

*Full Length Research Paper*

# Factors affecting Job satisfaction of teachers of Hue University in Viet Nam

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Employees are a valuable resource that may contribute in several different ways to a company's activities, provided that the company gives them an appropriate chance. In order to be successful, a company needs employees who act toward the goals of the organization and have a strong desire to remain in the company. Such loyalty and commitment may be generated by job satisfaction. Furthermore, motivation is aimed to achieve increases in work productivity and job satisfaction. Particularly, the impacts of motivation on the work performance and productivity attracted attention towards motivation in the work environment. Highly satisfaction persons tend to work harder and perform more effectively in their jobs than less satisfaction individuals. In addition, several studies showed that job satisfaction leads to a better performance as well as to more customer-orientation. However, the accumulated research evidence suggests that the relation between job satisfaction and performance is quite weak. In this regard, this study was conducted to know the impact of reward and recognition, satisfaction with supervision and job characteristics on job satisfaction. Moreover, the relationship between job satisfaction and work motivation was also explored with the help of responses collected from teachers working in Hue University in Vietnam. Questionnaire as research instrument was used and floated to 300. In total, 219 usable responses were received which were analyzed through SPSS 17.0. Results showed significantly positive relationship between reward and recognition, satisfaction with supervision and the job characteristics, with job satisfaction as well as a very positive and significant relationship was also observed between job satisfaction and personal motivation. Implications of the study for management and policy makers in the context of human resource practices are discussed. Limitations and guidelines for future research are also given.

**Keywords:** Job satisfaction, Satisfaction with supervision, Reward and Recognition, Job characteristics, personal motivation.

## INTRODUCTION

Human resources are the most precious assets of any institution. The effectiveness of an institution to maintain a quality team of employees links to its ability to manage the staff as well as recognize the contributions of each individual. Motivation is such a factor that exerts a driving force on our actions and work. A highly motivated team of employees helps in achieving the targets of an organization or institution. When goals are aligned, institutions are better able to compete with the competitors,

and morale is also higher when employees are properly motivated. The purpose of study is to investigate the relationship between incentives, rewards and recognition on employee motivation and satisfaction. However, we will also study two other determinants of the job satisfaction in this study which are the "satisfaction with supervision" and "the job characteristics". The present study is an attempt to find out the major factors for the job satisfaction of employees and it tells the relationship among reward and recognition, satisfaction with supervision and the job characteristics with the job satisfaction and as an outcome of the personal motivation of teachers while working at Hue University.

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This research is to analyze impact of rewards and recognition, satisfaction with supervision, the job characteristics, Job characteristics and personal motivation on job satisfaction.

## Review of literature

This part introduces the concept of job satisfaction as well as related theories on job satisfaction, work motivation including the well-known theories such as following:

There are many definitions of job satisfaction. Oxford Advanced Learner's Dictionary defined 'satisfaction' as to meet a need or desire and so job satisfaction could be understood as the job satisfaction of the staff when they meet the needs or their desire to work. One of the first definitions of job satisfaction and was the most cited may include the definition of Robert Hoppock (1935, cited by Scott et al, 1960). The author said that the measurement of job satisfaction in two ways: (a) measuring overall job satisfaction and (b) measuring job satisfaction in various aspects related to the job. He also said that overall job satisfaction was not merely a total satisfaction of different aspects, but overall job satisfaction could be viewed as a separate variable.

According to Spector (1997) job satisfaction simply was when people felt like their work and other aspects of their work. As it was the general assessment, it was an attitude variable. Ellickson and Logsdon (2001) argued that job satisfaction was defined generally as the level that employees loved their work, which was based on the attitude of the staff (positive or negative) on their work or work environment. More simply, the better work environments meet the needs, values and personality of employees, the higher the job satisfaction was.

According to Luddy (2005) defined job satisfaction as the emotional reactions and feelings towards different aspects at work of the staff. The author emphasized the causes of job satisfaction including job title, level of supervision, relationships with colleagues, job content, compensation, and rewards consisting of promotion, physical conditions of the working environment, as well as the structure of the organization.

According to Kreitner and Kinicki (2007), job satisfaction primarily reflected the level of an individual interested in his work. It was the feelings or emotions of the employee for their work.

Organizations in today's environment seek to determine the reasonable balance between employee commitment and performance of the organization. The reward and recognition programs serve as the most contingent factor in keeping employees' self esteem high and passionate. Oosthuizen (2001) stated that it is among the function of managers to motivate the employees successfully and influence their behavior to achieve greater organizational efficiency. La Motta (1995)

is of the view that performance at job is the result of ability and motivation. Ability formulated through education, equipment, training, experience, ease in task and two types of capacities i.e. mental and physical. The performance evaluation and rewards are the factors that proved to be the bonding agents of the performance evaluation programs. According to (Hayes and Wilson, 1994) the process of performance management is one among the key elements of total reward system.

The other factor assumed to be having impact on job satisfaction is effective supervision. There are proofs that supervisors do not judge the subordinates justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002). The caliber of the leaders and supervisors has an effect on the working environment of the school. It is necessary to fetch professional and competent persons in state of uncertainty to pool up the correct applier and they must be paid at supervisors' judgment. On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002). This provided second hypothesis of the study.

Two factor theory which is closely related to our contention of the relationship between job characteristics, satisfaction and motivation, states that workers satisfaction depends on their need fulfillment (Herzberg et al., 1959). Herzberg et al., (1959) conducted different studies to know the factors that enhance satisfaction and dissatisfaction among white-collar workers. Interestingly, Herzberg et al., (1959) found that the factors causing satisfaction are different from the factors contribute dissatisfaction. He termed factors associated with dissatisfaction as Hygiene factors such as Quality of supervision, Company policy and administration, Working conditions, Wages, salaries and other financial remuneration. On the other hand, employees showed satisfaction with the factors were named as Motivators such as Growth, Responsibility, Achievement, Advancement, Recognition and Work it self etc. Precisely factors affecting job satisfaction were comprised job content (Herzberg, 1968; Herzberg, 1964).

If the teachers are satisfied then they are to greater extent committed and involved to their job (Sargent and Hannum, 2005). Job stress, unfriendliness, stance of incompetence in the class room and un-conducive working conditions could be a growing problem to keep teacher motivate in the profession of teaching (Engelkng, 1987). Skilled employees' efficacy became inadequate; if they are not motivated to perform well in their jobs (Delaney and Huselid, 1996). When the suitable psychological states provided to employees it help to enhance high work motivation and work satisfaction, and these parameters depends upon job characteristics (Frase and Sorenson, 1992).

From the above literature following hypotheses emerge:

H1: Reward and recognition has positive relationship with job satisfaction.

H2: Satisfaction with supervision is correlated with overall job satisfaction.

H3: Job characteristics are positively related with job satisfaction.

H4: Job satisfaction is associated with personal motivation.

## Research methodology

### Sample

The demographic section of the questionnaire shows the information about the age, highest level of education, gender, marital status, income, year with the institution. The population of the study constitutes the teachers who were working at Hue University.

For this study, non-probability convenience sampling technique was used to record the responses. Total 300 responses were intended to obtain ( $n=300$ ). Employees, who could be easily and randomly approached, were targeted as subjects of the study.

### Procedure

The study intended to collect data from teachers at Hue University through questionnaire survey. In total 300 apprx. Questionnaires were distributed to target respondents. This adequately increased the response rate and in total 219 questionnaires was received. Among them 214 were found legible and up to the mark. Ultimately 214 questionnaires were analyzed using SPSS 17.0.

### Job Satisfaction scale

Job Satisfaction factor was measured through five factors, the responses ranged from 1 (strongly disagree) to 5 (strongly agree) that ask individuals about their overall assessment of their job. The alpha Coefficient was 0.812. Personal motivation factor has alpha Coefficient was 0.854, Reward and Recognition has alpha Coefficient was 0.895, Satisfaction with supervision factor has alpha Coefficient was 0.908 and Job characteristics factor has alpha Coefficient was 0.637.

### Data Analysis

Data analysis and descriptive statistics, Pearson product moment correlation and multiple regression methods were employed to analyze the collected data. Figures obtained from SPSS 17.0 were interpreted to come at conclusion and implications.

## Demographic Characteristics of Respondents

The outcome of survey is detailed in below table 1

### Descriptive Statistics

Descriptive statistics were used to determine the central tendency of the data and trend of the variables. The outcome explained the intensity of Job satisfaction, Personal motivation, Reward and Recognition, Supervision and Job characteristics for the point of view of employees working at Hue University. Results showed that employees favored the organizational policies in terms of Reward and Recognition, Supervision and Job characteristics. They are also found adequately satisfied with their job. Table 2 below contains data about tendency for the predicting and criterion variables:

Standard deviation varies from 0.583 to 0.894 for different variables which reflects the pattern of scatter diagram. The standard deviation is also important as it depicts an indication of the average distance from the mean. Values of standard deviation obtained through analysis shows that most observations cluster around the mean for all variables.

### Correlation Analysis

Correlation results show that Supervision significantly related with Job Satisfaction. Correlation value for Supervision is 0.620 at 95% confidence level. Second highest correlation value is calculated as 0.520 between Reward and Recognition and Job Satisfaction explaining slightly low relationship as compared to Supervision and Job Satisfaction but still significantly high. Correlation value between Job characteristics and Job Satisfaction remained as 0.431 which is also significantly high but not like other two independent variables. Unlike previous studies relationship between Job characteristics and Job Satisfaction is lower than the relationship observed between other two independent variables and dependent variable. The results of correlation analysis supported the hypothesis H1, H2 and H3 that there is a positive relationship between Reward and recognition, Supervision and Job characteristics with Job Satisfaction at Hue University.

Moreover, highest correlation is observed between job satisfaction and personal motivation ( $r=0.70$ ) suggesting that when teachers are satisfied with their job, it provides a strong driving force to complete ongoing and future assignments (Table 3)

The results of correlation analysis also supported the hypothesis H4 that there is a positive relationship between Job Satisfaction and Personal motivation.

Regression results show that total 45 % of the variation in Job Satisfaction is explained by the three

**Table 1.** Demographic Data

<b>Descriptive Statistics</b>			
<b>Measures</b>	<b>Items</b>	<b>Frequency</b>	<b>Percent</b>
Age	< 25 years	4	1.87
	26 to 30 years	35	16.36
	31 to 35 years	54	25.23
	36 to 40 years	40	28.69
	40 to 45 years	23	10.75
	46 to above	58	27.10
Highest level of education	College	1	0.47
	Bachelor	23	10.75
	Master	146	68.22
	Doctor or above	44	20.56
Gender	Male	71	33.18
	Female	143	66.82
Marital status	Married	151	70.56
	Unmarried	63	29.44
Income (VND)	< 3,000,000	9	4.21
	3,000,000 to 4,000,000	80	37.38
	4,000,000 to 5,000,000	52	24.30
	5,000,000 to 6,000,000	32	14.95
	6,000,000 to 7,000,000	20	9.35
	7,000,000 to above	21	9.81
Year with the institution	< 2 years	16	7.48
	2 to 5 years	40	18.69
	5 to 7 years	10	4.67
	7 to 10 years	46	21.50
	10 to 15 years	45	21.03
	15 years or above	57	26.64

**Table 2.** Descriptive analysis results

<b>Descriptive Statistics</b>			
	<b>Constructs</b>	<b>Mean</b>	<b>Std. Deviation</b>
1	Job satisfaction	3.84	0.792
2	Personal motivation	4.02	0.739
3	Reward and Recognition	3.09	0.894
4	Supervision	3.47	0.887
5	Job characteristics	3.75	0.583

**Table 3.** Correlation Matrix

	<b>Correlations</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Job satisfaction	(0.812)				
Personal motivation	0.702**	(0.854)			
Reward and Recognition	0.520**	0.427**	(0.895)		
Supervision	0.620**	0.461**	0.585**	(0.908)	
Job characteristics	0.431**	0.519**	0.407**	0.328**	(0.637)

**Table 4.** Regression Table

Correlations					
Dependent Variable	Independent Variable	Adjusted R Square	$\beta$	T Stat	P-value
Job Satisfaction	Reward and Recognition	0.453	0.1472	2.965	0.0030
	Supervision		0.4041	8.313	0.0000
	Personal motivation		0.2890	4.443	0.0000

**Table 5.** Personal motivation

Correlations					
Dependent Variable	Independent Variable	Adjusted R Square	$\beta$	T Stat	P-value
Personal motivation	Job Satisfaction	0.491	0.6589	16.703	0.657

predicting variables of this study. The values of coefficient of determinations are found as 0.1472, 0.4041 and 0.2890 for Reward and Recognition, Supervision and Job characteristics respectively. While the t values for all the independent variables remained more than 2.96 showing significant relatedness and predicting qualities of the coefficients. In nutshell, regression analysis shows that 45% of the Job Satisfaction among employees (depends upon Reward and Recognition, Supervision and Job characteristics while rest of 55% dependence is on other variables which are not taken in this study (Table 4)

Regression results of second model show that total 49 % of the variation in personal motivation is explained by one predicting variable of this study. The value of coefficient of determination is 0.6589 for job satisfaction.

While the t value for the independent variable (16.703) is much more than 2.96 showing a strong impact and predicting quality of the coefficient. In nutshell, regression analysis shows that 49% of the personal motivation among employees depends upon job satisfaction alone while rest of 51% dependence is on other variables which are not taken in this study (Table 5)

**DISCUSSIONS AND FINDINGS**

The purpose of this study was to investigate the relationship and interdependence between rewards and recognition, supervision and job characteristics on teacher’s job satisfaction and that of job satisfaction on the personal motivation of teachers. The results are quite according to our hypotheses. Although there are many dimensions of work and job satisfaction which in turn has an outcome in the shape of personal motivation. However

our study shows that reward and recognition, supervision and job characteristics have positive effects on the job satisfaction.

Descriptive results showed the positive trend of each of the variable. Reward and recognition policies are competitive externally and equitable internally.

Highest correlation is observed between supervision and job satisfaction suggesting that when superiors handle the problems of subordinates and have care for them, then it ultimately foster satisfaction with jobs. Supervisor’s consistency of behavior toward subordinates, showing concern for their career progression, team oriented and cooperative can influence employees’ attitude in a way that they start enjoying their jobs and also wish to spend their career in the organization they are attached with. In nutshell, responses indicate that most of the teachers feel moral obligations to remain committed to their institution due to positive supervision. So authority concerned should closely monitor this important determinant.

A high relationship between reward and recognition and job satisfaction reveals that if reward and recognition system are transparent then it establishes loyalty for the institution in a way that teachers perceive the problems of the institution as their own. The reward and recognition plays two fold roles. First it provides motivation to the teachers within the institution to work harder towards established goals and valuable rewards can directly and indirectly influence the performance and motivation level of employees. Secondly, it encourages the wide domain of individuals to put in their best and work harder to feel sense of achievement. Job characteristics are also concluded highly related with job satisfaction. Job characteristics is the third best source of teacher’s satisfaction to their institution as findings suggest that

when employees are entrusted assignments according to their specialization and interest then they start enjoying their assignments like hobby. Therefore, management should make best use of employees' talent particularly working in educational institutes because a little increase in job characteristics would give highly satisfied teachers to the institution.

Moreover, personal motivation is found highly depending upon the job satisfaction among employees. All it shows that when employees feel a sense of accomplishment due to the nature of job and more specifically when they are satisfied with rewards and recognition, supervision and job characteristics, then it provides an intrinsic force to carry out the task. Employees start feeling it enjoyable, meaningful and interesting.

## CONCLUSION

The aim of the study was to explore the impact of reward and recognition, the job characteristics and supervision on job satisfaction and to analyze the personal motivation as outcome of job satisfaction. Analysis has shown a close relationship between independent and dependent variables in different dimensions of Job satisfaction and work motivation. Employees are not found much satisfied with the job characteristics in comparison to supervision and reward and recognition. Teacher's participation in the decision making process and performance recognition may make them more courageous and enthusiastic towards working in the Institution. Employees given task according to their expertise may cause high satisfaction and motivation. Precisely, management should focus at transparent, equitable and competitive compensation system. The periodical salary increments, allowances, and other compensations on regular and specific periods keep their morale high and make them more motivated and satisfied.

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