

Chapter 10

Factors Affecting Job Satisfaction Among Lecturers of Private Higher Education Institutes in Vietnam

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ABSTRACT

This study aims to determine the factors that affect the job satisfaction of lecturers from the private universities in Vietnam. This study used a 28-items questionnaire that has six categories: Nature of Work; Relationship with Colleagues; Salary and Benefits; Promotion, Opportunity, and Recognition; Working Condition; Policy and Management. The quantitative data were collected through interviews from 225 lecturers of the private universities. This study implemented variance-based structural equation modelling, namely PLS-SEM for data analysis. The findings show that most of the lecturers are satisfied with their work. Moreover, there is no difference in satisfaction with the demographic issue. This study will contribute to the scale factors system that affects job satisfaction in general and job satisfaction of lecturers in particular. The results will be a valuable source for future-related research on measuring job satisfaction of lecturers.

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INTRODUCTION

Currently, societies are moving towards service community as there are more service businesses besides developing service businesses with innovative services (Luoju and Tossavainen, 2019). Education plays an important role in that service community, with its role in providing society with a qualified and skilled workforce. Hence, higher education institutes (HEIs) play a key role in changing the society by educating the upcoming generations of professionals and leaders (Luoju and Tossavainen, 2019). Higher education plays a dynamic role in refining the quality of graduates and driving the universities to be a part of the nation's economic growth. They can improve the quality of labour force by enhancing their skill and work knowledge, upgrading the global mobility of skilled labour force, facilitating the fastest absorption of new information and efficient implementation, eliminating institutional and social complications on economic growth, and inspiring entrepreneurship by conveying various management skills. Over the last decade, there was a growing market for higher education where students become potential customers of public institutions and private universities (Krishnaswamy, Hossain, Kavigha and Nagaletchimee, 2019). They reported a substantial escalation in students' registration in higher education in Asia over the past 20 years. For example, Malaysia is ranked 25th in the world for its higher education system (Rahman, 2017). The Malaysian government ensured that the HEIs are equipped with qualified lecturers to provide quality education at any cost (Grapragasem et al., 2014). On the other hand, the Vietnam government with the Ministry of Education and Training (MOET) have managed the supply of HEIs and workforce skills (Pham, 2019).

Higher education delivers philosophical knowledge, pursue academic development, instruct students, and manage the demand for national growth. These purposes cannot be achieved if the academics in the higher education sector have low job satisfaction. Thus, the satisfaction of academics is important for the improvement, effectiveness, and efficiency of the higher education system (Vuong and Duong, 2013). However, the issues of job satisfaction among lecturers are complicated since the emergence of organisational studies (Paul and Phua, 2011). Job satisfaction is defined as a delightful or optimistic demonstrative state as a result of the evaluation of an individual's job experiences in achieving or facilitating an individual's job morals (Locke, 1976; Nguni et al., 2006). Generally, the recent changes in the environment of universities in Vietnam has yielded important results and created major challenges for innovation in operational management of lecturers. Lately, there are many studies on the job satisfaction of academic members of higher education in the Asia Pacific region but little is known about job satisfaction among lecturers in higher education from developing countries like Vietnam (Vuong and Duong, 2013).

Many studies investigated job satisfaction in the higher education sector, but there were limited studies in Vietnam. Thus, this study categorises and examines factors, considerations, or aspects of Vietnamese university academic's job which contribute to their satisfaction (Vuong and Duong, 2013). Issues including the recruitment of HEIs in Vietnam are acknowledged in which lecturers refuse to remain dedicated to their role (Hayden and Thiep, 2010). Generally, the recent changes in the environment of universities in Vietnam have obtained important results and created major challenges for innovation in the operational management of lecturers. Recently, universities are focusing on key issues to develop and evaluate lecturers (Bach, 2006). Examining the factors affecting job satisfaction among lecturers can improve the quality of lecturers as their job satisfaction can attract and retain quality lecturers. It is important to determine the factors that influence lecturers' job satisfaction in ensuring their quality as well as the effectiveness of training the educational institutions (Karimi, 2006; Sharma and Jyoti, 2009).

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