

## Explaining Job Satisfaction of Young Lecturers

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**Abstract:** This study aims to demonstrate the factors influencing the job satisfaction of young lecturers. The study synthesized theoretical foundations and relevant experimental research results to develop research hypotheses. Data was collected from a survey of 208 young lecturers working in universities within the higher education system in Vietnam. Applying quantitative research methods, the study revealed 05 positive factors influencing the job satisfaction of young lecturers, including working conditions, training and development, income and benefits, relationships with colleagues, and organizational support. Among these, income and benefits had the most impact on the job satisfaction of young lecturers.

**Keywords:** Job satisfaction, Young lecturers, University.

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## INTRODUCTION

In the context of global economic integration, possessing a lean and efficient workforce is a core competitive advantage for businesses (Huy & Nhut, 2022). The phenomenon of "talent drain" is occurring in many companies, either because the organization fails to create job satisfaction for employees or due to the pull of competitors (Hung, 2018). To ensure sustainable development goals, organizations need to create employee commitment through job satisfaction (Phuong & Nghi, 2020). Organizations with favorable and fair policies of training, salary, bonus, and welfare can increase employee job satisfaction (Schmidt, 2007; Hoonakker *et al.*, 2013). Additionally, employees who understand processes, have working skills and comprehend their work are more likely to be satisfied with their jobs compared to others (Bellingham, 2004; Yalabik *et al.*, 2017). According to the profit chain model of Heskett *et al.*, (1997), employee job satisfaction positively impacts

the quality of products and services, leading to increased customer satisfaction, thus affecting the revenue and profitability of the organization.

In the modern education environment, young lecturers have a high ability to absorb knowledge and apply technology for teaching activities. This indicates that young lecturers have many advantages in their work. However, alongside these advantages, young lecturers also face challenges such as limited practical experience, incomplete pedagogical skills, research limitations, etc. These issues significantly impact the motivation and job satisfaction of young lecturers. Therefore, this study aims to identify the factors influencing the job satisfaction of young lecturers. The results contribute to suggesting managerial implications to enhance the job satisfaction of young lecturers.

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**THEORETICAL FRAMEWORK AND RESEARCH HYPOTHESES**

**Theoretical Framework**

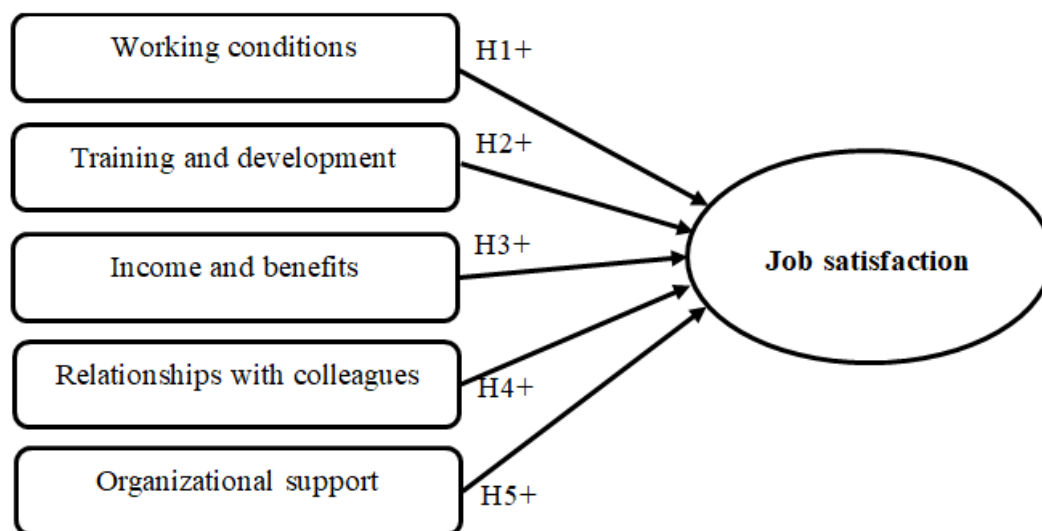
Job satisfaction is still a concept that lacks consensus among researchers due to differing perspectives and various research fields. According to Hoppock (1935), job satisfaction is the combination of psychological, physiological, and environmental factors that lead an individual to assess whether they are satisfied or dissatisfied with their work. Vroom (1964) defined job satisfaction as the state in which an employee has a clear and effective orientation towards their work in the organization, genuinely enjoying their job. Job satisfaction reflects how employees love their jobs, representing the emotions and feelings they associate with their work (Luddy, 2005). According to Schermerhorn *et al.*, (2011), job satisfaction is the degree to which an individual feels positive or negative about their work.

**Research Hypotheses**

According to Herzberg *et al.*, (1959), there are two groups of factors related to job satisfaction: motivational factors and maintenance factors. Motivational factors include achievement, recognition, challenging work, progress, and job advancement. Maintenance factors include company policies and management practices, supervision, salary, interpersonal relationships, working conditions, personal life, and job security. Agyepong *et al.*, (2004) identified factors influencing employee job satisfaction, including the work environment, salary, equipment, promotion opportunities, housing shortages, tax allowances, and training programs. Ramasodi (2010) found that factors influencing employee job satisfaction include development opportunities, responsibilities, and relationships

with colleagues. Khoi & Phuong (2013) demonstrated factors affecting job satisfaction in the education sector, including job nature, salary, bonuses and allowances, relationships with colleagues, training and promotion opportunities, and physical working conditions. Nghi (2014) revealed positive factors influencing job satisfaction in the banking sector, such as the work environment, leadership style, job characteristics, salary, benefits, promotion opportunities, and organizational support. Hang & Thong (2018) argued that factors influencing job satisfaction in technical positions include payment and benefits, training and promotion, job stress, working conditions, job nature, and support. Hue (2021) showed that employee job satisfaction in the hotel industry is influenced by four factors: salary and promotion opportunities, training, fairness, and job nature, with salary and promotion opportunities considered the most significant influencers.

Based on the literature review, the research used a group discussion method with 08 young lecturers currently teaching at universities in the higher education system in Vietnam. The discussion result led to the formulation of research hypotheses and appropriate measurement scales for the research context. The proposed research hypotheses are as follows: H1: Working conditions positively influence the job satisfaction of young lecturers; H2: Training and development positively affect the job satisfaction of young lecturers; H3: Income and benefits positively impact the job satisfaction of young lecturers; H4: Relationships with colleagues positively influence the job satisfaction of young lecturers; H5: Organizational support has a positive impact on the job satisfaction of young lecturers. Consequently, the research model is established as Figure 1:



**Figure 1: Proposed research model**

**Table 1: Research scales formation**

Scale	Number of observed variables	References resources
Working conditions (WC)	5	Gesell <i>et al.</i> , (2007), Khoi & Phuong (2013), Tran & Tran (2017), Huy & Nhut (2022)
Training and development (TD)	4	Koç <i>et al.</i> , (2014), Mostafa <i>et al.</i> , (2015), Ensour <i>et al.</i> , (2018)
Income and benefits (IB)	4	Mostafa <i>et al.</i> , (2015), Tran & Tran (2017), Yalabik <i>et al.</i> , (2017), Huy & Nhut (2022)
Relationships with colleagues (RC)	4	Gesell <i>et al.</i> , (2007), Yalabik <i>et al.</i> , (2017), Huy & Nhut (2022)
Organizational support (OS)	4	Saks (2006); Snowden & MacArthur (2014), Nam <i>et al.</i> , (2020)
Job satisfaction (JS)	4	Greenhaus <i>et al.</i> , (1990), Macdonald & MacIntyre (1997), Koç <i>et al.</i> , (2014)

**RESEARCH METHODOLOGY**

**Analytical Methods**

The quantitative analysis methods were employed in the following sequence: Step 1: Testing internal consistency using Cronbach’s Alpha; Step 2: Exploratory Factor Analysis (EFA) was utilized to assess the convergent and discriminant validity of the measurement scales; Step 3: Confirmatory Factor Analysis (CFA) was employed to validate the research data; Step 4: Structural Equation Modeling (SEM) was used to test the research hypotheses.

**Data Collection Method**

An official survey was conducted between June 2023 and August 2023. The survey targeted young lecturers (under 40 years old) teaching at universities within the higher education system in Vietnam. The mail interview method was used to gather detailed information from the young lecturers. To enhance the representativeness of the research sample, quota sampling was employed to collect data. The selected grouping criteria included university

classification, gender, age, and major. After eliminating inappropriate survey responses (incomplete or unreliable answers), a total of 208 valid survey responses were used to test the research model.

**RESEARCH RESULTS AND DISCUSSION**

**Evaluating Scale Reliability**

Based on the test results in Table 2, all measurement scales have Cronbach’s Alpha values greater than 0.8. Specifically, the Cronbach’s alpha value of the Working conditions scale was 0.876, the Training and development scale was 0.805, the Income and benefits scale was 0.842, the Relationships with colleagues scale was 0.825, the Organizational support scale was 0.824, and the Job satisfaction scale was 0.864. The corrected item-total correlation is all greater than 0.3. Therefore, all observations meet the requirements (Nunnally, 1978; Peterson, 1994; Slater, 1995) and are suitable for further exploratory factor analysis (EFA).

**Table 2: Evaluation of internal consistency reliability**

Observed variables	Mean	Standard deviation	Item-total correlation	Cronbach’s alpha
<b>Working conditions (WC)</b>				<b>0.876</b>
WC1	3.69	0.823	0.725	
WC2	3.71	0.782	0.693	
WC3	3.85	0.882	0.725	
WC4	3.75	0.818	0.689	
WC5	3.79	0.834	0.699	
<b>Training and development (TD)</b>				<b>0.805</b>
TD1	3.88	0.819	0.585	
TD2	3.87	0.768	0.673	
TD3	3.75	0.752	0.634	
TD4	3.85	0.675	0.600	
<b>Income and benefits (IB)</b>				<b>0.842</b>
IB1	3.73	0.713	0.696	
IB2	3.72	0.761	0.660	
IB3	3.61	0.740	0.709	
IB4	3.64	0.708	0.639	

Observed variables	Mean	Standard deviation	Item-total correlation	Cronbach's alpha
<b>Relationships with colleagues (RC)</b>				<b>0.825</b>
RC1	3.86	0.728	0.757	
RC2	3.91	0.824	0.586	
RC3	3.81	0.792	0.672	
RC4	3.76	0.768	0.599	
<b>Organizational support (OS)</b>				<b>0.824</b>
OS1	3.70	0.693	0.607	
OS2	3.64	0.658	0.676	
OS3	3.81	0.710	0.671	
OS4	3.70	0.734	0.641	
<b>Job satisfaction (JS)</b>				<b>0.864</b>
JS1	4.08	0.680	0.654	
JS2	3.89	0.616	0.768	
JS3	3.81	0.620	0.730	
JS4	3.95	0.654	0.708	

Based on the EFA test results in Table 3, statistical values regarding the convergent and discriminant validity of the research measurement scales are all assured (Hair *et al.*, 1998). The factor loadings of the observed variables meet the criteria

(greater than 0.5). As a result, six factors are formed from 25 observed variables, with no variable disturbance, so the factor names remain consistent with the proposed research model.

**Table 3: Exploratory factor analysis result**

Scale	Sign	Factor					
		1	2	3	4	5	6
Working conditions (WC)	WC1	0.732					
	WC2	0.810					
	WC3	0.734					
	WC4	0.816					
	WC5	0.674					
Training and development (TD)	TD1		0.633				
	TD2		0.781				
	TD3		0.750				
	TD4		0.702				
Income and benefits (IB)	IB1			0.657			
	IB2			0.667			
	IB3			0.845			
	IB4			0.748			
Relationships with colleagues (RC)	RC1				0.865		
	RC2				0.600		
	RC3				0.758		
	RC4				0.643		
Organizational support (OS)	OS1					0.691	
	OS2					0.809	
	OS3					0.699	
	OS4					0.706	
Job satisfaction (JS)	JS1						0.547
	JS2						0.839
	JS3						0.833
	JS4						0.713
KMO (Kaiser-Meyer-Olkin) = 0.870; Sig. = 0.000; Cumulative % = 68.601%							

Based on the CFA test results in Table 4, statistical indices meet the criteria as follows: Chi-square/df = 1.667 < 2.0; TLI and CFI indices with

values of 0.920 and 0.931, respectively, both > 0.9; RMSEA = 0.057 < 0.08 (Anderson & Gerbing, 1988). This indicates that the model fits the market data.

**Table 4: Confirmatory factor analysis result**

Criteria	CFA	Comparison index	Resources
$\chi^2/df$	1.667	$\leq 2$	Anderson & Gerbing (1988), Hair et al. (2014)
TLI	0.920	$\geq 0.9$	
CFI	0.931	$\geq 0.9$	
RMSEA	0.057	$\leq 0.08$	

Composite reliability (CR) and average variance extracted (AVE) meet the conditions (Fornell & Larcker, 1981), with the minimum CR

value being 0.809 and the minimum AVE value being 0.515, belonging to the Training and development scale.

**Table 5: Composite reliability and average variance extracted**

Scale	CR	AVE	MSV	MaxR(H)
Working conditions (WC)	0.876	0.586	0.330	0.878
Training and development (TD)	0.809	0.515	0.198	0.816
Income and benefits (IB)	0.842	0.572	0.491	0.846
Relationships with colleagues (RC)	0.832	0.557	0.309	0.863
Organizational support (OS)	0.825	0.541	0.246	0.829
Job satisfaction (JS)	0.868	0.623	0.491	0.875

Based on the test results in Table 6, the correlations between conceptual structures achieve discriminant values (Fornell & Larcker, 1981). Thus, the

research data is suitable for market data, demonstrating convergent validity, unidimensionality, discriminant validity, and reliability.

**Table 6: Correlation coefficient between factors in the research model**

	OS	IB	RC	TD	WC	JS
OS	<b>0.736</b>					
IB	0.451	<b>0.756</b>				
RC	0.216	0.465	<b>0.746</b>			
TD	0.311	0.242	0.285	<b>0.717</b>		
WC	0.195	0.567	0.413	0.182	<b>0.765</b>	
JS	0.496	0.701	0.556	0.445	0.574	<b>0.789</b>

**Testing Research Hypotheses**

Structural equation modeling (SEM) was used to test the research hypotheses. The analysis result is shown in Table 7 below:

Based on the test result in Table 7, all research hypotheses are accepted with 99% confidence. The relationships between the factors are explained as follows:

**Hypothesis H<sub>1</sub>:** Working conditions positively influence the job satisfaction of young lecturers. This

hypothesis is accepted with a significance level of 99%. This indicates that when young lecturers are provided with favorable working conditions and adequate equipment for teaching and research, their job satisfaction will be improved in a positive direction. A comfortable and modern work environment contributes to enhancing the job satisfaction of young lecturers. The research result aligns with studies proposed by Javed *et al.*, (2014), Raju & Sarang (2015), and Tran & Tran (2017).

**Table 7: Research hypothesis test result**

Relationship	Unstandardized			Standardized estimated value	Significance	Hypothesis
	Estimate	Standard error	Critical ratio			
WC → JS	0.181	0.062	2.929	0.219	0.003	H1: accepted
TD → JS	0.222	0.072	3.098	0.204	0.002	H5: accepted
IB → JS	0.343	0.091	3.792	0.346	0.000	H3: accepted
RC → JS	0.197	0.067	2.934	0.206	0.003	H4: accepted
OS → JS	0.172	0.064	2.703	0.190	0.007	H2: accepted

**Hypothesis H<sub>2</sub>:** Training and development positively influence the job satisfaction of young lecturers. This

hypothesis is accepted with a significance level of 99%. This shows that when young lecturers have the

opportunity to participate in advanced training programs to enhance their skills and professional qualifications, their job satisfaction will be improved. Additionally, if young lecturers receive clear career development guidance, they are more satisfied with their current job. The research result is consistent with studies proposed by Kanwar *et al.*, (2012), Thatcher *et al.*, (2002), Amisshah *et al.*, (2016), and Babak *et al.*, (2016).

Hypothesis H3: Income and benefits positively influence the job satisfaction of young lecturers. This hypothesis is accepted with a significance level of 99%. The research results have shown that income and benefits are crucial factors, with the strongest impact on the job satisfaction of young lecturers. Indeed, the intrinsic reason is the salary and rewards related to the job (Mulinge & Mullier, 1998). Income and benefits are important factors governing the job satisfaction of employees (Luddy, 2005). The research result aligns with studies proposed by Lam *et al.*, (2001), Chaturvedi (2010), and Amisshah *et al.*, (2016).

Hypothesis H4: Relationships with colleagues positively influence the job satisfaction of young lecturers. This hypothesis is accepted with a significance level of 99%. This indicates that good relationships with colleagues and superiors will enhance the job satisfaction of young lecturers. Indeed, the care and support of colleagues and superiors contribute to employees' perception of job satisfaction (Phuong & Nghi, 2020). This finding is similar to the results of many researchers (Lam *et al.*, 2001; Chaturvedi, 2010; Hartel & Johnson, 2014; Amisshah *et al.*, 2016; Tran & Tran, 2017).

Hypothesis H5: Organizational support positively influences the job satisfaction of young lecturers. This hypothesis is accepted with a significance level of 99%. The research result shows that when young lecturers receive positive organizational support, their job satisfaction is higher. The study further affirms the significant role of organizational support as a catalyst for employee job satisfaction (Nghi, 2014). The research result aligns with studies proposed by Giannikis & Mihail (2011), Liu *et al.*, (2018), Hang & Thong (2018), and Nam *et al.*, (2020).

## CONCLUSION

Applying quantitative research methods, the study has confirmed the research hypotheses. The study has demonstrated the factors influencing the job satisfaction of young lecturers working in universities within the higher education system in Vietnam, including working conditions, training and development, income and benefits, relationships with colleagues, and organizational support. All factors

have positive impacts on the job satisfaction of young lecturers, with income and benefits being the most influential. The research results serve as valuable reference material for educational organization managers and human resources management researchers.

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