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Factors affecting job satisfaction of lecturers of the Faculty of Business Administration at Ho Chi Minh City University of Industry and Trade

Wackowski Kazimierz ^{1*}, Nguyen Hoang Tien ²

¹ Warsaw University of Technology, Poland

² WSB Merito University in Gdansk, Poland

* Corresponding Author: **Wackowski Kazimierz**

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Abstract

This article analyses the factors affecting job satisfaction of lecture of the Faculty of Business Administration at Ho Chi Minh City University of Industry and Trade in relations to other same or similar faculty of other universities in Vietnam. Baseb on that and based on the benchmarking analysis, the study proposes the ways to improve lectures' satisfaction as well as teaching and academic performance to boost the competitiveness of their work place.

Keywords: job satisfaction, business administration, industry and trade

Introduction

1. Reason for choosing the topic

University lecturer satisfaction is a significant factor in higher education and makes an important contribution to improving the efficiency of the higher education system. The number of research projects on lecturer satisfaction is very limited in developing countries as well as in Vietnam. This article explores the job satisfaction of lecturers of the Department of Business Administration at Ho Chi Minh City University of Food Industry and the factors that affect their satisfaction.

2. Objectives of the study

Through the research article, the group wants to find out the factors affecting the satisfaction of lecturers at the Faculty of Business Administration at the University of Food Industry.

3. Research subjects

The research object is expressed through factors

- + Students' learning attitude
- + School teaching schedule
- + Lecturer's income level
- + School facilities
- + Emulation activities of the faculty delegation
- + Colleague relationships between lecturers

4. Research Methods

The study used a survey questionnaire to collect data from full-time lecturers of the Department of Business Administration at the University of Food Industry. From the surveys, we have received valid answers.

However, when applying this method, there are some difficulties because the surveyor only answers the content of the author and that means the respondents do not have their own opinions. At the same time, the advantage of this method is that it will collect information very quickly and without incurring additional costs. In addition, the essay also uses qualitative methods to find documents and information related to the research topic. Because this is primary data, there is a lot of information but it must be filtered to get accurate information for the topic being researched.

2: Theoretical basis

1. Some concepts

"Service quality" and "educational service quality" According to Parasuraman, "service quality" is the degree of difference between consumers' expectations of a service and their perception of the service's results. "Service quality" can be understood as customer satisfaction measured by the difference between expected quality and achieved quality. Service quality is the customer's assessment of the overall superiority and excellence of an entity. It is a form of attitude and results from a comparison between what is expected and received. aware of what we receive. Service quality is the result of a comparison made between customers' expectations of a service and their perception of using that service. Service quality means meeting and satisfying customer needs. Thus, service quality is determined by customers at many levels depending on the customer. Inheriting the above viewpoints, we believe that: "Quality of educational services is the expectations and perceptions of learners when using and participating in educational activities".

2. Satisfaction and satisfaction of university students with the quality of educational services

According to Oliver, satisfaction is a consumer's response to having his or her desires met. This definition implies that satisfaction is the consumer's satisfaction in consuming a product or service because it meets their expectations, including the level of satisfaction above the desired level and below desired level. Zeithaml V. and Bitner R. believe that customer satisfaction is the customer's assessment of whether a product or service has met their needs and expectations. According to Brown, "customer satisfaction is a state in which what customers need, want, and expect from products and services is satisfied or exceeded. From the above concepts, we believe that: "Lecturers' satisfaction with the quality of educational services is a comprehensive assessment of the educational activities provided by the school that meet the expectations of lecturers." Evaluations of quality are not only made from the service but also from the task execution process.

3. Factors affecting student satisfaction with the quality of educational services

In university educational activities, there are many factors that affect lecturers' satisfaction. This VJE Journal of Education study, Special Issue 1, May 2018, pages 133-137 134, focuses on analyzing the influence of factors on lecturers' satisfaction. These are factors that have a direct impact on the school's educational activities. Access to educational services is the enthusiasm of the technical department as well as the level of readiness to respond and

provide services to instructors in a timely manner. Facilities are tangible means such as equipment, lecture halls, and libraries. Educational environment is the physical and mental conditions that affect the educational activities, learning, training and development of learners.

4. Objects and research methods

To measure lecturers' satisfaction with the quality of educational services of Ho Chi Minh City University of Food Industry, we conducted a survey on 5 factors: Access to educational services, facilities, educational environment, educational activities, educational results above using many research methods such as: theoretical research, questionnaire survey, mathematical statistics and using SPSS software version 20.0 to process data management.

5. Research hypothesis

- H1: Access to educational services has a positive relationship with satisfaction
- H2: Facilities have a positive relationship with satisfaction
- H3: Educational environment has a positive relationship with satisfaction
- H4: Educational activities have a positive relationship with satisfaction
- H5: Educational outcomes have a positive relationship with satisfaction

3: Research methods

3.1. Qualitative preliminary research

The focus group interview method is an appropriate tool to exploit, adjust and supplement scales for factors in the proposed research model before conducting official research (Stewart et al. (1990)). This study aims to adjust and supplement the scale of research concepts. Interview subjects were carefully selected to ensure representativeness according to a number of main criteria: Gender, income, age are lecturers of the Department of Business Administration of Ho Chi Minh City University of Food Industry. Group essay research team with students at Ho Chi Minh City University of Food Industry. Respondents in the interview group expressed their personal views on the factors given. Variables with more than 50% agreement will be retained in the research model.

Qualitative research results show that factors from model to export all affect the job satisfaction of teachers of the Department of Business Administration of Ho Chi Minh City University of Food Industry.

The factors of subjective standards, attitudes, cognitive behavioral control, risk perception, and risk acceptance greatly affect the work of teachers of the Faculty of Business Administration at Ho Chi Minh City University of Technology.

3.2. Preliminary quantitative research

Preliminary quantitative research was conducted to make a preliminary assessment of the reliability and validity of the designed and adjusted scales. The scale was preliminarily evaluated through Cronbach's Alpha reliability coefficient and objective factor analysis EFA. This research was conducted using survey method through detailed questionnaires. The survey subjects are people living in Ho

Chi Minh City. After analysis, the questions were adjusted in terms of wording to ensure the discrimination of each variable in the model, not causing confusion for respondents.

4. Research results

4.1 Statistics by sample

The survey process will be conducted from September 24, 2022 to October 25, 2022. With 80 questionnaires distributed, the results were 64 questionnaires. After eliminating unsatisfactory answer sheets, the remaining number of questionnaires is 50.

Table 1: Gender statistics

		Frequency of appearance	Percentage
Sex	Male	32	sixty four
	Female	18	36
	total	50	100.0

Table 2: Students' learning attitudes

		Frequency of appearance	Percentage
Students' learning attitude	dissatisfaction	0	0
	Unsatisfied	twelfth	24
	Satisfied	13	26
	Very pleased	25	50
	total	50	100.0

Table 3: School teaching schedule

		Frequency of appearance	Percentage
School teaching schedule	Not much	0	0
	Much	5	ten
	Pretty much	13	26
	So many	32	sixty four
	Total	50	100.0

Table 4: Income level

		Frequency of appearance	Percentage
Income	10-15	14	28
	15-20	29	58
	20-25	5	ten
	Over 25	2	4
		50	100.0

Table 5: School facilities

		Frequency of appearance	Percentage
School facilities	Not modern	0	0
	Quite modern	27	54
	Modern	20	40
	Very modern	3	6
	Total	50	100.0

Table 6: Emulation activities of the faculty delegation

		Frequency of appearance	Percentage
Emulation activities of the faculty delegation	Unsatisfied	9	18
	Quite satisfied	18	36
	Satisfied	19	38
	Very pleased	4	8
	Total	50	100.0

Table 7: Colleague relationships

		Frequency of appearance	Percentage
Colleague relationships	Not good	4	8
	Good	30	60
	Very good	16	32
	Total	50	100.0

4.2. Correlation analysis

Before conducting multivariate regression analysis, the linear correlation between variables needs to be considered.

Table 8

Correlations								
		GT	TDHTCSV	LGDCCT	MTN	CSVCCCT	CHĐTDCCDK	MQHDN
GT	Pearson Correlation	first	.550 **	.416 **	.468 **	.228 **	.307 **	.354 **
	Sig. (2-tailed)		.000	.000	.000	.004	.000	.000
	N	160	160	160	160	160	160	160
TDHTCSV	Pearson Correlation	.550 **	first	.345 **	.494 **	.300 **	.252 **	.308 **
	Sig. (2-tailed)	.000		.000	.000	.000	.001	.000
	N	160	160	160	160	160	160	160
LGDCCT	Pearson Correlation	.416 **	.345 **	first	.482 **	.380 **	.232 **	.433 **
	Sig. (2-tailed)	.000	.000		.000	.000	.003	.000
	N	160	160	160	160	160	160	160
MTN	Pearson Correlation	.468 **	.494 **	.482 **	first	.421 **	.412 **	.511 **
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	160	160	160	160	160	160	160
CSVCCCT	Pearson Correlation	.228 **	.300 **	.380 **	.421 **	first	.245 **	.620 **
	Sig. (2-tailed)	.004	.000	.000	.000		.002	.000
	N	160	160	160	160	160	160	160
CHĐTDCCDK	Pearson Correlation	.307 **	.252 **	.232 **	.412 **	.245 **	first	.297 **
	Sig. (2-tailed)	.000	.001	.003	.000	.002		.000
	N	160	160	160	160	160	160	160
MQHDN	Pearson Correlation	.354 **	.308 **	.433 **	.511 **	.620 **	.297 **	first
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	160	160	160	160	160	160	160
**. Correlation is significant at the 0.01 level (2-tailed).								
Correlation analysis table								

When we look at the correlation matrix, we can see that the values are very small ($\text{Sig} < 0.05$), so most of the correlation

coefficients are statistically significant and qualified to be included in regression analysis.

Table 9

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.674	.336		2,005	.047		
Sex	.125	.081	.115	1,545	.210	.606	1,649
Attitude	.049	.073	.050	.567	.001	.617	1,619
Schedule	.116	.072	.112	1,602	.0008	.686	1,458
Income	.231	.085	.213	2,710	.251	.547	1,829
Facility	.406	.058	.456	7,021	.002	.768	1,301
Rivalry	.404	.055	.405	.717	.03	.808	1,238
Relationship	.040	.084	.046	.156	.192	.777	1,225

Coefficient results table

According to linear regression analysis with hypotheses, the team has tested the hypotheses

H₁: Gender affects the job satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.115$; $\text{Sig.} = 0.210 > 0.05 \Rightarrow$ Reject the hypothesis

H₂: Students' learning attitude affects the job satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.050$; $\text{Sig.} = 0.001 < 0.05 \Rightarrow$ Accept the hypothesis

H₃: The school's teaching schedule affects the job satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.112$; $\text{Sig.} = 0.0008 < 0.05 \Rightarrow$ Accept the hypothesis

H₄: Income level affects the job satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.213$; $\text{Sig.} = 0.251 > 0.05 \Rightarrow$ Reject the hypothesis

H₅: School facilities affect the job satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.456$; $\text{Sig.} = 0.02 < 0.05 \Rightarrow$ Accept the hypothesis

H₆: Emulation activities of the faculty group affect the job satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.405$; $\text{Sig.} = 0.03 < 0.05 \Rightarrow$ Accept the hypothesis

H₇: Colleague relationships affect the work satisfaction of teachers of the Faculty of Business Administration at the University of Food Industry, City. HCM

$\beta = 0.046$; $\text{Sig.} = 0.192 > 0.05 \Rightarrow$ Reject the hypothesis

Thus, there will be 4 variables kept: Students' learning attitude, School's teaching schedule, School's facilities, and Faculty's emulation activities.

5. Conclusion

5.1. Conclusion

The research achieved its goal by identifying 7 factors affecting the satisfaction of lecturers at the Faculty of Business Administration at the University of Technology, City. Ho Chi Minh City through data analysis of 50 survey questionnaires for lecturers of the Faculty of Business Administration. Influencing factors include: Gender statistics, students' learning attitudes, the school's teaching schedule, income level, school facilities, emulation activities of the faculty, relationships colleague's network.

Therefore, the ability to be flexible in combining and interweaving theory and practical application, when teaching, will arouse students' interest in the learning process. The lecturers all have extensive knowledge of their teaching majors, and a good teaching environment will contribute to creating better conditions for students to learn.

The research has important practical significance for the principal in bringing a comprehensive, new perspective and satisfaction to lecturers who have been teaching in the school, especially lecturers of the Faculty of Business Administration.

5.2. Limitations and directions

5.2.1 Limitations

The research also has limitations such as the data not being highly representative due to the survey using a non-probability method, difficulty accessing subjects in the survey due to the busyness of teachers, and the truthfulness of the information. Trust is not high because online surveys often produce inconsistent response rates and earnings data are often incomplete.

5.2.2 Orientation

We can guide future research: Surveys should be made using many methods, especially direct surveys are required because of high accuracy and reliable information sources; It is necessary to identify survey objects that are easy to collect information and are not too defensive; The questionnaire is brief, the questions must be reasonable and logical, and the person doing the research must clearly understand the problem to be researched.

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