huat See (2004) believed that those committed to teaching were likely to be motivated by intrinsic rewards. Those choosing other careers were attracted by extrinsic rewards and had negative experiences of school. A study of Barmby (2006), aiming at seeking why teachers joined or left the career in England and Wales, found that intrinsic and altruistic reasons were the most important factors attracting teachers to the career. Workload and pupil behavior, on the other hand, were discovered to be the most influential aspects dissuading teachers from entering the profession or making them to leave the career. Liu, Kardos, Kauffman, Peske & Johnson (2000) pointed out that intrinsic rewards were the

main motives for their respondents to enter the teaching career. These included job meaningfulness, the joy of working with children and the challenges of the pedagogy and the subject matter. Liu, Kardos, Kauffman, Peske, & Johnson (2000) also concluded that financial benefit was not the reason drawing teachers to the career but it was a disincentive or a barrier for teachers to stay in the career for the long-term.

Altruism has been described by many researchers (Brown, 1992; Joseph & Green, 1986) as one of the most influential factors affecting teacher choice for teaching. Mimbs, Stewart & Heath-Camp (1998) and Mimbs (2002) found that teachers joining teaching career were mainly based on altruistic motives. They discovered three altruistic reasons strongly affecting teachers' choice. These were enjoying working with children, helping people, and being inspired by their own teachers. Mimbs, Stewart & Heath-Camp (1998) also added interest in the teaching subject, professional satisfaction and creativity, together with the three altruistic reasons, to be the most given reasons for people entering the teaching profession. Farrugia (1986) argued that students who experienced pleasant and successful scholastic careers and those who liked to continue their experiences in helping the community easily became teachers. Furthermore, these students also tended to develop their special interests in particular subjects and view that teaching was the best way to extend their ability and impart their skills to other people.

This chapter attempts to identify the motives influencing teachers' decision to enter the teaching profession in the context of Vietnam and to explore the relationship between career motives and job satisfaction. The underlying assumption is that teachers who

entered the career because of intrinsic or altruistic reasons would be more satisfied in their jobs than those who joined the profession for extrinsic attractions. The other objectives that this research plans to discover are to see whether teachers were satisfied with their choices, and to investigate the correlations between career motives and career decision reviews. It is supposed that teachers joining the profession with intrinsic or altruistic motivations would be happier with their decisions and less likely to change their jobs than those of extrinsic reasons.

5.2 Findings

5.2.1 *Reasons for choosing teaching as a career*

Respondents were offered a list of items indicating their reasons for entering the teaching career. Three items referring to their career decision review were given at the end of the section. The participants were allowed to select more than one option. Dummy coding was then applied to change these variables into dichotomous items. Table 5.1 shows that the most popular reasons attracting teachers to the career were “secured career” (67.4%), and “teaching is a respected career” (49.5%). These two items were followed by “I want to teach the subject that I like”, “I love passing on knowledge, skills, etc. to children”, “it was the best job available at the time”, and “I have a desire to work with young people” with the frequency ranging from 31.9% to 37.2%. The least selected factors were “the benefits (tuition fee exemption, etc.) for learning pedagogical programs”, “fewer working hours and long holidays” and “good salary and fringe benefits” with 11.2%, 5.3%, and 0% respectively.

Table 5.1

Reasons for Entering Teaching Career

I joined the teaching profession because (of):	Respondents	Percentage (n = 436)
Secured career	294	67.4
Teaching is a respected career.	216	49.5
I want to teach the subject that I like.	162	37.2
It was the best job available at the time.	158	36.2
I love passing on knowledge, skills, etc. to children.	157	36.0
I have a desire to work with young people.	139	31.9
The career offers me the opportunity to continue my own education.	120	27.5
I was inspired by my own teachers.	119	27.3
My family wanted me to be a teacher.	109	25.0
The benefits (tuition fee exemption, etc.) for learning pedagogical programs	49	11.2
Fewer working hours and longer holidays	23	5.3
Good salary and fringe benefits	0	0.0

Three items referring to their career decision review were offered for the respondents to reconsider whether they had made the right choice of entering the teaching profession. Among the 436 respondents, 54.6% showed satisfaction with their choice of becoming a teacher, 13.5% indicated their desire to change job, and 17.2% expressed their disappointment of having become a teacher.

Table 5.2

Career Decision Review

Career decision review	Respondents	Percentage (n = 436)
I am satisfied with my choice of joining the teaching profession.	238	54.6
I will change my job if I have the opportunity to start over in a new career.	59	13.5
I would not choose to become a teacher again if I had a chance to make the decision again.	75	17.2

5.2.2 *Career motives and job satisfaction*

Standard multiple regression was used to test whether the eleven independent variables of career choice significantly predicted participants' overall job satisfaction[10]. The results showed that the model was statistically significant, $F(11, 424) = 3.175$, $p < .0005$, and explained for 7.6 percent of the variance of the overall job satisfaction (R^2 =.076, Adjusted R^2 =.052). Among the 11 variables of the model, only one was found to be statistically significant namely "I have a desire to work with young people" with the significant value at .003, indicating that only this variable made a significant contribution to the prediction of the overall job satisfaction. The Pearson correlation (r) between this variable and the overall job satisfaction was .196, and the squared semi-partial correlation was .019 (1.9%). This meant that this item explained 1.9% of the variation of the overall job satisfaction.

[10] Job satisfaction is the mean score of thirty-one variables extracted from forty items of job satisfaction using principal component analysis. The method of extraction is described in detail in chapter 6 of the thesis.

Table 5.3

Standard Multiple Regression Results of Career Motives and Job Satisfaction

Model	*b*	*SE-b*	Beta	Pearson *r*	sr^2	Structure Coefficient
(Constant)	4.111	.062				
Fewer working hours and longer holidays	-.236	.132	-.085	-.088	.007	-.320
It was the best job available at the time	-.067	.063	-.052	-.023	.002	-.083
Secured career	-.024	.066	-.018	.016	.000	.059
I was inspired by my own teachers	-.010	.069	-.007	.036	.000	.132
My family wanted me to be a teacher	.004	.068	.003	-.026	.000	-.096
I have a desire to work with young people*	.210	.070	.157	.196	.019	.709
The career offers me the opportunity to continue my own education	.126	.077	.090	.152	.006	.549
I love passing on knowledge, skills, etc. to children	.074	.071	.057	.148	.002	.536
I want to teach the subject that I like	-.118	.065	-.092	-.007	.007	-.025
The benefits (tuition fee exemption, etc.) for learning pedagogical programs	-.054	.094	-.027	-.054	.001	-.195
Teaching is a respected career	.117	.063	.094	.137	.008	.498

Note. The dependent variable was *overall job satisfaction*. R^2 = .076, Adjusted R^2 = .052, sr^2 is squared semi-partial correlations. * $p < .05$.

5.2.3 *Career motives and career decision reviews*

Direct logistic regression was applied to see how well the variables of career choice could explain the item that stated the respondents were happy with their career choice. The model contains 11 independent variables of the career choice. All the predictors in the model were statistically significant, x^2 (11, N = 436) = 57.212, $p < .0005$, indicating that it was possible to distinguish between respondents who reported satisfied and those who did not report so. The model explained between 12.3% (Cox & Snell R Square) and 16.4% (Nagelkerke R Square) of the variation in reporting satisfaction with their choice, and correctly classified 65.4% of the cases. As shown in Table 5.4, two variables showed

statistically significant contribution to the model ("I love passing on knowledge, skills, etc. to children", and "I want to teach the subject that I like") with an odds ratios of 1.908 and 1.579 respectively. This indicated that those who selected "I love passing on knowledge, skills, etc. to children" and "I want to teach the subject that I like" were approximately two, and one and a half times more likely to be satisfied with their choices than those who did not select these items when controlling for other factors in the model.

Table 5.4

Logistic Regression Predicting the Likelihood of Reporting as Being Satisfied with Career Choice

							95% C.I. for Odds Ratio	
	B	S.E.	Wald	*df*	*p*	Odds Ratio	Lower	Upper
Fewer working hours and longer holidays	-.194	.484	.161	1	.688	.823	.319	2.127
It was the best job available at the time	.427	.224	3.622	1	.057	1.532	.987	2.378
Secured career	.225	.229	.958	1	.328	1.252	.798	1.962
I was inspired by my own teachers	.142	.247	.330	1	.566	1.153	.710	1.872
My family wanted me to be a teacher	-.391	.242	2.611	1	.106	.677	.421	1.087
I have a desire to work with young people	.350	.249	1.986	1	.159	1.420	.872	2.312
The career offers me the opportunity to continue my own education	.484	.277	3.050	1	.081	1.622	.943	2.791
I love passing on knowledge, skills, etc. to children*	.646	.247	6.837	1	.009	1.908	1.176	3.096
I want to teach the subject that I like*	.457	.229	3.970	1	.046	1.579	1.007	2.474
The benefits (tuition fee exemption, etc.) for learning pedagogical programs	.399	.338	1.394	1	.238	1.490	.769	2.889
Teaching is a respected career	.065	.220	.088	1	.767	1.068	.693	1.643
Constant	-.728	.217	11.201	1	.001	.483		

Note. The dependent variable was *I am satisfied with my choice of joining the teaching profession*. $x^2 = 57.212$, $*p < .05$

Direct logistic regression was also used to check the impact of the variables of career choice on the likelihood that respondents reported that they would change their job if they had a chance to start over in a new career. The model contained 11 independent variables of career choice and all the predictors in the model were statistically significant, x^2 (11,

N = 436) = 26.114, p = .006. This indicated that it was possible to distinguish between respondents who reported the likelihood of changing their jobs and who did not report so. The model explained between 5.8% (Cox & Snell R Square) and 10.6% (Nagelkerke R Square) of the variation in reporting that they would start over in another career if they had the opportunity, and correctly classified 86.5% of the cases. As shown in Table 5.5, only the variable "teaching is a respected career" showed statistically significant contribution to the model with an odds ratio of .521. This indicated that when controlling for other factors in the model, respondents who reported that they entered the teaching profession because it was a respected career were less likely to change their jobs.

Table 5.5

Logistic Regression Predicting the Likelihood of Starting over in a New Career

							95% C.I. for Odds Ratio	
	B	S.E.	Wald	*df*	*p*	Odds Ratio	Lower	Upper
Fewer working hours and longer holidays	.807	.530	2.321	1	.128	2.242	.793	6.336
It was the best job available at the time	.327	.309	1.118	1	.290	1.387	.757	2.542
Secured career	.299	.324	.851	1	.356	1.349	.714	2.547
I was inspired by my own teachers	.229	.352	.422	1	.516	1.257	.630	2.507
My family wanted me to be a teacher	.542	.311	3.048	1	.081	1.720	.936	3.162
I have a desire to work with young people	-.565	.407	1.931	1	.165	.568	.256	1.261
The career offers me the opportunity to continue my own education	-.590	.452	1.701	1	.192	.554	.228	1.345
I love passing on knowledge, skills, etc. to children	-.248	.381	.426	1	.514	.780	.370	1.644
I want to teach the subject that I like	-.275	.338	.665	1	.415	.759	.392	1.472
The benefits (tuition fee exemption, etc.) for learning pedagogical programs	.157	.422	.139	1	.709	1.171	.512	2.676
Teaching is a respected career*	-.653	.325	4.041	1	.044	.521	.276	.984
Constant	-1.780	.313	32.279	1	.000	.169		

Note. The dependent variable was *I will change my job if I have the opportunity to start over in a new career*. x^2 = 26.114, *p < .05

Logistic regression was applied to check the impact of the variables of career choice on the likelihood that respondents reported that they wouldn't have chosen to become a teacher if they had had a chance to make their decision again. The model contains 11 independent variables. All the predictors in the model were statistically significant, x^2 (11, N = 436) = 25.929, p = .007, indicating that it was possible to distinguish between respondents who reported that they regretted for their choice of entering the teaching profession and those did not report so. The model explained between 5.8% (Cox & Snell R Square) and 9.6% (Nagelkerke R Square) of the variation and correctly classified 82.8% of the cases. As shown in the Table 5.6, only two variables had statistically significant contributions to the model, namely "I have a desire to work with young people" with an odds ratio of .479, and "I want to teach the subject that I like" with an odds ratio of .454. This indicates that those who selected "I have a desire to work with young people" and "I want to teach the subject that I like" were less likely to regret their choices in entering the teaching profession while controlling for other factors in the model.

Table 5.6

Logistic Regression Predicting the Likelihood of Regretting for Joining the Teaching Career

	B	S.E.	Wald	*df*	*p*	Odds Ratio	95% C.I. for Odds Ratio	
							Lower	Upper
Fewer working hours and longer holidays	.891	.504	3.127	1	.077	2.438	.908	6.547
It was the best job available at the time	.508	.282	3.252	1	.071	1.662	.957	2.885
Secured career	-.114	.288	.157	1	.692	.892	.507	1.570
I was inspired by my own teachers	-.161	.325	.245	1	.621	.851	.450	1.610
My family wanted me to be a teacher	.310	.296	1.092	1	.296	1.363	.763	2.435
I have a desire to work with young people*	-.735	.363	4.107	1	.043	.479	.235	.976
The career offers me the opportunity to continue my own education	-.443	.379	1.369	1	.242	.642	.306	1.349
I love passing on knowledge, skills, etc. to children	.246	.314	.615	1	.433	1.280	.691	2.369
I want to teach the subject that I like*	-.790	.329	5.751	1	.016	.454	.238	.866
The benefits (tuition fee exemption, etc.) for learning pedagogical programs	.077	.400	.037	1	.848	1.080	.493	2.364
Teaching is a respected career	.309	.281	1.208	1	.272	1.362	.785	2.362
Constant	-1.513	.278	29.512	1	.000	.220		

Note. The dependent variable was *I would not choose to become a teacher if I had a chance to make a decision again*. $x^2 = 26.114$, $*p < .05$

5.3 Discussion

5.3.1 *Reasons for joining the teaching profession*

The study revealed that job security was the most popular reason for 67.4 percent of the teachers entering the teaching profession. This indicates that respondents cared more about job security than any other characteristics of the job. This can be understandable in the context of Vietnam where jobs are hard to find, and a large percentage of working population work in the agricultural sector. Most of the jobs outside farming and civil services are normally in small and private companies. The possibility of losing jobs in

these organizations is high. People had the likelihood of distrusting these institutions because of their relative insecurity. Consequently, people try to look for lifetime employment in the civil service including teaching occupation. This was in line with what Dinham (1992) found that teaching was an important occupation that had a high level of security and to be more attractive in times of economic recession or downturn. Research participants in the interviews and discussions indicated several reasons why they entered the teaching profession relating to job security. They wanted to have a stable job to take care of their families, they were afraid of looking for jobs all their lifetime, or they wanted to have a fixed income to guarantee their basic livelihood. Job security was also reported to be in a combination with other factors to affect teachers' choices. A teacher said, "As our family's economic condition was not good, I could not afford learning other professions. My family persuaded me to study at the teachers' training college because it was cheaper and I could have a secure job later."

Job status was ranked second in the teachers' choice that had 49.5 percent of the research respondents selected. This illustrates the traditional culture of valuing and respecting intellectuals and teachers in Vietnam. Students were required to learn manners first and then practice reading and writing. People became teachers as teaching offered high job status besides providing all the basic points of a job that an employee needed. In interviews, several teachers explained why job status was the reason for their choice of entering the profession. They said that as they respected, adored and viewed their own teachers as role models for their lives, they wanted to be like them and highly respected in the society.

The aspiration to teach the subject of interest, the love of passing knowledge to children, and the desire to work with children attracted a large number of teachers to the teaching profession with 37.2, 36.0, and 31.9 percent respectively. According to Farrugia (1986), students who were good at academic performance were more likely to follow the teaching profession to continue their pleasant and successful experiences, to help the community and to develop skills in the subjects of interest. The desire to help children, to shape their future and to benefit the society had been found by Farrugia (1986), Mimbs (2002), and Barmby (2006) to be the most influential factors affecting people's choices in entering the teaching profession. Brookhart & Freeman (1992) found that the desire to work with children was a dominant factor for both men and women in entering the teaching profession. A combination of the desire to work with children, the love to pass on knowledge, the desire to teach the subject of interest, and the inspiration of their own teachers was reported by a female teacher to be the reason for her choice in becoming a teacher. She said that she adored and idolized her high school English teacher. This made her love the English subject. She spent much time on the course and she was consequently good at it. She selected teachers training college to study because she wanted to be like her own teacher and teach English to her students.

Teaching was not the first choice for the 36.2 percent of the teachers. They missed their first choice to other jobs or they could not afford the higher fees for studying other professions. Some teachers, although their qualifications were not issued for teaching, entered the career due to the lack of other employment opportunities. A male teacher reported that he failed his first choice in the entrance examination for a university of

medicine and pharmacy but the grades were adequate for him to transfer to another university to study biology. Due to lack of jobs, he applied for the teaching profession and became a Biology teacher. Another male teacher said that he had applied for the entrance examination to the Foreign Trade University but failed. In the following year, he applied for a teacher's training college as he understood that entering the Foreign Trade University was too difficult for him. Furthermore, since he had many siblings, the economic burden on his parents would be less if he took the teacher's training program. That was the reason for his decision to become a teacher.

Further education prospects of the respondents were also found as reason for attracting 27.5 percent of teachers to the teaching profession. Every year, a number of teachers were given the opportunities to upgrade their qualifications with full paid leave and subsidized school fees. Teachers were also offered short-term in-service training to update educational programs or teaching skills. Teacher inspiration was another factor that attracted more than 27 percent of the candidates to the profession. Some teachers reported that they were strongly inspired by their own teachers. They saw their teachers as a role model for them to follow. They also wanted to be highly respected by their students.

Some respondents reported that they became teachers because of their families' wishes. As teachers' training programs were subject to tuition fee exemption, many families preferred their children to select the programs to save the families' financial burden. Parental aspiration was also discovered to have an impact on their children's career choices. Twenty-five percent of the respondents reported that their parents influenced

them to pursue teaching. In families where one or more parents are teachers, the likelihood of their children joining teaching career is higher. Teaching, to some extent, is regarded as working indoors and having good status and high security. Many parents would like their children, especially girls, to join the career to have a lifetime job.

The least selected motives for entering teaching career were the benefits of entering the pedagogical programs (11.2%), fewer working hours and longer holidays (5.3%), and good salary and fringe benefits (0%). The tuition fee exemption for taking teaching programs were found to have significant influence on some respondents since their families could not afford their tertiary education. Several teachers admitted that teaching was not their first choice. Tuition fee exemption for teacher training programs was one of the reasons influencing their decision. A teacher informant concluded that many teachers shared a common background of coming from low income families in the countryside. They needed to choose a learning program to save their families' financial budget.

There has been a perception in the public and media that teachers have less working hours and longer holidays. This seems to be correct for the time of teaching. However, teachers spend much time on other duties such as lesson planning, students' paper marking, administrative matters, and homeroom teachers' duties. Teachers were unsatisfied with their heavy workload. In addition to performing around 18 periods of weekly teaching, teachers needed to fulfill administrative demands, prepare the lessons, update many records, and complete the work of homeroom teachers. One female teacher said that she couldn't have imagined the amount of work that a teacher needed to do

before she entered the career. Another teacher in the same group discussion also added that she did not know whether there was any other career with such a heavy workload.

None in the survey reported that they entered the teaching profession because of high salary and fringe benefits. As indicated by Watt & Richardson (2007), teaching is always viewed as a hard working job with low returns. Teachers' salary in Vietnam follows the national salary frame for the public sector. Their incomes are much lower in comparison with those working for private or foreign owned companies. Salary appeared to be the most complained issue in interviews and discussions. Teachers complained about the inadequate salary system. A teacher said in a group discussion that even though their salary was very low theirs were the first to be deducted for any kind of subscription or contribution campaign by the government or local communities. These kinds of subscriptions or contributions were assumed voluntary. However, the school council often pre-contributed some amount of the subscription and then deducted the teachers' payroll without their consent. Another informant in the group discussion added that some of the contributions were very ridiculous such as the fund for eliminating temporary houses. They said that it was unreasonable for them to pay for such kinds of funds as they themselves did not even have such houses. However, they had to contribute for upgrading other people's houses. An informant said that they were willing to pay but they needed to be respected, asked for their consent, and informed in advance for any salary deduction.

5.3.2 *Career decision review*

The study showed that although not all the teachers in the research were happy with their

choice of being a teacher, they still viewed it as an attractive career. More than half of the informants reported to be satisfied with their choice. This indicated that teaching, by its nature, still had some characteristics making it attractive. With more than 13 percent of the respondents indicating that they wanted to change their jobs, and 17.2 percent regretting about their decision of joining the career, this alarmed the policy makers, educators and the public that a sizeable number of teachers were doing their job without or with limited interest. Teachers revealed in interviews and discussions that those who were unhappy became less patient and less enthusiastic in their jobs. In a study investigating the reasons for teacher resignation, Dinham (1992) discovered that salary was not a significant reason for teacher resignation. However, it was not a good idea to ignore this. When teachers' salary is relative low or inadequate, it will be harder to attract talented youth to choose the teaching profession as their first choice. Inevitably, the quality of the educational system will decline. Qualitative data showed that teachers were satisfied with some of the job characteristics such as helping the society, passing on knowledge, working with children, doing what they learnt at college, being respected by their students, being recognized by their colleagues, or successfully helping students to understand their lessons. However, they also reported as being unhappy with the heavy workload, low salary, unfair promotions, declining status, students' declining behavior, or inflexible and unscientific ways of working by the school councils.

When discussing whether he would leave teaching career and get a new job, a male teacher said,

> Many including both male and female teachers want to give up their jobs, but the challenge is what they will do for a living. If they need to make a choice between keeping their current life and taking a risk of themselves and their families to change jobs, they will remain at their jobs although facing many difficulties. To change the jobs, they need to start all over their studies for new occupations. This requires lots of things including financial ability, energy, and time. That is why although unsatisfied very few people dare to leave the teaching profession.

Another teacher said that he did not want to quit his job. However, if he had had another chance to make a decision, he wouldn't have chosen teaching again. He said that in order to get the job he spent much money and time in studying and in applying for jobs. He did not want to lose the amount of time and money he had spent and waste additional money and time to start all over in another career. Other informants admitted that they were familiar with teaching and did not have skills for other occupations. If they had a chance, they might change, but opportunities were limited. Several informants said that they needed to have a decent life before thinking of making a good contribution to the career. If their life remained unchanged, it would be a good decision to leave the occupation.

5.3.3 *The relationship between career motives and job satisfaction*

Data from multiple regression analysis reveal that the relationship was significant between job satisfaction and the variable "I have a desire to work with young people". This indicates that only teachers who entered the career for this reason were found to be statistically associated with job satisfaction while the other characteristics were not found relevant. The Pearson *r* for the relationship of this variable and job satisfaction was .196.

According to the suggested guidelines of Cohen (1988), the relationship between these two variables was small. In addition, although significantly predicting participants' overall job satisfaction, the variable accounted for a very small amount of percentage of the variance (1.9%). It can be concluded that the relationship between career motives and job satisfaction was very small or in other words career motives cannot predict the participants' level of job satisfaction.

5.3.4 *The relationship between career motives and career decision review*

Data from logistic regression analysis was used to test how well variables of career motives could explain the likelihood that teachers were satisfied with their choice. The results revealed that the variables "I love passing on knowledge, skills, etc. to children", and "I want to teach the subject that I like" were found to have statistically significant contributions to the dependent variable of being happy with being a teacher. The odds ratios of these two variables were 1.908 and 1.579 respectively. It meant that those who entered the career because they loved passing on knowledge, skills, etc. to children were almost two times more likely to be satisfied with their choice than those who did not do so while controlling for other factors in the model. The same pattern was observed with respondents reporting that they joined the teaching profession because of the desire to teach their favorite subjects. They were found to be almost one and a half times more likely to be satisfied with their choice than their co-workers who did not enter the career for this reason. However, the model explained only 16.4% (Nagelkerke R^2) of the variance indicating a small relationship between career choice and the statement that the respondents were satisfied with their career choice.

Data from other logistic regression analyses were also used to check the likelihood that respondents reported that they would start over in a new career if given a chance, or they regretted for having entered the profession. The results showed that the variable "teaching is a respected career" had a significant relationship with the dependent variable that people would start over in a new career if they had the opportunity. In addition, two other variables namely "I have a desire to work with young people", and "I want to teach the subject that I like" showed statistical significance with the dependent variable that participants regretted for having entered the teaching profession. The odd ratios of these three variables were .521, .479, and .454, respectively. This meant that teachers who joined the teaching profession due to teaching being a respected career, or preferring to work with children or having a desire to teach their favorite subject were less likely to change their jobs or regret their decision of having entered the teaching profession. The low values of and Nagelkerke R^2 of these two models (.106 for first model and .096 for the second one) indicate very poor relationships between careers motives and the statement that the respondents were willing to change their jobs as well as the statement that the respondents regretted having joined the teaching profession.

5.4 Conclusion

Studies of intrinsic, extrinsic, and altruistic motivations lack the definitional accuracy and often result in overlapping categorizations (Watt and Richardson, 2007). In this chapter, the terms intrinsic, extrinsic and altruistic motives attracting teachers to the career were used flexibly. Teaching, according to Johnson & Birkeland (2003), is unpredictable. Whether well prepared or not, there is no assurance that teachers will be successful in

their class. This makes the decision of entering the teaching profession more difficult. Before entering the teaching profession, people often have deep concerns about workload, compensation, status, stress, students' behavior, etc. They also have the feeling of eagerness and excitement with the opportunities to teach the subject of their interest, to work with children and to devote their ability for the benefit of society. However, teachers currently serving were struggling with limited income, experienced declining status, faced students' declining behavior, and were more likely to leave their teaching career.

The research findings showed that more than half of the research participants indicated that job security was their reason for entering the profession and almost half mentioned job status as the drawing motive. In contrast, no participants reported that they entered the occupation because of financial considerations and only around 5% of the informants specified comfortable workload and long holidays as their reasons.

The findings also support the assumptions that teachers entering the profession for intrinsic or altruistic reasons would be more satisfied in their jobs and more likely to be happy with their choices than those joining the career with extrinsic motivations. Data from multiple and logistic regression analyses revealed that there was a significant correlation in job satisfaction among teachers entering teaching due to the desire to work with young people. In addition, teachers who were attracted to teaching because of the desire to pass on knowledge, skills, etc. to children, and to teach their subjects of interest were more likely to be satisfied with their choice and less likely to change their jobs or to

regret for having participated in the teaching profession.

Chapter Summary

This chapter investigated teachers' career motives and explored the link between their choices and job satisfaction. It contained a full description of respondents' reasons for joining the teaching profession and an examination on their attitudes towards their career decision. Furthermore, the chapter checked the relationship between career motives and job satisfaction to find out which one had the most contribution to the level of job satisfaction.

CHAPTER 6

DETERMINANTS OF JOB SATISFACTION

This chapter presents findings related to determinants of job satisfaction among teachers in Vietnam. It contains the theoretical background of job satisfaction, the determinants of teachers' job satisfaction, and the confirmation of testing Herzberg' Two-Factor Theory in Vietnam's educational setting.

6.1 Introduction

Job satisfaction, according to Spector (1997), is a term indicating the degree to which an individual is content with his or her job. Job satisfaction has also been a popular topic attracting researches in the fields of work-related attitudes, industrial and organizational psychology, and organizational behavior (Spector, 1997). There have been many definitions offered to explain job satisfaction. Locke's definition has been seen as the most influential and widely accepted. Locke defines job satisfaction as an emotional state resulting from "the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs" (1976, p. 1307).

Herzberg's Motivation-Hygiene Theory is described in there volumes (Herzberg, Mausner & Snyderman 1959; Herzberg 1966; and Herzberg, 1976). Herzberg and his colleagues argued that the reasons for job satisfaction are different from the reasons for job dissatisfaction. Thus, the factors contributing to job satisfaction are not the negative or opposite to those of job dissatisfaction and vice versa. Furthermore, the negative of job

satisfaction is not job dissatisfaction but no satisfaction. Similarly, the negative of job dissatisfaction is not job satisfaction, but rather, no dissatisfaction. Additionally, job satisfaction is believed to be the results of achievement, recognition, the work itself, responsibility, and advancement. These five factors are considered closely related. When they exist in jobs, employees' basic needs will be satisfied and lead to positive feelings and higher performance. Jobs dissatisafiers, on the other hand, are the factors that describe the context of the jobs. These comprise company policies and administration, supervision, salary, interpersonal relations, and working conditions. Herzberg et al. also pointed out that the positive side of dissatisfiers, namely good policies, good working conditions, good supervision, and good administration can reduce job dissatisfaction but cannot lead to job satisfaction.

Although there have been criticisms, Herzberg's two-factor theory of job satisfaction-dissatisfaction has been widely accepted and applied in many researches (Dinham & Scott, 1998; Furnham, Petrides, Jackson & Cotter, 2002). The theory has also been replicated and tested in the educational setting (Sergiovanni, 1967; Nias, 1981; Kaufman, 1984; Dinham & Scott, 1998). Herzberg's Motivation–Hygiene Theory becomes the theoretical framework and as the most appropriate to the research questions and to the context of Vietnam for several reasons including:

- As support for Herzberg's Motivation-Hygiene Theory has been found mixed, the testing helps to validate the theoretical claims and to see whether the theory can be replicated in the educational setting.

- The cultural and social-economic condition of Vietnam is different from the setting that the theory had been tested before. This thesis is to see whether the theory is applicable in a context such as Vietnam.
- The research method that Herzberg and his colleagues original used for the theory is critical incident technique on accountants and engineers. This research is applied at different point of time, on different respondents and with different methodology approaches. The findings will provide some more evidence for the existing literature that whether the theory is universal and can be replicated in many different backgrounds.
- Testing Herzberg's Motivation-Hygiene Theory allows the researchers to add other aspects specific to the educational setting and to the local context beside what were found to be satisfiers or dissatisfiers in the theory.

Sergiovanni (1967) conducted interviews with 71 teachers and the same methods were also applied by Nias (1981) with 100 graduates to test Herzberg's two-factor theory in the educational context. These studies confirmed that factors leading to job satisfaction and dissatisfaction are mutually exclusive. The findings showed that motivators in teaching context tend to be the job itself and the hygiene factors tend to be job conditions. Specifically, achievement, recognition and responsibility are predominantly the factors contributing to teacher job satisfaction while interpersonal relations, school policy and administration, physical condition, unfairness and promotion are the main sources of teacher job dissatisfaction.

Kaufman (1984) examined Herzberg Motivation-Hygiene Theory to check the feasibility

of applying the theory. The study reported that Herzberg Two-Factor Theory could be used in educational settings to identify the motivation and hygiene seekers. Kaufman also concluded that motivation seekers are more likely to be committed to teaching than the non-motivation seekers. Dinham & Scott (2000) found another factor affecting job satisfaction and dissatisfaction in the teaching profession apart from the general principle of "two-factor" theory. This third domain generally consists of school-related factors such as school leadership, school reputation, and school infrastructure. The satisfaction level of these factors falls between the satisfiers intrinsic to teaching and the dissatisfiers extrinsic to teaching tasks. Lortie (1975) suggested that the ability to build a productive relationship with students is the key source for teachers' jobs as it would be easier if teachers have a positive and closed relationship with their students. Johnson & Birkeland (2003) believed that teachers would have better relationship with their students if they share some common characteristics such as race, ethnicity, language, social background and expectations.

According to Dinham & Scott (1998), job satisfiers in the teaching profession, generally, are the factors intrinsic to teaching and student achievement, improving student attitudes and behaviours, positive relationship, recognition, and self-growth. Job dissatisfiers, on the other hand, are normally those extrinsic to the teaching. These include the changes of educational policies and procedures on teaching practices, the high expectations from society on the educational system in terms of solving social problems, declining job status, inadequate supervision, heavy administrative workloads, and interpersonal relationship. Dinham & Scott (1998) also added that satisfiers found in the teaching

profession are largely universal irrespective of sex, positions held, experiences, or schools. Job dissatisfiers are generally the factors that are outside the core business of teaching work and beyond the control of teachers and schools.

This chapter is primarily based on Herzberg's theory and many other relevant works including Sergiovanni (1967), Nias (1981), Kaufman (1984), Maidani (1991), Dinham & Scott (1998). The overall purpose of the chapter is to understand job satisfaction in the educational setting of Vietnam. This chapter aims to attain several objectives. These include the identification of the determinants of job satisfaction among teachers in Vietnam and testing Herzberg's Two-Factor Theory of job satisfaction – dissatisfaction in Vietnam's educational setting.

6.2 Findings

Table 6.1 presents the mean scores of the 20 facets of job satisfaction calculated from the 40 items of job satisfaction using six-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (6) with no neutral number. The table shows that the facets having the highest mean scores of job satisfaction are achievement, work itself, personal growth, responsibility, and job security with the mean scores ranging from 4.54 to 5.03. Promotion, pay, supervision, student behavior, and job pressure, on the other hand, are the least satisfied facets reported by teachers in the survey with the mean scores ranging from 2.99 to 3.83.

Table 6.1

Facets of Job Satisfaction

(N = 436)

Order	Job satisfaction facets	Minimum	Maximum	Mean	Std. Deviation
1	Satisfaction with achievement	2.50	6.00	5.03	.679
2	Satisfaction with the work itself	2.50	6.00	4.89	.711
3	Satisfaction with personal growth	2.50	6.00	4.85	.671
4	Satisfaction with responsibility	1.50	6.00	4.58	.839
5	Satisfaction with job security	1.50	6.00	4.54	.831
6	Satisfaction with school reputation	1.50	6.00	4.36	.962
7	Satisfaction with co-workers	1.00	6.00	4.34	.962
8	Satisfaction with career support	1.50	6.00	4.28	.934
9	Satisfaction with policies	1.00	6.00	4.16	.938
10	Satisfaction with recognition	1.50	6.00	4.05	.961
11	Satisfaction with student motivation	1.00	6.00	4.00	.999
12	Satisfaction with workload	1.00	6.00	3.98	1.050
13	Satisfaction with job condition	1.50	6.00	3.97	.972
14	Satisfaction with training	1.00	6.00	3.92	1.018
15	Satisfaction with status	1.00	6.00	3.85	.961
16	Satisfaction with job pressure	1.00	6.00	3.83	1.048
17	Satisfaction with student behavior	1.00	6.00	3.82	1.052
18	Satisfaction with supervision	1.00	6.00	3.72	1.098
19	Satisfaction with pay	1.00	6.00	3.04	1.133
20	Satisfaction with promotion	1.00	6.00	2.99	.952
Overall job satisfaction		**2.60**	**5.43**	**4.11**	**.607**

Principal component analysis was applied to validate the variables of job satisfaction and to theoretically reduce the number of facets to describe the concept of job satisfaction. In the first phase of principal component analysis, nine factors were loaded from 40 variables based on the principal component extraction method, eigenvalues greater than 1, and varimax rotation method were used with the cutoff value for loading higher than .5.

Before running the principal component analysis, internal consistency reliability was run to check whether the variables of job satisfaction reflected the same construct or not. The Cronbach's Alpha (α) found from the model was .950. According to George & Mallery (2003), and Gliem & Gliem (2003), Cronbach's Alpha (α) $\geq$ .9 was seen to have excellent internal consistency. The corrected item-total correlation was found ranging from .308 to .705. No Cronbach's Alpha value was higher than .950 if any item was deleted. Thus, all the variables were reliable and reflected the same construct.

Results from the model showed that Kaiser-Meyer-Olkin (KMO) value was .926 and Bartlett's test of sphericity was statistically significant ($p < .0005$). This revealed that principal component analysis was appropriate. However, five components had only two variables. Thus, the second procedure of principal component analysis needs to be run to reduce the number of loaded factors to a statistically meaningful number. A comparison of eigenvalues from principal component analysis and criterion value from parallel analysis was used to select the number of components (Table 6.2). The criterion value from parallel analysis allowed extracting up to five components from the model.

Table 6.2

Comparison of Eigenvalues from Principal Component Analysis and Criterion Value from Parallel Analysis

Component number	Actual eigenvalue from PCA	Criterion value from parallel analysis	Decision
1	14.124	1.6290	accept
2	2.275	1.5568	accept
3	1.970	1.5005	accept
4	1.607	1.4556	accept
5	1.457	1.4125	accept
6	1.277	1.3754	reject
7	1.182	1.3408	reject
8	1.022	1.3063	reject
9	1.011	1.2729	reject
10	.964	1.2451	reject

The scree plot showed that the slope of the curve sharply leveled off at the second variable. This elbow indicated that two factors should be generated for the analysis. Herzberg's Two-Factor Theory and other researches testing the theory also resulted in the two groups of factors referring to job satisfaction and dissatisfaction. In order to confirm Herzberg's theory in Vietnam's educational setting and to create the rotated factors that makes theoretical sense, the second procedure of principal component analysis with two-factor loaded was applied from 40 variables based on the principal component extraction method, varimax rotation method, and cutoff value for loading higher than .5. The results are indicated in figure 6.3.

Results from the second procedure of principal component analysis show the two rotated factors extracted from the model with Kaiser-Meyer-Olkin (KMO) value (.926) and Bartlett's test of sphericity ($p < .0005$). This proved that the second procedure of principal

component analysis was appropriate. The first component consists of 21 variables. These variables indicate the low level of job satisfaction so it refers to the "hygiene factor". The other component consists of 10 items of the job satisfaction. This factor includes the facets that have higher means of job satisfaction, so it refers to the "motivation factor". Nine variables that have the absolute value below .5 are not included in the model. The overall job satisfaction is then recounted for the analysis of this study based on the mean of thirty-one variables excluding the nine variables removed from the model after running the second procedure of principal component analysis.

Table 6.3

The Second Procedure of Principal Component Analysis

Rotated Component Matrix[a]		
	Component	
	1	2
I feel I am being paid a fair amount for the work I do.	.659	
The benefits I receive in this job are as good as most other sectors offer.	.636	
I am satisfied with my students' behavior.	.629	
Students' behavior is appropriate and they respect their teachers and other staff in the school.	.626	
I have a sense of being proud to be a member of the school.	.617	
Teachers in my school get well along with each other.	.605	
The teaching aids in school are sufficient for teaching and learning.	.591	
I am satisfied with the reputation of my school in the educational sector.	.578	
The physical working condition of the school is generally good and sufficient for teaching and learning.	.577	
Teachers always get support from school to do well their jobs.	.562	
The images of teachers portrayed in media make my feel proud of my job.	.547	
Teachers have relative good social positions in the community.	.547	
Teachers in our school cooperate closely with each other to improve learning and teaching quality.	.546	
Those who do well in the job have the same chance of being promoted.	.540	

The in-service training I get for my job is relatively sufficient for the changes of the educational program.	.533	
Teachers are well informed of the school policies and plans.	.527	
I am satisfied with the pressure to fulfill the targets of students' educational attainment set up by school.	.524	
My supervisor treats his/ her employees fairly.	.521	
The pressure of meeting the preplanned targets motivates teachers to do well their jobs.	.519	
School policies and their implementations are suitable and create favor conditions for teachers to do well their jobs.	.519	
When I do a good job, I receive the recognition that I should receive.	.515	
The pre-service training I learned at teachers' training colleges or universities was suitable for my job.		
Working hours and holidays of my job is relatively adequate compared with other careers in general.		
The amount of work I need to do in this job is sufficient for my ability.		
I don't feel my efforts to do well my job are appreciated in the way they should be.		
My supervisor shows little interest in the feelings of subordinates.		
There is really too little chance for promotion in my job.		
I feel happy when helping students understanding a difficult concept.		.771
I am doing a vital job for the benefits of the society.		.764
Teaching helps me to improve my personality in my life.		.699
The job significantly affects the future of students.		.686
I feel satisfied when my students are fond of my teaching methods.		.651
Teaching provides me with an opportunity to advance professionally.		.636
I am happy with the chance to be responsible for my job.		.584
I get adequate support from parents for their children's education.		.584
I feel a high degree of personal responsibility for the work I do on this job.		.541
Teaching profession guarantees me to have a lifetime job.		.507
My students believe that education is closely related to their life outcome.		
I am satisfied with the amount of time and energy that my students spend for their learning.		
The job provides me a steady employment.		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

As these two components were newly formed, internal consistency reliability was used to check the reliability of the variables among each factor. The Cronbach's Alpha of the 21 hygiene variables was .928. The Corrected Item-Total Correlation ranged from .410

to .689. No Cronbach's Alpha value if item deleted was bigger that Cronbach's Alpha (.928) (Table 6.4). This indicates that all the variables of the hygiene factor have internal reliability. The same process also applied for motivation factor. The Cronbach's Alpha of the 10 motivation variables was .874. The Corrected Item-Total Correlation ranged from .520 to .715. No Cronbach's Alpha value if item deleted was bigger that the Cronbach's Alpha (.874) (Table 6.5). This meant that all the variables of the motivation factor were internal reliable.

Table 6.4

Internal Consistency Reliability for Hygiene Variables

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The in-service training I get for my job is relatively sufficient for the changes of the educational program.	78.67	198.524	.612	.433	.924
Teachers always get support from school to do well their jobs.	78.21	196.395	.687	.573	.923
Teachers in my school get well along with each other.	78.13	195.950	.687	.599	.923
The teaching aids in school are sufficient for teaching and learning.	78.60	198.260	.631	.625	.924
The pressure of meeting the preplanned targets motivates teachers to do well their jobs.	78.63	197.994	.563	.510	.925
My supervisor treats his/ her employees fairly.	78.46	199.743	.507	.366	.926
Teachers are well informed the school policies and plans.	78.05	198.855	.606	.533	.924
I feel I am being paid a fair amount for the work I do.	79.11	198.204	.521	.572	.926
When I do a good job, I receive the recognition that I should receive.	78.22	201.715	.587	.397	.925
I am satisfied with the reputation of my school in the educational sector.	78.22	197.013	.654	.578	.923
Teachers have relative good social positions in the community.	78.81	200.153	.547	.456	.925
Students' behavior is appropriate and they respect their teachers and other staff in the school.	78.57	196.816	.666	.596	.923
Teachers in our school cooperate closely with each other to improve learning and teaching quality.	78.19	198.591	.689	.613	.923

I am satisfied with the pressure to fulfill the targets of students' educational attainment set up by school.	78.70	200.624	.543	.500	.925
School policies and their implementations are suitable and create favor conditions for teachers to do well their jobs.	78.64	201.566	.576	.533	.925
The benefits I receive in this job are as good as most other sectors offer.	79.81	201.440	.482	.578	.927
Those who do well in the job have the same chance of being promoted.	79.15	203.563	.410	.225	.928
I have a sense of being proud to be a member of the school.	78.06	198.817	.683	.592	.923
The images of teachers portrayed in media make my feel proud of my job.	78.48	200.526	.587	.514	.925
I am satisfied with my students' behavior.	78.78	196.229	.641	.587	.923
The physical working condition of the school is generally good and sufficient for teaching and learning.	78.46	198.755	.661	.649	.923

Table 6.5

Internal Consistency Reliability for Motivation Variables

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I feel satisfied when my students are fond of my teaching methods.	42.47	28.732	.561	.383	.864
Teaching provides me with an opportunity to advance professionally.	42.69	28.669	.577	.370	.863
The job significantly affects the future of students.	42.65	28.362	.600	.414	.862
I feel a high degree of personal responsibility for the work I do on this job.	42.95	28.060	.520	.404	.868
I get adequate support from parents for their children's education.	43.22	26.988	.577	.353	.865
I feel happy when helping students understanding a difficult concept.	42.42	28.267	.653	.488	.858
Teaching profession guarantees me to have a lifetime job.	42.97	28.286	.522	.316	.868
Teaching helps me to improve my personality in my life.	42.56	28.200	.664	.486	.857
I am happy with the chance to be responsible for my job.	42.83	27.216	.617	.479	.860
I am doing a vital job for the benefits of the society.	42.53	27.321	.715	.534	.853

6.3 Discussion

6.3.1 *Facets with high satisfaction level*

Result from the second procedure of principal component analysis showed that ten out of forty items of job satisfaction appeared in one component with the mean score of 4.75 indicating that respondents reported to be satisfied in these variables. These ten items referred to career achievement, work itself, advancement, responsibility, job security, and support from students' parents. The results were general in line with Herzberg' Motivation – Hygiene Theory which found that the motivators leading to job satisfaction include achievement, recognition, work itself, responsibility and advancement.

Qualitative data from interviews and group discussions showed that teachers were satisfied with the teaching tasks and with their success in teaching. Respondents said that they were happy with teaching tasks and the success of their career. They were happy to educate young people to be good citizens and to see their students successful in their life. Several teachers indicated that they were satisfied when their students could understand their lessons or when their students were interested in their teaching methods as well as their teaching subjects. Teachers also said that they were happy when their efforts in teaching were acknowledged by their students, their colleagues and their school managerial boards. Furthermore, respondents were happy with the chance of working with children, and the ways their little students smiled, talked and thought. Some respondents indicated that they were happy to see their students respecting their teachers, having positive learning attitudes, and improving their academic skills. Teachers were also happy when their former students still remembered them, showed their gratitude, and

visited them on special holidays or ceremonies.

There were also stories of success in the study. These teachers were those who felt effective and successful in their teaching. They gained confidence and competence in their teaching. They were happy about the opportunities for personal growth from the teaching profession. Respondents said that they needed to explore new knowledge, prepare their lessons and search for better teaching methods to make their lessons more successful. This helped them to improve professional skills and gain new knowledge. Some teachers, after several years of teaching, found that teaching was a suitable career where they could utilize their ability and skills. These satisfied teachers also found much support from their students' parents. Some teachers said that although they were teaching in remote and economically disadvantaged areas, people still took good care of their children's education and sympathized with teachers' difficulties in teaching their children.

6.3.2 *Facets with low satisfaction level*

Results from the second procedure of principal component analysis also indicated that twenty-one out of forty items of job satisfaction were variables indicating low satisfaction level. They had a mean score of 3.93. These reflected various aspects of the teaching job including promotion, pay, supervision, students' behavior, job pressure, teacher status, teacher training, working condition, recognition, school policies, relationship with co-workers, school reputation, and career support from school. The results generally confirmed Herzberg's Two-Factor Theory indicating that company policy, supervision, salary, interpersonal relation, and working condition were the main factors leading to the

employees' dissatisfaction.

Promotion was shown to be the least satisfied facet. Respondents were not satisfied with promotion not because they were not promoted but because of the unfair promotional procedure in their schools. A teacher admitted that the promotional procedure generally affected their job satisfaction and their commitment in pursuing the teaching career. Those with ability were not promoted and those who were promoted did not deserve it. The promotion was not based on ability but on "connections" or some other reasons. Another teacher added that the required procedure in promoting a teacher to a key position within schools was merely symbolic and not followed in reality. The principals normally took advantage of their power to appoint those that they preferred. Teachers who did not support the pre-selected candidates and the principals' decision would be mistreated in various ways.

Teachers' inadequate compensation was the most complained issue found in the interviews and group discussions. A group of teachers showed their concern about the low salaries and declining status. They indicated that the inadequate salary system existing in the teaching profession meant that teaching was not valued or appreciated as it should be. Another teacher said that she was unsatisfied with her teaching job as the income was only enough for her basic life although she tried to save every bit she earned. A teacher admitted that poor treatment from the educational system of its employees in terms of compensation and ability resulted in the negative feeling. The consequence would be reflected in poor educational quality. A suggestion from a respondent was that

teachers needed to have a decent life to be dedicated to their career.

Critical attitude of principals and deputy principals towards their teachers was another major reason for teacher dissatisfaction. A teacher said that disrespect from school managerial boards towards teachers and from some teachers towards their colleagues lowered teacher status and made them less satisfied in their career. Several teachers reported that they faced arbitrary, abusive, or neglectful principals and unsupportive colleagues in their schools. Teachers were left alone to struggle in their work. However, they faced severe criticisms from their managerial boards if they did not complete the required targets set up by the schools for students' academic attainment.

Student behavior was also reported as another source of job satisfaction that teachers in the province experienced. When student behavior turned worse, teachers faced more difficulties in managing the classes. Teachers expressed their wish of having a supportive system or principles to deal with inadequate student behavior. Teachers indicated that they needed carefully designed plans in which school managerial council, teachers and students established the norms of behavior, discipline, and routine that could create an orderly environment for learning and teaching. A teacher expressed his concern that the rapidly declining student behavior was a reason for making school work less successful. A female teacher said that students' conduct is much different in comparison to the former generations. They disrespect their teachers by their dress styles, their thoughts and their attitudes. She concluded that this was due to a lack of teaching life skills to students in the educational system. A teacher revealed in the interview that:

> In the classes I was teaching, at least 10% of students come to school just to have fun and avoid housework. These students are very slow learners; they do not care about schoolwork. They do not listen to us when I and some other teachers express our concerns. Sadly, they even wrote obscenities and insulted their own teachers in the tests instead of answering the questions. Such kinds of things make me very sad and concerned about the quality of education.

The pressure to meet the targets set up by their schools in terms of students' educational performance was indicated by some respondents as the factor contributing to job dissatisfaction. Schools and departments of education and training at municipal and provincial levels wanted their own students to have high educational performance. Consequently, they set high targets and forced their teachers to fulfill these targets. Teachers struggled to complete such tasks. In cases where students were not qualified enough, teachers had to give them extra points to meet the requirement. This caused unfairness in school and in society. The pre-planned target fulfillment also created extra work for teachers. Teachers needed to visit students' families to encourage them to return to school if they played truant or intended to give up their schooling. This was not easy as not all the parents cooperated with teachers and not all the students appreciated their teachers' visits.

Teachers' declining image, the rising expectations of the public and the increasing responsibilities of teachers caused teachers' job dissatisfaction. The lower recognition

from society together with poor image from the media made teachers feel that their status was declining. Some other reasons for teacher dissatisfaction found in the study were teacher training, working conditions, recognition, school policies, relationship with co-workers, school reputation, and career support from school. Although these reasons did not appear to be the least satisfied facets in quantitative data and not discussed regularly in qualitative methods, they should not be ignored as they were also the causes for career dissatisfaction of a significant section of teachers. Teacher respondents claimed that the pre-service training they got was far from reality, and the in-service training was not adequate for their teaching. A teacher said that she did not even have a chance for professional skill discussion for a year. Although they had regular meetings for those teaching the same subjects, time was normally spent for discussion of the school activities. Working conditions were indicated to be one source that makes teachers less satisfied in their jobs. When choosing teaching as a career, teachers expect to have adequate support and resources that could help them to succeed. A teacher said that teaching equipments within schools revealed limitations. The teaching aids did not meet the requirement and expectation in terms of quantity, quality and their functions. They were easily broken after putting into operation several times.

6.4 Conclusion

The chapter showed that the motivators of job satisfaction among teachers were career achievement, teaching tasks, personal growth, responsibility, job security, and support from students' parents. These factors were generally intrinsic to teaching tasks and other aspects contributing to the teachers' career success and personal improvement. Hygiene

factors of job satisfaction, on the other hand, were found to be promotion, pay, supervision, students' behavior, job pressure, teacher status, teacher training, working condition, recognition, school policies, relationship with co-workers, school reputation, and career support from school. These factors were generally extrinsic to the teaching profession.

The research findings generally confirmed the application of the Two-Factor Theory of Herzberg in Vietnam's educational setting. They showed the factors leading to job satisfaction as being related to job content and factors contributing to job dissatisfaction as relating to job context. Among more than 13,000 teachers currently working for the educational sector of the province, it is inevitable that every individual has different feeling and opinion towards his or her jobs. The findings might help those in authority of the educational system to have an insight about how teachers viewed their jobs.

Chapter Summary

This chapter discussed the issues related to teacher job satisfaction and dissatisfaction in Vietnam's educational sector. The introduction offered results from other works relevant to teachers' job satisfaction and dissatisfaction. The research findings provided a full description of the factors contributing teachers' job satisfaction and the factors leading to teachers' job dissatisfaction. The chapter also confirmed the replication of Herzberg's Motivation-Hygiene Theory in the educational context.

CHAPTER 7

CONCLUSION

This chapter summarizes the research findings and offers its implication in four sections. The first section reinstates the objectives that the research aims to achieve and presents the summary of the research findings. The next section indicates the implications of the research. The final part of the chapter illustrates the limitations that the research faces and suggests recommendations for further research.

7.1 Research Outcomes

This study investigated teachers' job satisfaction and other issues related to teacher's job satisfaction in Vietnam's educational setting. The research attempted to examine the level of teachers' job satisfaction, identify factors contributing to teachers' job satisfaction as well as dissatisfaction, and discovered teachers' motives in entering the career. The research also searched for the links between job satisfaction and variables of career motives and demographic background. Some other purposes of the study were to examine whether the respondents were happy with their career choice and tested the replication of Herzberg's Motivation-Hygiene Theory in Vietnam's educational setting.

The findings showed that satisfiers of teaching career overwhelmingly were phenomena intrinsic to teaching task such as career achievement, teaching activities, personal advancement, job security, job responsibility and support from students' parents. Dissatisfiers, on the other hand, were those extrinsic to the teaching core and beyond the ability of teachers. These included promotion, pay, supervision, students' behavior, job

pressure, teacher status, teacher training, working condition, recognition, school policies, interpersonal relationships, school reputation, and career support from school.

The findings generally supported the replication of Herzberg's theory in Vietnam's educational setting. The motivation factors of teaching were intrinsic to the teaching task while extrinsic factors were those outside the core work of teachers and beyond their control. However, the study found that recognition was not a motivating factor as suggested by Herzberg' theory but rather a factor of hygiene contributing to job dissatisfaction. Another noticeable difference in the findings of the research was in the different attitudes of respondents towards career support. Teachers were satisfied with the support from students' parents while dissatisfied with the support coming from school.

The analyses of the relationship between demographic characteristics and job satisfaction showed that four among ten variables of demographic background were found to have statistically significant differences in job satisfaction. These included age, working tenure, levels of teaching, and subject of teaching. Although found significantly different, the relationship between job satisfaction and age as well as working tenure were not consistent. There was no clear trend to justify for the differences in job satisfaction among different age groups and working tenure. The youngest and the oldest teachers were found less satisfied in their teaching than those who were in age range from 36 to 50 years old. The level of job satisfaction was found to be negatively correlated with levels of teaching. Those teaching at upper secondary school were the least satisfied while those teaching at the primary level were the most satisfied ones. Among the groups of subject

teaching, teachers teaching subjects for primary level had the highest level of job satisfaction while those teaching Literature, History, Geography, and Foreign Languages had the lowest level of satisfaction in their career.

Among the personal characteristics which were not found statistically significant difference in the level of job satisfaction, gender, qualification, and position at work should have further exploration. Female teachers are assumed to have higher level of job satisfaction than their male colleagues as teaching profession is considered more preferable to them. Female employees are believed to prefer jobs that are stable, less competitive and have close interpersonal relationship. Employees with higher qualification are found to be less satisfied in their jobs than those with lower level of education provided that qualification does not contribute to large differences in terms of inputs such as income, recognition or promotion. Furthermore, people with higher position at work are assumed to have higher level of job satisfaction. This is because they are more recognized and have higher job inputs than others. They should have higher level of job satisfaction. However, the research findings failed to prove so.

Results from career motives, to some extent, explained teachers' wishes in joining the teaching profession and illustrated the background of labor market in Vietnam. Respondents considered job security as the most important reason for the decision of joining the teaching profession. This is rational in the context of economic downturn when job losses or layoffs become widespread. People consider job security as the most priority in their job consideration. The second popular reason attracting teachers to the

career was teacher's status. This reflected the image of teacher in the society. Respecting teachers is a way of respecting intellectuals and respecting their children's education.

Intrinsic and altruistic motives were found to be the reasons for entering teaching career of many teachers. They came to the career because of the passion for teaching, and for teaching the subject of their interest. Many respondents entered the teaching profession because they desired to work with children and imparted their knowledge and skills to the young generation. Teachers coming to the career based on these reasons were more likely to be more satisfied in their job and more committed to the career. They were easier to find joyfulness from the teaching task and were less likely to be affected by the extrinsic rewards. They hardly ever thought of changing their job, started over in another career, or regretted of having joined the teaching profession.

Financial considerations and other extrinsic reasons such as holidays and tuition-fee exemption for taking pedagogical program were found to play a small role in influencing respondents' choices of entering the teaching profession. The results showed that teaching profession did not offer good financial prospects. Limited income together with promotion was also the two factors that had the lowest level of job satisfaction and received the most complain from the research respondents.

The study's findings show that career motives generally did not affect teachers' level of job satisfaction no matter whether they entered the profession because of intrinsic, extrinsic or altruistic reasons. Only teachers who entered the teaching profession with the desire to work with young children were found to be statistically significant to the level

of job satisfaction. However, the Pearson *r* for the relationship was small and accounted for a very small amount of percentage of the variance for job satisfaction.

7.2 Research Implications

This study can help in understanding teachers' feelings, desires and expectations in their job. It can also provide the explanations for the declining quality in Vietnam's educational system. Job satisfaction is closely related to employees' performance, mood and attitudes towards work. Improving teachers' job satisfaction will bring benefits to teachers, students, and the educational system.

To teachers, positive attitudes at work may spill over into other arenas particularly their personal life. Furthermore, happiness and excitement at work may bring similar state of feelings to family life and leisure activities, decrease their mental as well as physical illnesses, and reduce their work and life tension. Job satisfaction can also help teachers to build a more cooperative and friendly working environment. This helps to improve teachers' interpersonal relationships with co-workers and increase their teaching skills through sharing.

Students can also benefit when they have satisfied and motivated teachers. As students regularly interact with their teachers through class and extracurricular activities, more satisfied and motivated teachers with positive attitudes will narrow the relationship between students and teachers and make the lesson more lively and fun-filled. As satisfied employees may lead to higher level of job performance, teachers' performance in educational setting is expressed in students' academic achievement. Teachers are

educators as well as role models to their students. Their positive feelings will influence students' attitudes towards their learning.

Teachers' level of job satisfaction is negatively correlated to teacher turnover and absenteeism given the fact that those who do not feel happy in their jobs are more likely to get away from their jobs or look for opportunities to start over in another career. Reducing the level of teacher turnover and absenteeism will provide various benefits to the educational sector in terms of saving training costs, looking for replacement, avoiding the disruption in teaching services and having a good pool of qualified teachers. Attracting higher qualified candidates to join the teaching profession is also another benefit that the educational system can gain through increasing the level of satisfaction of its current employees. Besides that, more satisfied and effective teachers will have higher work effectiveness. This advances students' achievement and, in turn, improves the quality of the educational system.

Teachers currently in service will have a deeper understanding of the teaching career. They are more aware of the difficulties, benefits and challenges that the career offers. They can experience the gaps between job expectations and the job realities. They can provide better insights of the teaching profession for those who are interested. The study helps to gain an insight into the plight of the current teachers and provide an analytical framework for policy makers in Vietnam to create appropriate policies for the development of the educational system. Furthermore, understanding teachers' motivations in joining the profession, and observing what they are currently experiencing

in their jobs will help those who are interested in the teaching profession to consider carefully before making their decision.

7.3 Research Suggestions

Teaching staff in the provincial educational sector are increasingly feeling inadequate in terms of what they contribute and what they can receive. Together with the development of society, greater and greater responsibilities and expectations have been placed on teachers. They are supposed to equip students with adequate preparation for their lives as well as careers. To some extent, teachers are expected to be miracle workers who can satisfy the unlimited demands of society. These tasks and requirements seem to become unrealistic and impossible for teachers. Thus, teachers feel that there is a heavy burden on their shoulders but what the society brings to them in term of recognition, compensation, and other benefits is not worth their dedication to society.

Salary and promotion were discovered to be the least satisfying factors in the survey and the most complained topics in interviews and group discussions. They affect teachers' feelings, attitudes, and their willingness in teaching and deteriorate the working environment. They directly influence teachers' personal life, students' educational performance, and the educational system in negative ways. It is not a good idea to ignore these factors. Furthermore, when teachers' salary is relatively low or inadequate and when there is no transparency in promotional procedures, it would be harder to attract talented youth to choose the teaching profession. Thus, the quality of the national educational system, inevitably, declines. Therefore, policy makers at all levels need to

take the challenges in restructuring the salary system, improving transparency in promotion, and creating a cooperative working environment within the educational system. Without addressing these challenges, teaching career will face more difficulties in attracting qualified students to join teacher training. Furthermore, capable and committed teachers may turn away and seek other careers where they can have a more decent life.

The entry standard of the teacher's training at tertiary educational institutions also needs to have more concerns from the policy makers, educators and administrators. In the past several years, the entry points at the national tertiary entrance examination for studying in the teachers' training programs have been lower than before and the number of students seeking admission to the educational programs or educational institutions has decreased year by year. This predicts the challenges that the education sector faces in the coming years when fewer students choose teaching to pursue their career and lower qualified workforce become the educators of the youth generations. Improving teachers' career life by paying them adequate compensation, assigning them suitable duties, creating a friendly working environment as well as increasing teachers' status would attract more qualified pool of teacher candidates.

Improving teacher quality and their practices inevitably means improving the educational system. Although the correlation between teachers' job satisfaction and their work outcomes can still be questionable, it definitely is not a good idea to leave teachers unpleasant in their job. Teachers need to be assured that they were assigned appropriate work for their ability with a manageable workload. Teachers also need sufficient

resources to enable their success in their teaching. A supportive and orderly work environment for teachers to count on their principals and colleagues for advice and support would be necessary. An adequate salary system will help them to have a decent life. Furthermore, the school, the educational system, and society should pay more attention to teachers' needs and expectations, and understand the difficulties that they are facing in their career.

7.4 Research Limitations and Recommendations for Further Research

This study reflects the current situation of teacher's job satisfaction in Lam Dong Province, Vietnam. However, some factors might have certain impacts on the findings of the research. Further research in the future would produce more appropriate outcomes if these challenges could be solved.

- Respondents might hesitate to express their own feelings and attitudes towards issues of job satisfaction, especially those related to educational policies or their managerial staff. They might be afraid that the information would cause them some unexpected difficulties in their career. The research could not reflect exactly the phenomena if the respondents' real opinions and attitudes could not be explored. Further research should investigate more on these issues.
- The second challenge of the research was the timing for the field study. The research was a cross-sectional research. The researcher could not spend much time for the fieldwork; however, it took time to understand, get trusted, and access the informants. A

longitudinal research could explore deeper insights into the research issues and detect the possible changes of teachers' job satisfaction over time through events or policies.

- This fieldwork was mainly conducted in school campuses or teacher's tenement houses. This might also affect the research findings. The informants might have beeen busy and unwilling to participate in the study, or their ratings of the questionnaire might not reflect their opinions or feeling towards their jobs. The findings would be better if the questionnaires were sent to the respondents' home. Unfortunately, teachers' profile in the school database was not updated annually and hard to access.
- Teachers in the province were not familiar with participating in the research. There might be some misinterpretations in the terms used in the research questionnaire and some misunderstanding in the purposes of the study. Further research should employ research assistants on the research sites to collect data and to explain any questions raised by the respondents.
- The study used stratified random sampling for quantitative approaches and purposeful sampling for qualitative research. The research would be more reliable and have higher generalized capacity if all the teacher population in the province could have been participated in the study.
- The research did not use any existing instrument to measure the level of teachers' job satisfaction. A newly created questionnaire based on theories, literature review and pilot field studies could be more suitable for the local context. However, this newly built instrument might face more challenges in terms validity and reliability. Additionally, the research outcomes might be different from the previous works.

- This study did not investigate the relationship between teachers' job satisfaction and their work outcomes in terms of students' educational performance, school performance, and teachers' achievement. Future research would be more valuable if this relationship could be evaluated.
- Finally yet importantly, teachers' job satisfaction could be affected my many other factors outside the items listed in the questionnaire and topics discussed in interviews and group discussions. These included life satisfaction, family structure or physical health. A longitudinal study with observational techniques over long periods of time might deal with this limitation.

Chapter Summary

This chapter provided a summary of the research findings. It contained the main findings discussed in detail in chapter four, five and six. The chapter also presented several underlying implications and suggestions related to teachers' job satisfaction and their motives in joining the teaching career. Others issues discussed in this chapter included the research limitations and the suggestions to deal with these limitations for further research in the future.

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Appendix A

Research Questionnaire (English version)

LETTER TO TEACHERS

Lam Dong, March 10th 2012

Dear teachers,

My name is Tran Ngoc Tien. I am a student of PhD program at Ritsumeikan Asia Pacific University in Beppu City, Oita Prefecture, Japan. I am conducting my doctoral dissertation on the topic: "***The Determinants of Job Satisfaction among Teacher in Province***."

The purposes of this study are to explore the determinants of teachers' job satisfaction, understand teachers' motives in joining the career, and examine the relationship between teacher's job satisfaction and work motivation, career motives as well as demographic background.

I would like to invite you to take part in this study. The information gained from the questionnaire will be used for the purposes of this study only. Your identity and other personal information will be kept completely confidential without sharing with anyone under any circumstances.

The questionnaire consists of five parts:

Part 1: Demographic information (10 questions)

Part 2: Teaching profession orientation and career decision review (16 questions)

Part 3: Work motivation (10 questions)

Part 4: Job satisfaction (40 questions)

Part 5: Additional idea about an action or incident that make you most satisfied or dissatisfied in your job

It will take no more than 30 minutes to complete the questionnaire.

Your participation is very important and to the success of this study.

Thank you for your cooperation.

Best regards,

Tran Ngoc Tien

Part 1: Background information

The information in this part is for administrative and categorized purposes only. You do not have to write your name. Your identification will be kept confidentially and will not be revealed at any circumstances.

Directions: Please fill in the blank with the appropriate information or circle only one choice for each of the following questions.

1.1 Year of birth: _____

1.2 Sex: a. Male b. Female

1.3 Length of services in teaching profession: _____ year(s)

1.4 Ethnicity: a. Majority b. Minority

1.5 Marital status: _____

1.6 Qualification/ years of education:

a. High school graduate b. Upper secondary diploma (some college)

c. College diploma d. University degree

d. Master degree e. Doctoral degree

f. Others: (please specify) _____

1.7 Current position at jobs (the highest position you are holding):

a. Casual teachers/ non-permanent teachers

b. Classroom teachers

c. Head teacher/ Academic subject leader

d. Principal or deputy principal

e. Others: (please specify) _____

1.8 Levels of teaching: a. Primary b. Lower secondary c. Upper secondary

1.9 Subject of teaching: _____

1.10 Location of school: a. City b. Town b. Countryside

Part 2: Reasons for joining the teaching profession and career decision review

Guidance: Please put (✓) before the statements that best indicate your reasons for joining the teaching profession and review your decision (more than one option is possible).

I joined the teaching profession because (of):

1. _____ fewer working hours and longer holidays.
2. _____ it was the best job available at the time.
3. _____ good salary and fringe benefits.
4. _____ secured career.
5. _____ I was inspired by my own teachers.
6. _____ my family wanted me to be a teacher.
7. _____ I have a desire to work with young people.
8. _____ the career offers me the opportunity to continue my own education.
9. _____ I love passing on knowledge, skills, etc. to children.
10. _____ I want to teach the subject that I like.
11. _____the benefits (tuition fee exemption, etc.) for learning pedagogical programs.
12. _____ teaching is a respected career.
13. _____ Others: (please specify) _____
14. _____ I am satisfied with my choice of joining the teaching profession.
15. _____ I will change my job if I have the opportunity to start over in a new career.
16. _____ I would not choose to become a teacher if I had a chance to make a decision again.

Part 3: Intrinsic Work Motivation

	Please circle one number for each question that comes closest to reflecting your opinion about it.	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	The work I do on this job is meaningful to me.	1	2	3	4	5	6
2	I feel a great sense of personal satisfaction when I do my job well.	1	2	3	4	5	6
3	Whether or not this job gets well done is clearly my responsibility.	1	2	3	4	5	6
4	I am strongly motivated by the challenging and interestingness of my work.	1	2	3	4	5	6
5	I try to think of ways of doing my job effectively.	1	2	3	4	5	6
6	I feel unhappy when my work is not up to my usual standard.	1	2	3	4	5	6
7	I am generally satisfied with the kind of work I do on this job.	1	2	3	4	5	6
8	I take pride in doing my job as well as I can.	1	2	3	4	5	6
9	A day of school is a joyful day.	1	2	3	4	5	6
10	I like to look back on the day's work with a sense of a job well done.	1	2	3	4	5	6

Part 4: Teacher job satisfaction

JOB SATISFACTION QUESTIONNAIRE							
	Please circle one number for each item that comes closest to reflect your opinion about it.	Strongly disagree	Disagree	Slightly disagree	Agree slightly	Agree	Strongly agree
1	I feel satisfied when my students are fond of my teaching methods.	1	2	3	4	5	6
2	The in-service training I get for my job is relatively sufficient for the changes of the educational program.	1	2	3	4	5	6
3	Teachers always get support from school to do well their jobs.	1	2	3	4	5	6

4	Teachers in my school get well along with each other.	1	2	3	4	5	6
5	The teaching aids in school are sufficient for teaching and learning.	1	2	3	4	5	6
6	The pressure of meeting the preplanned targets motivates teachers to do well their jobs.	1	2	3	4	5	6
7	The job provides me a steady employment.	1	2	3	4	5	6
8	My supervisor treats his/ her employees fairly.	1	2	3	4	5	6
9	Teachers are well informed of the school policies and plans.	1	2	3	4	5	6
10	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
11	Teaching provides me with an opportunity to advance professionally.	1	2	3	4	5	6
12	There is really too little chance for promotion in my job.	1	2	3	4	5	6
13	When I do a good job, I receive the recognition that I should receive.	1	2	3	4	5	6
14	I feel a high degree of personal responsibility for the work I do on this job.	1	2	3	4	5	6
15	I am satisfied with the reputation of my school in the local community.	1	2	3	4	5	6
16	Teachers have relative good social positions in the community.	1	2	3	4	5	6
17	Students' behavior is appropriate and they respect their teachers and other staff in the school.	1	2	3	4	5	6
18	I am satisfied with the amount of time and energy that my students spend for their learning.	1	2	3	4	5	6
19	The job significantly affects the future of students.	1	2	3	4	5	6
20	Working hours and holidays of my job is relatively adequate compared with other careers in general.	1	2	3	4	5	6
21	I feel happy when helping students understanding a difficult concept.	1	2	3	4	5	6
22	The pre-service training I learned at teachers' training colleges or universities was suitable for my job.	1	2	3	4	5	6
23	I get adequate support from parents for their children's education.	1	2	3	4	5	6
24	Teachers in our school cooperate closely with each other to improve learning and teaching quality.	1	2	3	4	5	6
25	The physical working condition of the school is generally good and sufficient for teaching and learning.	1	2	3	4	5	6

26	I am satisfied with the pressure to fulfill the targets of students' educational attainment set up by school.	1	2	3	4	5	6
27	Teaching profession guarantees me to have a lifetime job.	1	2	3	4	5	6
28	My supervisor shows little interest in the feelings of subordinates.	1	2	3	4	5	6
29	School policies and their implementations are suitable and create favor conditions for teachers to do well their jobs.	1	2	3	4	5	6
30	The benefits I receive in this job are as good as most other sectors offer.	1	2	3	4	5	6
31	Teaching helps me to improve my personality in my life.	1	2	3	4	5	6
32	Those who do well in the job have the same chance of being promoted.	1	2	3	4	5	6
33	I don't feel my efforts to do well my job are appreciated in the way they should be.	1	2	3	4	5	6
34	I am happy with the chance to be responsible for my job.	1	2	3	4	5	6
35	I have a sense of being proud to be a member of the school.	1	2	3	4	5	6
36	The images of teachers portrayed in media make my feel proud of my job.	1	2	3	4	5	6
37	I am satisfied with my students' behavior.	1	2	3	4	5	6
38	My students believe that education is closely related to their life outcome.	1	2	3	4	5	6
39	I am doing a vital job for the benefits of the society.	1	2	3	4	5	6
40	The amount of work I need to do in this job is sufficient for my ability.	1	2	3	4	5	6

Part 5: If you can, please describe an action or incident that make you most satisfied or dissatisfied in your job.

……..

……..

……..

……..

……..

……..

……..

Thank you for your help!

The following are the scales for the above questionnaire and items. They are not included in the questionnaires for the research participants. Items with "r" are reverse-scored when analyzing.

1.	Achievement	1	21
2.	Career preparedness and Job training	2	22
3.	Career support	3	23
4.	Co-workers	4	24
5.	Job conditions	5	25
6.	Job pressure	6	26
7.	Job security	7	27
8.	Supervision – human relations	8	28r
9.	Organization's policies and procedures	9	29
10.	Pay and fringe benefits	10	30
11.	Personal growth	11	31
12.	Promotion	12r	32
13.	Recognition	13	33r
14.	Responsibility	14	34
15.	School reputation	15	35
16.	Status	16	36
17.	Students' behavior	17	37
18.	Students' motivation	18	38
19.	Work itself	19	39
20.	Workload	20	40

Appendix B

Research Questionnaire (Vietnamese version)

THƯ NGỎ GỞI QUÍ THẦY/ CÔ

Lâm Đồng, ngày 10 tháng 03 năm 2012

Kính chào thầy (cô)!

Tôi tên là Trần Ngọc Tiến, đang là nghiên cứu sinh chương trình tiến sĩ tại Đại học Châu Á Thái Bình Dương Ritsumeikan ở thành phố Beppu, tỉnh Oita, Nhật Bản. Hiện nay tôi đang thực hiện luận án Tiến sĩ ngành Châu Á Thái Bình Dương với đề tài: "***Tìm hiểu các yếu tố ảnh hưởng đến sự hài lòng trong công việc trong ngành giáo dục Việt Nam***".

Mục đích của đề tài là xác định các yếu tố ảnh hưởng đến sự hài lòng trong công việc, tìm hiểu lý do các thầy cô chọn nghề giáo, và nghiên cứu mối liên hệ giữa sự hài lòng trong công việc với động lực làm việc va lý do chọn nghề giáo của giáo viên từ đó đưa ra những giải pháp nhằm nâng cao sự hài lòng trong công việc của giáo viên.

Với mục đích trên, tôi trân trọng kính mời quý thầy (cô) tham gia vào khảo sát này. Thông tin các thầy (cô) cung cấp chỉ sử dụng cho đề tài này. Danh tính cũng như toàn bộ thông tin cá nhân trong bảng câu hỏi này sẽ được giữ bí mật tuyệt đối và không chia sẻ với bất cứ ai trong bất cứ hoàn cảnh nào. Chỉ những số liệu tổng quát và trung bình mới được sử dụng để phân tích cho đề tài.

Bảng câu hỏi gồm 5 phần:

Phần 1: Thông tin cá nhân (10 câu)

Phần 2: Lý do chọn nghề sư phạm và đánh giá lại quyết định đã chọn (16 câu)

Phần 3: Động lực làm việc (10 câu)

Phần 4: Sự hài lòng trong công việc (40 câu)

Phần 5: Ý kiến thêm của thầy (cô) về một sự việc làm thầy (cô) hài lòng hoặc không hài lòng trong công việc

Thời gian trả lời cho toàn bộ câu hỏi khoảng 30 phút.

Sự tham gia của thầy (cô) rất quan trọng và cần thiết cho sự thành công của đề tài này.

Xin chân thành cảm ơn!

Trân trọng kính chào.

Trần Ngọc Tiến

BẢNG CÂU HỎI

Phần 1: Thông tin cá nhân

Những thông tin ở phần này chỉ nhằm phân loại và quản lý dữ liệu. Thầy (cô) không cần viết tên của mình. Danh tính của thầy (cô) sẽ được đảm bảo bí mật và không bị nhận diện trong bất cứ hoàn cảnh nào.

Hướng dẫn: Thầy (cô) vui lòng điền thông tin hoặc khoanh tròn một lựa chọn chính xác nhất cho từng câu sau.

1.1 Năm sinh: _____

1.2 Giới tính: a. Nam b. Nữ

1.3 Thời gian công tác trong ngành giáo dục: _____ năm

1.4 Dân tộc: a. Kinh b. Khác

1.5 Tình trạng hôn nhân: a. Độc thân b. Đã đã có vợ/chồng c. Ly thân d. Ly hôn

1.6 Trình độ học vấn:

a. Phổ thông trung học b. Trung cấp c. Cao đẳng

d. Đại học e. Thạc sĩ f. Tiến sĩ

f. Khác: (Vui lòng cho biết) _____

1.7 Công việc hiện tại (vị trí cao nhất mà thầy (cô) đang đảm nhiệm)

a. Giáo viên hợp đồng (Chưa biên chế)
b. Giáo viên giảng dạy
c. Tổ trưởng bộ môn
d. Ban giám hiệu
e. Khác: (Vui lòng cho biết) _____

1.8 Chương trình giảng dạy: a. Tiểu học b. Trung học cơ sở c. Trung học phổ thông

1.9 Môn học đảm nhiệm: _____

1.10 Khu vực giảng dạy: a. Thành phố b. Thị trấn c. Nông thôn

Phần 2: Lý do chọn ngành sư phạm và đánh giá lại quyết định đã chọn

Hướng dẫn: Xin thầy/ cô đánh dấu (✓) cho những lựa chọn của mình để cho biết lý do thầy/ cô chọn ngành sư phạm (thầy/ cô có thể chọn nhiều hơn một đáp án).

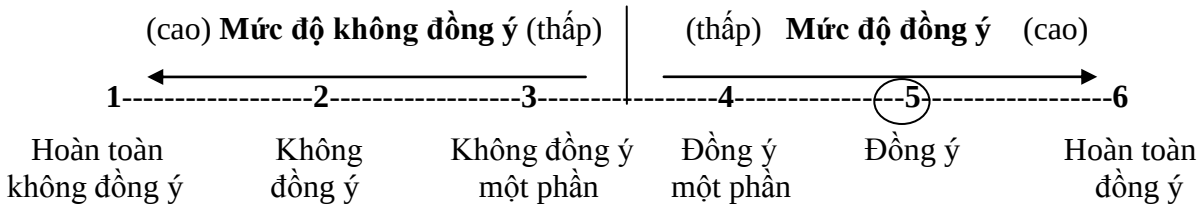
Tôi chọn ngành sư phạm vì:

1. _____ thời gian làm việc ít và kỳ nghỉ dài.
2. _____ đây là công việc tốt nhất tôi có thể chọn lựa vào thời điểm đưa ra quyết định.
3. _____ lương & thưởng cao.
4. _____ tính ổn định của công việc.
5. _____ sự ngưỡng mộ đối với giáo viên đã giảng dạy tôi.
6. _____ theo nguyện vọng của gia đình.
7. _____ thích được làm việc với học sinh.
8. _____ công việc cho phép tôi tiếp tục học tập nâng cao trình độ chuyên môn.
9. _____ khát vọng truyền đạt kiến thức, kỹ năng đến cho học sinh.
10. _____ được giảng dạy môn học mà tôi yêu thích.
11. _____chế độ phúc lợi (miễn giảm học phí …) cho sinh viên học ngành sư phạm.
12. _____ đây là một nghề cao quý được xã hội tôn trọng.
13. Ý kiến khác: (Vui lòng cho biết) _____
14. _____ Tôi hài lòng với quyết định là đã chọn nghề giáo.
15. _____ Tôi sẽ chuyển nghề nếu có cơ hội bắt đầu một nghề khác.
16. _____ Tôi sẽ không chọn nghề giáo nếu tôi có cơ hội lựa chọn lại.

Phần 3: Động lực trong giảng dạy

Hướng dẫn: Xin thầy (cô) cho biết quan điểm của mình bằng cách khoanh tròn một lựa chọn cho mỗi câu sau.

Ví dụ: Tôi hài lòng với công việc mà tôi đang thực hiện.

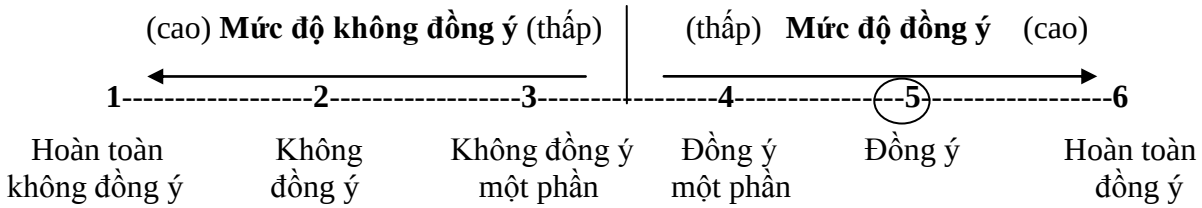


1	Công việc mà tôi đang thực hiện rất có ý nghĩa đối với tôi.	1	2	3	4	5	6
2	Tôi cảm thấy rất hài lòng khi hoàn thành tốt công việc của mình.	1	2	3	4	5	6
3	Công việc hoàn thành tốt hay không là trách nhiệm của tôi.	1	2	3	4	5	6
4	Sự thử thách và tính lôi cuốn trong công việc tạo động lực làm việc cho tôi.	1	2	3	4	5	6
5	Tôi luôn cố gắng tìm kiếm phương pháp làm việc hiệu quả.	1	2	3	4	5	6
6	Tôi cảm thấy thất vọng khi công việc không đạt kết quả tốt như thường lệ.	1	2	3	4	5	6
7	Tôi hài lòng với các thể loại công việc của ngành giáo dục.	1	2	3	4	5	6
8	Tôi tự hào là đã hoàn thành công việc tốt nhất mà tôi có thể.	1	2	3	4	5	6
9	Mỗi ngày làm việc mang đến cho tôi một niềm vui.	1	2	3	4	5	6
10	Tôi hứng thú nhìn lại một ngày làm việc đã qua với cảm nhận là công việc đã được thực hiện tốt.	1	2	3	4	5	6

Phần 4: Sự hài lòng trong công việc

Hướng dẫn: Xin thầy (cô) cho biết quan điểm của mình bằng cách khoanh tròn một lựa chọn cho mỗi câu sau.

Ví dụ: Tôi hài lòng với công việc mà tôi đang thực hiện.



1	Tôi cảm thấy hài lòng khi học sinh hứng thú với phương pháp giảng dạy của tôi.	1	2	3	4	5	6
2	Các khóa đào tạo, hướng dẫn dành cho giáo viên trong quá trình công tác phù hợp với sự thay đổi của chương trình giảng dạy.	1	2	3	4	5	6
3	Giáo viên luôn nhận được sự hỗ trợ từ Ban Giám hiệu nhà trường để hoàn thành tốt công việc của mình.	1	2	3	4	5	6
4	Giáo viên trong trường hòa đồng và thân thiện với nhau.	1	2	3	4	5	6
5	Dụng cụ học tập trong trường được trang bị đầy đủ, phù hợp và đảm bảo cho việc dạy và học.	1	2	3	4	5	6
6	Áp lực hoàn thành chỉ tiêu đề ra về kết quả học tập của học sinh là động lực cho tôi hoàn thành tốt công việc của mình.	1	2	3	4	5	6
7	Tôi hài lòng với tính ổn định của công việc tôi đang làm.	1	2	3	4	5	6
8	Ban Giám hiệu nhà trường đối xử công bằng với tất cả giáo viên.	1	2	3	4	5	6
9	Giáo viên được thông báo cụ thể và chi tiết chính sách và kế hoạch của nhà trường.	1	2	3	4	5	6
10	Tôi được trả lương xứng đáng cho công việc giảng dạy của mình.	1	2	3	4	5	6
11	Công việc giảng dạy giúp tôi nâng cao khả năng chuyên môn.	1	2	3	4	5	6
12	Có rất ít cơ hội thăng tiến trong công việc tôi đang làm.	1	2	3	4	5	6
13	Khi hoàn thành tốt công việc, tôi nhận được sự ghi nhận xứng đáng từ Ban Giám hiệu nhà trường và đồng nghiệp.	1	2	3	4	5	6

14	Tôi có quyền tự lựa chọn và tự chịu trách nhiệm đối với phương pháp giảng dạy của mình.	1	2	3	4	5	6
15	Tôi hài lòng với uy tín của trường tôi đang công tác trong cộng đồng dân cư địa phương.	1	2	3	4	5	6
16	Giáo viên có địa vị cao trong xã hội.	1	2	3	4	5	6
17	Học sinh tôn trọng giáo viên và những nhân viên khác trong trường.	1	2	3	4	5	6
18	Tôi hài lòng với những cố gắng và nỗ lực của học sinh trong việc học tập.	1	2	3	4	5	6
19	Công việc mà tôi đang làm ảnh hưởng tích cực đến tương lai của học sinh.	1	2	3	4	5	6
20	Thời gian làm việc và nghỉ ngơi của ngành giáo tương đương với các ngành nghề khác.	1	2	3	4	5	6
21	Tôi cảm thấy hạnh phúc khi giúp học sinh hiểu được một khái niệm khó.	1	2	3	4	5	6
22	Chương trình đào tạo ở trường (trung cấp/ cao đẳng/ đại học) mà tôi đã học phù hợp với công việc giảng dạy.	1	2	3	4	5	6
23	Tôi nhận được sự ủng hộ của bố mẹ học sinh về việc giáo dục con em họ.	1	2	3	4	5	6
24	Giáo viên trong trường của tôi hợp tác chặt chẽ với nhau để nâng cao chất lượng dạy và học.	1	2	3	4	5	6
25	Cơ sở vật chất trong trường đảm bảo cho công việc giảng dạy được hoàn thành tốt.	1	2	3	4	5	6
26	Tôi hài lòng với yêu cầu đảm bảo chỉ tiêu về kết quả học tập của học sinh trong ngành giáo dục.	1	2	3	4	5	6
27	Nghề giáo đảm bảo cho tôi có một việc làm ổn định.	1	2	3	4	5	6
28	Ban Giám hiệu ít quan tâm đến cảm nhận của giáo viên.	1	2	3	4	5	6
29	Chính sách giáo dục và cách áp dụng trong trường phù hợp với điều kiện thực tế và tạo điều kiện thuận lợi cho giáo viên hoàn thành tốt công việc của mình.	1	2	3	4	5	6
30	Thu nhập từ công việc của giáo viên (lương, thưởng, v.v.) tương đương với những ngành nghề khác.	1	2	3	4	5	6
31	Công việc giảng dạy giúp tôi hoàn thiện nhân cách của mình.	1	2	3	4	5	6
32	Trong trường tôi công tác, tất cả mọi người làm tốt công việc	1	2	3	4	5	6

	đều có cơ hội thăng tiến bằng nhau.						
33	Những nỗ lực của tôi để hoàn thành tốt công việc không được Ban Giám hiệu và đồng nghiệp đánh giá cao.	1	2	3	4	5	6
34	Giáo viên cần phải tự chịu trách nhiệm cho công việc của mình.	1	2	3	4	5	6
35	Tôi tự hào là thành viên của trường tôi đang công tác.	1	2	3	4	5	6
36	Hình ảnh của giáo viên phản ánh trên thông tin đại chúng làm tôi tự hào về công việc giảng dạy.	1	2	3	4	5	6
37	Tôi hài lòng với hạnh kiểm học sinh nơi tôi đang công tác.	1	2	3	4	5	6
38	Học sinh của tôi tin rằng giáo dục mang lại kết quả tốt cho cuộc sống sau này.	1	2	3	4	5	6
39	Tôi đang làm một công việc rất có ý nghĩa cho xã hội.	1	2	3	4	5	6
40	Tôi hài lòng với khối lượng công việc mà tôi cần thực hiện cho nghề nghiệp của mình.	1	2	3	4	5	6

Phần 5: Thầy (cô) có thể miêu tả một sự việc làm thầy (cô) hài lòng hoặc không hài lòng trong công việc của mình.

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Xin chân thành cảm ơn quý thầy (cô)!

Appendix C

Interview Questions

(English version)

1. Could you tell me the reasons for your choice of becoming a teacher?
2. How did you feel about teaching career before you joined the career?
3. What sort of things or incidents of teaching you have experienced make you satisfied?
4. What sort of things or incidents of teaching you have experienced make you dissatisfied?
5. Do you have any comments or suggestion about teaching?

(Vietnamese version)

1. Thầy (cô) vui lòng cho biết lý do thầy (cô) chọn nghề giáo?
2. Thầy (cô) có cảm nhận như thế nào về nghề giáo trước khi thầy (cô) vào nghề?
3. Thầy (cô) có thể miêu tả một vài sự việc đã xảy ra với thầy (cô) mà làm thầy (cô) hài lòng với công việc của mình?
4. Thầy (cô) có thể miêu tả một vài sự việc đã xảy ra với thầy (cô) mà làm thầy (cô) không hài lòng với công việc của mình?
5. Thầy (cô) có kiến nghị hay đề xuất gì về nghề giáo không?

Appendix D

Teacher Profile of Vietnam (General Education Level)

	2009-2010	2010-2011	2011-2012
TEACHERS	**804,183**	**818,538**	**828,148**
Male	225,822	243,262	239,711
Female	578,361	575,276	588,437
Ethnic majority	733,328	744,224	748,797
Ethnic minorities	70,855	74,314	79,351
Among which:			
Primary	**347,840**	**359,039**	**366,045**
Male	76,928	82,143	82,684
Female	270,912	276,896	283,361
Ethnic majority	307,392	315,487	319,306
Ethnic minorities	40,448	43,552	46,739
Public	344,946	356,338	363,102
Non-public	2,894	2,701	2,943
Standardized qualification or above (%)	99.09	99.46	99.63
Teacher/class ratio	1.3	1.3	1.3
Lower Secondary	**313,911**	**312,710**	**311,970**
Male	96,950	101,675	98,898
Female	216,961	211,035	213,072
Ethnic majority	290,506	288,991	287,200
Ethnic minorities	23,405	23,719	24,770
Public	310,573	309,890	308,325
Non-public	3,338	2,820	3,645
Standardized qualification or above (%)	98.25	98.84	99.22
Teacher/class ratio	2.09	2.07	2.12

Upper secondary	**142,432**	**146,789**	**150,133**
Male	51,944	59,444	58,129
Female	90,488	87,345	92,004
Ethnic majority	135,430	139,746	142,291
Ethnic minorities	7,002	7,043	7,842
Public	119,905	129,333	134,899
Non-public	22,527	17,456	15,234
Standardized qualification or above (%)	98.91	99.14	99.60
Teacher/class ratio	2.13	2.20	2.27

Source: Interpreted from statistical data of the Ministry of Education and Training (2013)

Appendix E

Teacher Profile of Lam Dong Province (General Education)

	2009-2010	2010-2011	2011-2012
TEACHERS	**12,589**	**13,005**	**13,276**
Male	3,347	3,396	3,462
Female	9,242	9,609	9,814
Ethnic majority	11,833	12,260	12,462
Ethnic minorities	756	745	814
Among which:			
Primary	**5,118**	**5,457**	**5,597**
Male	753	870	950
Female	4,365	4,587	4,647
Ethnic majority	4,662	5,023	5,134
Ethnic minorities	456	434	463
Public	5,099	5,428	5,580
Non-public	19	29	17
Lower Secondary	**4,867**	**4,970**	**4,973**
Male	1,556	1,538	1,504
Female	3,311	3,432	3,469
Ethnic majority	4,674	4,784	4,758
Ethnic minorities	193	186	215
Public	4,855	4,947	4,955
Non-public	12	23	18
Upper secondary	**2,604**	**2,578**	**2,706**
Male	1,038	988	1,008
Female	1,566	1,590	1,698
Ethnic majority	2,497	2,453	2,570

Ethnic minorities	107	125	136
Public	2,485	2,457	2,586
Non-public	119	121	120

Source: Interpreted from statistical data of the Statistics Office of Lam Dong Province (2013)

Appendix F

Test – Retest Reliability of Career Motive (Kappa Correlation Coefficient) (N = 31)

1	Fewer working hours and longer holidays	Kappa correlation	.795
		Sig.	.000
2	It was the best job available at the time.	Kappa correlation	.678
		Sig.	.000
3	Good salary and fringe benefits	Kappa correlation	.[a]
		Sig.	
4	Secured career	Kappa correlation	.556
		Sig.	.001
5	I was inspired by my own teachers.	Kappa correlation	.757
		Sig.	.000
6	My family wanted me to be a teacher.	Kappa correlation	.706
		Sig.	.000
7	I have a desire to work with young people.	Kappa correlation	.852
		Sig.	.000
8	The career offers me the opportunity to continue my own education.	Kappa correlation	.688
		Sig.	.000
9	I love passing on knowledge, skills, etc. to children.	Kappa correlation	.708
		Sig.	.000
10	I want to teach the subject that I like.	Kappa correlation	.735
		Sig.	.000
11	The benefits (tuition fee exemption, etc.) for learning pedagogical programs	Kappa correlation	.523
		Sig.	.004
12	Teaching is a respected career.	Kappa correlation	.852
		Sig.	.000
13	I am satisfied with my choice of joining the teaching profession.	Kappa correlation	.743
		Sig.	.000
14	I will change my job if I have the opportunity to start over in a new career.	Kappa correlation	.669
		Sig.	.000
15	I would not choose to become a teacher if I had a chance to make a decision again.	Kappa correlation	.527
		Sig.	.003

a. No statistics are computed because Good salary and fringe benefits is a constant.

Appendix G

Test – Retest Reliability of Job Satisfaction (Pearson Correlation coefficient) (N = 31)

1	I feel satisfied when my students are fond of my teaching methods.	Pearson Correlation	.562**
		Sig. (2-tailed)	.001
2	The in-service training I get for my job is relatively sufficient for the changes of the educational program.	Pearson Correlation	.739**
		Sig. (2-tailed)	.000
3	Teachers always get support from school to do well their jobs.	Pearson Correlation	.798**
		Sig. (2-tailed)	.000
4	Teachers in my school get well along with each other.	Pearson Correlation	.788**
		Sig. (2-tailed)	.000
5	The teaching aids in school are sufficient for teaching and learning.	Pearson Correlation	.730**
		Sig. (2-tailed)	.000
6	The pressure of meeting the preplanned targets motivates teachers to do well their jobs.	Pearson Correlation	.664**
		Sig. (2-tailed)	.000
7	The job provides me a steady employment.	Pearson Correlation	.769**
		Sig. (2-tailed)	.000
8	My supervisor treats his/ her employees fairly.	Pearson Correlation	.806**
		Sig. (2-tailed)	.000
9	Teachers are well informed the school policies and plans.	Pearson Correlation	.819**
		Sig. (2-tailed)	.000
10	I feel I am being paid a fair amount for the work I do.	Pearson Correlation	.773**
		Sig. (2-tailed)	.000
11	Teaching provides me with an opportunity to advance professionally.	Pearson Correlation	.667**
		Sig. (2-tailed)	.000
12	There is really too little chance for promotion in my job.	Pearson Correlation	.519**
		Sig. (2-tailed)	.003
13	When I do a good job, I receive the recognition that I should receive.	Pearson Correlation	.804**
		Sig. (2-tailed)	.000
14	I feel a high degree of personal responsibility for the work I do on this job.	Pearson Correlation	.736**
		Sig. (2-tailed)	.000
15	I am satisfied with the reputation of my school in the educational sector.	Pearson Correlation	.743**
		Sig. (2-tailed)	.000

16	Teachers have relative good social positions in the community.	Pearson Correlation	.836**
		Sig. (2-tailed)	.000
17	Students' behavior is appropriate and they respect their teachers and other staff in the school.	Pearson Correlation	.712**
		Sig. (2-tailed)	.000
18	I am satisfied with the amount of time and energy that my students spend for their learning.	Pearson Correlation	.570**
		Sig. (2-tailed)	.001
19	The job significantly affects the future of students.	Pearson Correlation	.610**
		Sig. (2-tailed)	.000
20	Working hours and holidays of my job is relatively adequate compared with other careers in general.	Pearson Correlation	.843**
		Sig. (2-tailed)	.000
21	I feel happy when helping students understanding a difficult concept.	Pearson Correlation	.634**
		Sig. (2-tailed)	.000
22	The pre-service training I learned at teachers' training colleges or universities was suitable for my job.	Pearson Correlation	.751**
		Sig. (2-tailed)	.000
23	I get adequate support from parents for their children's education.	Pearson Correlation	.827**
		Sig. (2-tailed)	.000
24	I get sufficient support and cooperation from my colleagues and other staff in school.	Pearson Correlation	.858**
		Sig. (2-tailed)	.000
25	The physical working condition of the school is generally good and sufficient for teaching and learning.	Pearson Correlation	.687**
		Sig. (2-tailed)	.000
26	I am satisfied with the pressure to fulfill the targets set up by school.	Pearson Correlation	.780**
		Sig. (2-tailed)	.000
27	Teaching profession guarantees me to have a lifetime job.	Pearson Correlation	.707**
		Sig. (2-tailed)	.000
28	My supervisor shows little interest in the feelings of subordinates.	Pearson Correlation	.749**
		Sig. (2-tailed)	.000
29	School policies and their implementations create favor conditions for teachers to do well their jobs.	Pearson Correlation	.848**
		Sig. (2-tailed)	.000
30	The benefits I receive in this job are as good as most other sectors offer.	Pearson Correlation	.729**
		Sig. (2-tailed)	.000
31	Teaching helps me to improve my personality	Pearson Correlation	.741**

	in my life.	Sig. (2-tailed)	.000
32	Those who do well in the job have the same chance of being promoted.	Pearson Correlation	.852**
		Sig. (2-tailed)	.000
33	I don't feel my efforts to do well my job are appreciated in the way they should be.	Pearson Correlation	.747**
		Sig. (2-tailed)	.000
34	I am happy with the chance to be responsible for my job.	Pearson Correlation	.637**
		Sig. (2-tailed)	.000
35	I have a sense of being proud to be a member of the school.	Pearson Correlation	.697**
		Sig. (2-tailed)	.000
36	The images of teachers portrayed in media make my feel proud of my job.	Pearson Correlation	.714**
		Sig. (2-tailed)	.000
37	I am satisfied with my students' behavior.	Pearson Correlation	.814**
		Sig. (2-tailed)	.000
38	My students believe that education is closely related to their life outcome.	Pearson Correlation	.833**
		Sig. (2-tailed)	.000
39	I am doing a vital job for the benefits of the society.	Pearson Correlation	.672**
		Sig. (2-tailed)	.000
40	The amount of work I need to do in this job is sufficient for my ability.	Pearson Correlation	.821**
		Sig. (2-tailed)	.000

Appendix H

Multiple Comparisons for Demographic Characteristics and Job Satisfaction

Multiple Comparisons for Age Ranges and Job Satisfaction

Job satisfaction

Tukey HSD

(I) Ages grouped in 8 categories	(J) Ages grouped in 8 categories	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.16389	.10988	.812	-.1708	.4986
	3	-.08018	.10492	.995	-.3998	.2394
	4	-.14249	.11976	.935	-.5073	.2223
	5	-.42114*	.13143	.031	-.8215	-.0208
	6	-.12414	.13943	.987	-.5489	.3006
	7	-.05819	.16621	1.000	-.5645	.4481
	8	-.13685	.36130	1.000	-1.2374	.9637
2	1	-.16389	.10988	.812	-.4986	.1708
	3	-.24408*	.08011	.050	-.4881	-.0001
	4	-.30639*	.09875	.042	-.6072	-.0056
	5	-.58504*	.11262	.000	-.9281	-.2420
	6	-.28804	.12186	.262	-.6592	.0832
	7	-.22208	.15178	.827	-.6844	.2402
	8	-.30075	.35489	.990	-1.3817	.7802
3	1	.08018	.10492	.995	-.2394	.3998
	2	.24408*	.08011	.050	.0001	.4881
	4	-.06231	.09320	.998	-.3462	.2216
	5	-.34096*	.10779	.035	-.6693	-.0126
	6	-.04396	.11741	1.000	-.4016	.3137
	7	.02200	.14823	1.000	-.4295	.4735
	8	-.05667	.35338	1.000	-1.1331	1.0197
4	1	.14249	.11976	.935	-.2223	.5073
	2	.30639*	.09875	.042	.0056	.6072
	3	.06231	.09320	.998	-.2216	.3462
	5	-.27865	.12228	.308	-.6511	.0938
	6	.01835	.13084	1.000	-.3802	.4169

		7	.08431	.15908	.999	-.4002	.5688
		8	.00564	.35807	1.000	-1.0850	1.0963
	5	1	.42114*	.13143	.031	.0208	.8215
		2	.58504*	.11262	.000	.2420	.9281
		3	.34096*	.10779	.035	.0126	.6693
		4	.27865	.12228	.308	-.0938	.6511
		6	.29700	.14160	.418	-.1343	.7283
		7	.36295	.16804	.378	-.1489	.8748
		8	.28429	.36214	.994	-.8188	1.3874
	6	1	.12414	.13943	.987	-.3006	.5489
		2	.28804	.12186	.262	-.0832	.6592
		3	.04396	.11741	1.000	-.3137	.4016
		4	-.01835	.13084	1.000	-.4169	.3802
		5	-.29700	.14160	.418	-.7283	.1343
		7	.06596	.17437	1.000	-.4652	.5971
		8	-.01271	.36512	1.000	-1.1249	1.0994
	7	1	.05819	.16621	1.000	-.4481	.5645
		2	.22208	.15178	.827	-.2402	.6844
		3	-.02200	.14823	1.000	-.4735	.4295
		4	-.08431	.15908	.999	-.5688	.4002
		5	-.36295	.16804	.378	-.8748	.1489
		6	-.06596	.17437	1.000	-.5971	.4652
		8	-.07866	.37616	1.000	-1.2244	1.0671
	8	1	.13685	.36130	1.000	-.9637	1.2374
		2	.30075	.35489	.990	-.7802	1.3817
		3	.05667	.35338	1.000	-1.0197	1.1331
		4	-.00564	.35807	1.000	-1.0963	1.0850
		5	-.28429	.36214	.994	-1.3874	.8188
		6	.01271	.36512	1.000	-1.0994	1.1249
		7	.07866	.37616	1.000	-1.0671	1.2244

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons for Working Experiences and Job Satisfaction

Job satisfaction

Tukey HSD

(I) Length of services grouped in 8 categories	(J) Length of services grouped in 8 categories	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.06939	.07891	.988	-.3097	.1710
	3	-.29541*	.08584	.015	-.5569	-.0339
	4	-.34733*	.11353	.048	-.6931	-.0015
	5	-.22119	.12555	.646	-.6036	.1612
	6	-.35291	.13739	.170	-.7714	.0656
	7	-.09888	.22364	1.000	-.7801	.5823
	8	-.05452	.43606	1.000	-1.3827	1.2737
2	1	.06939	.07891	.988	-.1710	.3097
	3	-.22601	.08355	.124	-.4805	.0285
	4	-.27794	.11181	.204	-.6185	.0626
	5	-.15180	.12400	.924	-.5295	.2259
	6	-.28352	.13598	.426	-.6977	.1307
	7	-.02949	.22278	1.000	-.7081	.6491
	8	.01487	.43561	1.000	-1.3120	1.3417
3	1	.29541*	.08584	.015	.0339	.5569
	2	.22601	.08355	.124	-.0285	.4805
	4	-.05192	.11680	1.000	-.4077	.3039
	5	.07422	.12852	.999	-.3173	.4657
	6	-.05750	.14011	1.000	-.4843	.3693
	7	.19653	.22532	.988	-.4898	.8829
	8	.24088	.43692	.999	-1.0900	1.5717
4	1	.34733*	.11353	.048	.0015	.6931
	2	.27794	.11181	.204	-.0626	.6185
	3	.05192	.11680	1.000	-.3039	.4077
	5	.12614	.14845	.990	-.3260	.5783
	6	-.00558	.15859	1.000	-.4887	.4775
	7	.24845	.23726	.967	-.4742	.9711
	8	.29280	.44319	.998	-1.0572	1.6428

	5	1	.22119	.12555	.646	-.1612	.6036
		2	.15180	.12400	.924	-.2259	.5295
		3	-.07422	.12852	.999	-.4657	.3173
		4	-.12614	.14845	.990	-.5783	.3260
		6	-.13172	.16741	.994	-.6416	.3782
		7	.12231	.24324	1.000	-.6186	.8632
		8	.16667	.44642	1.000	-1.1931	1.5265
	6	1	.35291	.13739	.170	-.0656	.7714
		2	.28352	.13598	.426	-.1307	.6977
		3	.05750	.14011	1.000	-.3693	.4843
		4	.00558	.15859	1.000	-.4775	.4887
		5	.13172	.16741	.994	-.3782	.6416
		7	.25403	.24956	.972	-.5061	1.0142
		8	.29839	.44990	.998	-1.0720	1.6688
	7	1	.09888	.22364	1.000	-.5823	.7801
		2	.02949	.22278	1.000	-.6491	.7081
		3	-.19653	.22532	.988	-.8829	.4898
		4	-.24845	.23726	.967	-.9711	.4742
		5	-.12231	.24324	1.000	-.8632	.6186
		6	-.25403	.24956	.972	-1.0142	.5061
		8	.04435	.48327	1.000	-1.4277	1.5164
	8	1	.05452	.43606	1.000	-1.2737	1.3827
		2	-.01487	.43561	1.000	-1.3417	1.3120
		3	-.24088	.43692	.999	-1.5717	1.0900
		4	-.29280	.44319	.998	-1.6428	1.0572
		5	-.16667	.44642	1.000	-1.5265	1.1931
		6	-.29839	.44990	.998	-1.6688	1.0720
		7	-.04435	.48327	1.000	-1.5164	1.4277

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons for Marital Status and Job Satisfaction

Job satisfaction

Tukey HSD

(I) Marital status	(J) Marital status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 Single	2 Married	-.09577	.07447	.572	-.2878	.0963
	3 Separated	.22336	.36490	.928	-.7177	1.1644
	4 Divorced	-.20088	.19876	.743	-.7135	.3117
2 Married	1 Single	.09577	.07447	.572	-.0963	.2878
	3 Separated	.31914	.36044	.812	-.6105	1.2487
	4 Divorced	-.10511	.19045	.946	-.5963	.3861
3 Separated	1 Single	-.22336	.36490	.928	-1.1644	.7177
	2 Married	-.31914	.36044	.812	-1.2487	.6105
	4 Divorced	-.42424	.40482	.721	-1.4683	.6198
4 Divorced	1 Single	.20088	.19876	.743	-.3117	.7135
	2 Married	.10511	.19045	.946	-.3861	.5963
	3 Separated	.42424	.40482	.721	-.6198	1.4683

Multiple Comparisons for Qualifications and Job Satisfaction

Job satisfaction

Tukey HSD

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2 Upper secondary diploma	3 College diploma	-.09520	.17880	.951	-.5563	.3659
	4 University degree	.02750	.16957	.998	-.4098	.4648
	5 Master's degree	.13779	.32374	.974	-.6972	.9727
3 College diploma	2 Upper secondary diploma	.09520	.17880	.951	-.3659	.5563
	4 University degree	.12271	.07458	.354	-.0696	.3150
	5 Master's degree	.23299	.28569	.847	-.5038	.9698
4 University degree	2 Upper secondary diploma	-.02750	.16957	.998	-.4648	.4098
	3 College diploma	-.12271	.07458	.354	-.3150	.0696
	5 Master's degree	.11029	.28000	.979	-.6119	.8324
5 Master's degree	2 Upper secondary diploma	-.13779	.32374	.974	-.9727	.6972
	3 College diploma	-.23299	.28569	.847	-.9698	.5038
	4 University degree	-.11029	.28000	.979	-.8324	.6119

Multiple Comparisons for Working Position and JOB Satisfaction

Job satisfaction

Tukey HSD

(I) Position grouped in three categories	(J) Position grouped in three categories	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.09569	.09282	.558	-.1226	.3140
	3	-.05871	.19928	.953	-.5274	.4100
2	1	-.09569	.09282	.558	-.3140	.1226
	3	-.15440	.21510	.753	-.6603	.3515
3	1	.05871	.19928	.953	-.4100	.5274
	2	.15440	.21510	.753	-.3515	.6603

Multiple Comparisons for Levels of Teaching and Job Satisfaction

Job satisfaction

Tukey HSD

(I) Levels of teaching	(J) Levels of teaching	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 Primary	2 Lower secondary	.35412*	.07548	.000	.1766	.5316
	3 Upper secondary	.44283*	.06992	.000	.2784	.6073
2 Lower secondary	1 Primary	-.35412*	.07548	.000	-.5316	-.1766
	3 Upper secondary	.08871	.06776	.391	-.0706	.2481
3 Upper secondary	1 Primary	-.44283*	.06992	.000	-.6073	-.2784
	2 Lower secondary	-.08871	.06776	.391	-.2481	.0706

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons for Subject of Teaching and Job Satisfaction

Job satisfaction

Tukey HSD

(I) Subject of teaching grouped in 4 categories	(J) Subject of teaching grouped in 4 categories	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.40779*	.07764	.000	.2076	.6080
	3	.46473*	.07753	.000	.2648	.6647
	4	.34400*	.10804	.008	.0654	.6227
2	1	-.40779*	.07764	.000	-.6080	-.2076
	3	.05695	.06967	.846	-.1227	.2366
	4	-.06378	.10255	.925	-.3283	.2007
3	1	-.46473*	.07753	.000	-.6647	-.2648
	2	-.05695	.06967	.846	-.2366	.1227
	4	-.12073	.10247	.641	-.3850	.1436
4	1	-.34400*	.10804	.008	-.6227	-.0654
	2	.06378	.10255	.925	-.2007	.3283
	3	.12073	.10247	.641	-.1436	.3850

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons for School Location and Job Satisafaction

Overall job satisfaction after running CFA (31 variables)

Tukey HSD

(I) Location of school	(J) Location of school	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 City	2 Town	.13581	.07463	.164	-.0397	.3113
	3 Countryside	.14946	.08264	.168	-.0449	.3438
2 Town	1 City	-.13581	.07463	.164	-.3113	.0397
	3 Countryside	.01365	.07026	.979	-.1516	.1789
3 Countryside	1 City	-.14946	.08264	.168	-.3438	.0449
	2 Town	-.01365	.07026	.979	-.1789	.1516

Appendix I

Descriptive Statistics of Job Satisfaction and Internal Consistency Reliability

(N=436)

Descriptive Statistics of Job Satisfaction					
		Minimum	**Maximum**	**Mean**	**Std. Deviation**
1	I feel satisfied when my students are fond of my teaching methods.	2	6	5.01	.789
2	The in-service training I get for my job is relatively sufficient for the changes of the educational program.	1	6	3.82	1.097
3	Teachers always get support from school to do well their jobs.	1	6	4.29	1.093
4	Teachers in my school get well along with each other.	1	6	4.37	1.116
5	The teaching aids in school are sufficient for teaching and learning.	1	6	3.90	1.081
6	The pressure of meeting the preplanned targets motivates teachers to do well their jobs.	1	6	3.86	1.210
7	The job provides me a steady employment.	1	6	4.57	.938
8	My supervisor treats his/ her employees fairly.	1	6	4.04	1.215
9	Teachers are well informed the school policies and plans.	1	6	4.45	1.089
10	I feel I am being paid a fair amount for the work I do.	1	6	3.39	1.283
11	Teaching provides me with an opportunity to advance professionally.	2	6	4.79	.781
12	There is really too little chance for promotion in my job.	1	6	2.67	.978
13	When I do a good job, I receive the recognition that I should receive.	1	6	4.27	.960
14	I feel a high degree of personal responsibility for the work I do on this job.	1	6	4.53	.938
15	I am satisfied with the reputation of my school in the educational sector.	1	6	4.28	1.112
16	Teachers have relative good social positions in the community.	1	6	3.69	1.114
17	Students' behavior is appropriate and they respect their teachers and other staff in the school.	1	6	3.93	1.104
18	I am satisfied with the amount of time and energy that my students spend for their learning.	1	6	3.84	1.098
19	The job significantly affects the future of students.	2	6	4.83	.799

20	Working hours and holidays of my job is relatively adequate compared with other careers in general.	1	6	3.87	1.191
21	I feel happy when helping students understanding a difficult concept.	2	6	5.06	.757
22	The pre-service training I learned at teachers' training colleges or universities was suitable for my job.	1	6	4.02	1.156
23	I get adequate support from parents for their children's education.	2	6	4.26	1.015
24	Teachers in our school cooperate closely with each other to improve learning and teaching quality.	1	6	4.31	.984
25	The physical working condition of the school is generally good and sufficient for teaching and learning.	1	6	4.04	1.013
26	I am satisfied with the pressure to fulfill the targets of students' educational attainment set up by school.	1	6	3.80	1.094
27	Teaching profession guarantees me to have a lifetime job.	1	6	4.51	.901
28	My supervisor shows little interest in the feelings of subordinates.	1	6	3.41	1.195
29	School policies and their implementations are suitable and create favor conditions for teachers to do well their jobs.	1	6	3.86	.985
30	The benefits I receive in this job are as good as most other sectors offer.	1	6	2.69	1.159
31	Teaching helps me to improve my personality in my life.	2	6	4.91	.756
32	Those who do well in the job have the same chance of being promoted.	1	6	3.35	1.171
33	I don't feel my efforts to do well my job are appreciated in the way they should be.	1	6	3.83	1.198
34	I am happy with the chance to be responsible for my job.	2	6	4.64	.935
35	I have a sense of being proud to be a member of the school.	1	6	4.44	.980
36	The images of teachers portrayed in media make my feel proud of my job.	1	6	4.01	1.026
37	I am satisfied with my students' behavior.	1	6	3.71	1.172
38	My students believe that education is closely related to their life outcome.	1	6	4.16	1.093
39	I am doing a vital job for the benefits of the society.	2	6	4.94	.817
40	The amount of work I need to do in this job is sufficient for my ability.	1	6	4.09	1.107

Internal Consistency Reliability of Job Satisfaction Variables

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.950	.951	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I feel satisfied when my students are fond of my teaching methods.	159.43	571.906	.473	.462	.949
The in-service training I get for my job is relatively sufficient for the changes of the educational program.	160.62	556.517	.631	.577	.948
Teachers always get support from school to do well their jobs.	160.15	553.177	.701	.635	.947
Teachers in my school get well along with each other.	160.07	553.940	.670	.619	.947
The teaching aids in school are sufficient for teaching and learning.	160.54	558.359	.604	.649	.948
The pressure of meeting the preplanned targets motivates teachers to do well their jobs.	160.58	556.870	.561	.556	.948
The job provides me a steady employment.	159.87	562.377	.609	.544	.948
My supervisor treats his/ her employees fairly.	160.40	559.712	.508	.583	.949
Teachers are well informed the school policies and plans.	159.99	557.936	.608	.567	.948
I feel I am being paid a fair amount for the work I do.	161.05	559.765	.477	.597	.949
Teaching provides me with an opportunity to advance professionally.	159.65	570.319	.522	.444	.949
There is really too little chance for promotion in my job.	161.77	574.954	.308	.465	.950
When I do a good job, I receive the recognition that I should receive.	160.17	560.926	.628	.555	.948

I feel a high degree of personal responsibility for the work I do on this job.	159.92	569.282	.452	.453	.949
I am satisfied with the reputation of my school in the educational sector.	160.16	554.463	.663	.610	.947
Teachers have relative good social positions in the community.	160.75	560.540	.542	.498	.948
Students' behavior is appropriate and they respect their teachers and other staff in the school.	160.51	554.393	.669	.636	.947
I am satisfied with the amount of time and energy that my students spend for their learning.	160.60	557.478	.612	.595	.948
The job significantly affects the future of students.	159.61	571.002	.491	.455	.949
Working hours and holidays of my job is relatively adequate compared with other careers in general.	160.57	566.039	.405	.510	.949
I feel happy when helping students understanding a difficult concept.	159.38	571.814	.497	.546	.949
The pre-service training I learned at teachers' training colleges or universities was suitable for my job.	160.42	557.941	.570	.513	.948
I get adequate support from parents for their children's education.	160.18	559.807	.615	.542	.948
Teachers in our school cooperate closely with each other to improve learning and teaching quality.	160.13	556.713	.705	.644	.947
The physical working condition of the school is generally good and sufficient for teaching and learning.	160.40	558.002	.655	.673	.948
I am satisfied with the pressure to fulfill the targets of students' educational attainment set up by school.	160.64	561.034	.543	.538	.948
Teaching profession guarantees me to have a lifetime job.	159.93	565.552	.561	.519	.948
My supervisor shows little interest in the feelings of subordinates.	161.03	567.321	.380	.575	.950
School policies and their implementations are suitable and create favor conditions for teachers to do well their jobs.	160.58	562.893	.568	.559	.948
The benefits I receive in this job are as good as most other sectors offer.	161.75	565.629	.425	.601	.949
Teaching helps me to improve my personality in my life.	159.53	568.848	.581	.528	.948

Those who do well in the job have the same chance of being promoted.	161.09	565.212	.427	.525	.949
I don't feel my efforts to do well my job are appreciated in the way they should be.	160.61	562.713	.462	.487	.949
I am happy with the chance to be responsible for my job.	159.80	563.827	.579	.545	.948
I have a sense of being proud to be a member of the school.	160.00	558.175	.675	.623	.948
The images of teachers portrayed in media make my feel proud of my job.	160.43	560.645	.590	.554	.948
I am satisfied with my students' behavior.	160.73	554.066	.634	.624	.948
My students believe that education is closely related to their life outcome.	160.28	555.893	.646	.594	.948
I am doing a vital job for the benefits of the society.	159.50	566.416	.599	.596	.948
The amount of work I need to do in this job is sufficient for my ability.	160.35	565.990	.440	.533	.949

Appendix J

Principal Component Analysis (First Procedure)

KMO and Bartlett's Test

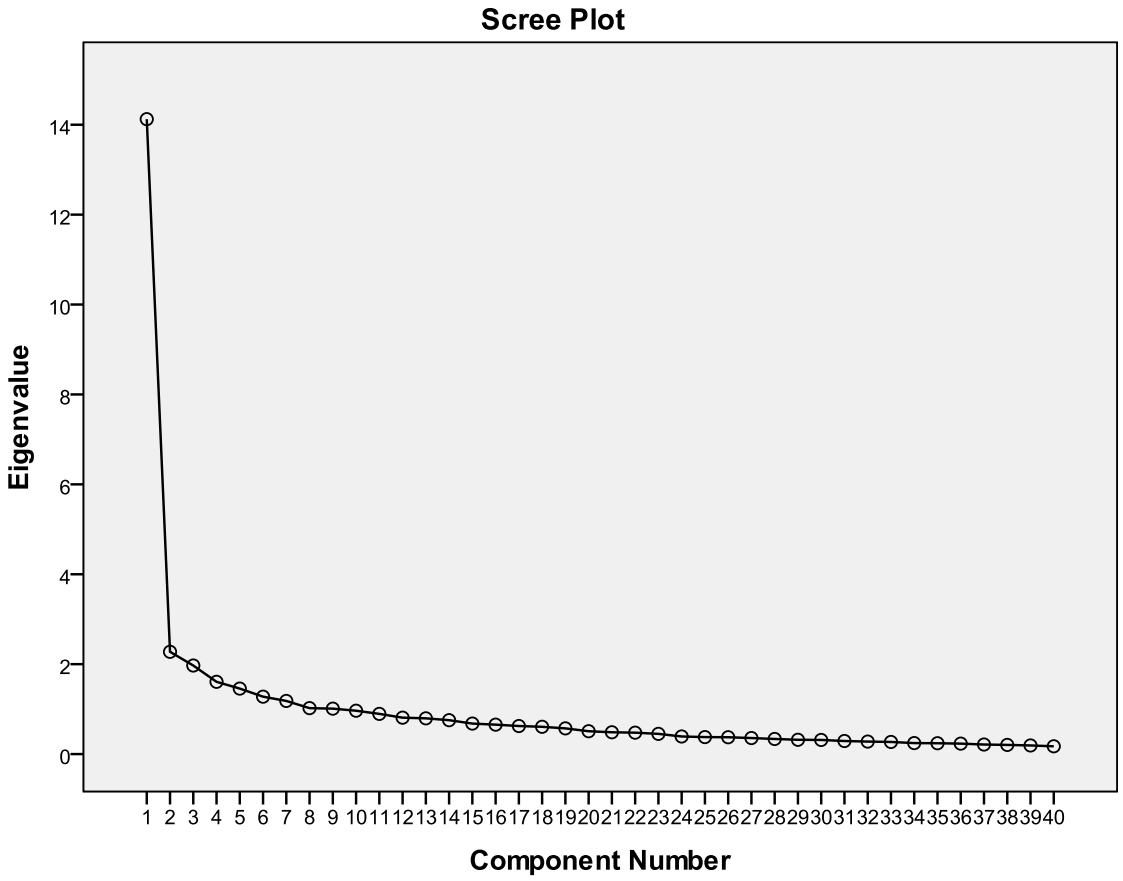
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.926
Bartlett's Test of Sphericity	Approx. Chi-Square	9551.467
	df	780
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.124	35.309	35.309	14.124	35.309	35.309	4.962	12.406	12.406
2	2.275	5.687	40.997	2.275	5.687	40.997	4.098	10.245	22.651
3	1.970	4.924	45.921	1.970	4.924	45.921	4.030	10.076	32.727
4	1.607	4.019	49.940	1.607	4.019	49.940	3.440	8.601	41.328
5	1.457	3.642	53.582	1.457	3.642	53.582	2.514	6.286	47.614
6	1.277	3.192	56.774	1.277	3.192	56.774	1.871	4.676	52.290
7	1.182	2.955	59.728	1.182	2.955	59.728	1.728	4.319	56.609
8	1.022	2.555	62.283	1.022	2.555	62.283	1.714	4.285	60.894
9	1.011	2.526	64.809	1.011	2.526	64.809	1.566	3.915	64.809
10	.964	2.411	67.220						
11	.894	2.235	69.455						
12	.810	2.025	71.480						
13	.795	1.987	73.467						
14	.754	1.885	75.352						
15	.678	1.696	77.047						
16	.654	1.636	78.683						
17	.624	1.560	80.243						
18	.607	1.517	81.760						

19	.571	1.429	83.189						
20	.508	1.271	84.460						
21	.485	1.213	85.672						
22	.476	1.190	86.862						
23	.449	1.124	87.986						
24	.391	.978	88.964						
25	.378	.945	89.909						
26	.374	.936	90.845						
27	.357	.891	91.736						
28	.336	.840	92.577						
29	.318	.795	93.372						
30	.314	.785	94.157						
31	.291	.726	94.884						
32	.278	.695	95.579						
33	.270	.674	96.253						
34	.244	.611	96.864						
35	.241	.603	97.467						
36	.232	.581	98.048						
37	.212	.531	98.579						
38	.204	.510	99.089						
39	.192	.479	99.568						
40	.173	.432	100.000						

Extraction Method: Principal Component Analysis.



Rotated Component Matrix[a]

	Component								
	1	2	3	4	5	6	7	8	9
I feel happy when helping students understanding a difficult concept.	.762								
I am doing a vital job for the benefits of the society.	.732								
The job significantly affects the future of students.	.709								
Teaching helps me to improve my personality in my life.	.651								
I feel satisfied when my students are fond of my teaching methods.	.647								
Teaching provides me with an opportunity to advance professionally.	.592								

Teaching profession guarantees me to have a lifetime job.	.515								
I am satisfied with the pressure to fulfill the targets of students' educational attainment set up by school.		.715							
The pressure of meeting the preplanned targets motivates teachers to do well their jobs.		.691							
The teaching aids in school are sufficient for teaching and learning.		.666							
The physical working condition of the school is generally good and sufficient for teaching and learning.		.607							
The job provides me a steady employment.									
Teachers are well informed the school policies and plans.									
I get adequate support from parents for their children's education.									
The in-service training I get for my job is relatively sufficient for the changes of the educational program.									
I am satisfied with my students' behavior.			.734						
Students' behavior is appropriate and they respect their teachers and other staff in the school.			.708						
I am satisfied with the reputation of my school in the educational sector.			.642						
I am satisfied with the amount of time and energy that my students spend for their learning.			.632						
My students believe that education is closely related to their life outcome.			.559						
I have a sense of being proud to be a member of the school.			.533						
My supervisor shows little interest in the feelings of subordinates.				.787					
My supervisor treats his/ her employees fairly.				.709					
I don't feel my efforts to do well my job are appreciated in the way they should be.				.661					
When I do a good job, I receive the recognition that I should receive.				.558					
Teachers always get support from school to do well their jobs.				.506					
Teachers in my school get well along with each other.									
Teachers in our school cooperate closely with each other to improve learning and teaching quality.									

The benefits I receive in this job are as good as most other sectors offer.					.806				
I feel I am being paid a fair amount for the work I do.					.778				
School policies and their implementations are suitable and create favor conditions for teachers to do well their jobs.									
The amount of work I need to do in this job is sufficient for my ability.						.816			
Working hours and holidays of my job is relatively adequate compared with other careers in general.						.808			
Teachers have relative good social positions in the community.							.664		
The images of teachers portrayed in media make my feel proud of my job.							.612		
The pre-service training I learned at teachers' training colleges or universities was suitable for my job.									
There is really too little chance for promotion in my job.								.836	
Those who do well in the job have the same chance of being promoted.								.779	
I feel a high degree of personal responsibility for the work I do on this job.									.684
I am happy with the chance to be responsible for my job.									.598

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.