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RESEARCH ARTICLE

JOB SATISFACTION OF THE EMPLOYEES AT RED STAR UNIVERSITY IN VIETNAM

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Abstract

The current paper aims to analyze the effect of the six factors on the employees' satisfaction with their jobs at Sao Do (Red Star) University in the North of Vietnam, which include: job characteristics, income and welfare, training for promotion, colleague, superior, working condition. The individual factor is also investigated in this study. The results of the research show that all the six factors have positive relation to the employees' satisfaction with jobs while the individual factor (age, gender, educational/skill level) has no different effect to the employees' satisfaction with job. Quantitative research methodology was applied for the research and some suggestions for Sao Do (Red Star) University was also proposed to increase their employees' satisfaction with their jobs.

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Introduction:-

Significance of the topic

Employees are internal customers of organizations, meet the current work requirements and are willing to work with the organization to achieve business goals. However, most organizations only focus on customer satisfaction with the product, and pay little attention to whether employees are satisfied with their jobs or not. Educational institutions are no exception. Satisfaction of the staff with the job will promote the quality of teaching and research. However, in educational institutions, most of the research focuses on students as customers and assesses the level of satisfaction/dissatisfaction with their study program, while often ignoring satisfaction with the work of official staffs and lecturers in the University. Therefore, conducting the current study on the satisfaction of official staffs and lecturers with the job in educational institutions in general and Red Star University in particular is really necessary in the current period.

Research Objectives:-

Doing the current research, the authors aim to achieve the following objectives:

- (1) Detecting factors affecting the satisfaction of officers and lecturers;
- (2) Assess the impact of the above factors on the satisfaction of employees at Red Star University;
- (3) Proposing some solutions to improve the satisfaction of official employees with the job at Red Star University.

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Contribution of the research**Academically:**

The author uses the published research model, but the research is in different contexts, belonging to the different cultures, so the correction model and measurement through qualitative is a new contribution.

In terms of practice:

The research results help the managers of Red Star University to know the influence of the factors on the satisfaction of their officials and employees; Suggest orientations and solutions for the school to improve the satisfaction of officers and employees with their jobs.

Literature Review:-**The concept of employee satisfaction with work**

According to Oshagbemi (2000), job satisfaction is a person's emotional response resulting from a comparison of actual results achieved by that person with what they want, anticipate and deserve to achieve.

Weiss (1967) defined that job satisfaction is an attitude about work expressed by employees' feelings, beliefs and behaviors. In addition, there are a number of definitions that are widely used, such as those of Locke (1976), Dawis&Lofquist (1984) and Porter et al (1975). Locke (1976) defines job satisfaction as a happy or positive emotional state towards one's work experience. Dawis&Lofquist (1984) define job satisfaction as the result of considering the extent to which employees' work environment meets their individual needs. Porter et al (1975) define job satisfaction as a person's response to their job and organization. In general, job satisfaction is simply how people feel about their jobs and aspects of their work (Spector, 1997).

Factors affecting employee satisfaction with work

Many researchers have investigated this problem and they have identified a set of factors. These factors are classified into two groups: the group of internal factors and the group of external factors of the individual.

The group of **internal factors** includes:

- Diversity: Most employees prefer repetitive work, especially unskilled ones.
- Autonomy: Most people like the freedom to choose how their work is done.
- Using skills and abilities: Employees will be satisfied when they can use their skills or abilities.
- Working hours: Some people dislike longer working hours than others.
- Safety: When a person is worried about losing their job, they discover that they face other problems such as psychological and social.
- Gender: There is a difference between the two sexes in working. Women are generally more satisfied than men, and are also more interested in social aspects of work.
- Age: Young people are less satisfied with their jobs than older people. Job interests are different for each age group, and that's one of the reasons why young people's turnover exceeds that of older employees.
- Intelligence: There are two types of intelligence that affect a person, namely general intelligence and emotional intelligence. Smart people are less satisfied with repetitive work. People with developed emotional intelligence enjoy quality in their lives and strive to resolve conflicts within the company.
- Personality: Sensitive people are less satisfied with their jobs and other aspects of life. Satisfaction depends on how a person can satisfy specific needs at work and what they prioritize in life.
- Orientation to work: Married people care more about salary than the nature of work or social recognition. There are also groups of people who would rather have a "career" than a "job".

External factors include:

- Salary: Highly paid employees are more satisfied with their jobs. Remitz (1960) stated that salary corresponds to satisfaction. All employees have a clearly bound idea of what they should be given back, relative to their peers, and their skills, experience, and seniority.
- Occupational position: Job satisfaction is closely related with the position of them.
- Opportunities for promotion: Herzberg (1959) argues that work is recognized and promotion is the main cause of satisfaction. The important level of job promotion is different for those who belong to different social class and people operating at different technical levels. For professional managers, work is apart of their career and promotion is the ultimate reward. For the unskilled, promotion is less important. But for some special cultures, the people was advised to live in the humble life style, so the promotion is not really too important.

- Working group: Sometimes job satisfaction is affected by the working group relationships. Satisfaction is greater when each person is similar, collaborate and communicate with others.
- Cohesion: Satisfaction is greatest in cohesive groups. Often frequent interactions among members of a group who have similarities, same situation, same values, leadership skills, will make employees love their job.
- Group size: Job satisfaction often appears in small groups.
- Opportunity to interact: We will achieve high satisfaction when given the opportunity interactions and reduce interference and difficulties.
- Supervision: There are many studies showing that there is a strong relationship between job satisfaction and various aspects of supervision.
- Consideration: is the extent to which a manager shows personal relationships, trust, willingness to explain, and willingness to listen to subordinates.
- Participating in decision making: In a democratic management style, employees are allowed to participate in decision making. This participation not only increases job satisfaction but also increases efficiency, productivity and improve relationships among team members.
- Company's size plays an important role in an employee's job satisfaction. Employees in small organizations are generally more satisfied than employees in large organizations because small organizations have less hierarchy.
- Participating in management: When participating in management, employees feel they belong to the company, cooperate and are satisfied with their work.

Theory of job satisfaction

Theory of influence

The theory of influence was developed by Edwin A. Locke in 1976. It is the most famous theory of job satisfaction. The basis of influence theory is that job factors are valued differently when employees find their current income is close to the expected level. Satisfaction is determined by the difference between what we want to achieve and what we achieve at work. When a person feels the work they do is valuable, they feel satisfied, which has a very positive impact on job performance. When expectations are not met, it will have a very negative impact on the job.

Arrangement theory

Arrangement theory is a very general theory which states that people have an innate disposition which leads them to tend towards a certain degree of satisfaction, no matter what job it is. This approach explains that job satisfaction tends to be stable over time through careers and jobs. A general note that satisfaction is directly related to the need and need is something that needs to be satisfied. Timothy A. Judge (1998) proposed a model that significantly narrows the scope of placement theory, which is the core self-evaluation model: self-esteem, self-efficacy, self-control, and sensitivity. This model assumes that a high level of self-esteem (the individual's perceived self-worth) and self-efficacy (belief in one's own abilities) leads to higher job satisfaction. Having self-control (believing that a person can control his or her own life, as opposed to an outside force of control) leads to higher job satisfaction. Finally, less sensitive people have higher job satisfaction.

Theory of job characteristics

Job Characteristics Theory was proposed by Richard Hackman and Greg Oldham in 1974. This theory identifies five job characteristics: skill variety, job nature, job meaning, autonomy and responsiveness. These in turn affect job satisfaction, absenteeism, and work motivation. Besides, if employees feel that their superiors recognize their achievements, job satisfaction will be higher.

Research models on employee satisfaction with work

JDI (Job Descriptive Index) model

The scale of satisfaction with the components of the job is quite famous which is expressed by the Job Descriptive Index (JDI) of Smith et al (1969), it has been used in more than 1000 studies in organizations in many different fields, researchers Research Smith, Kendall and Hulin (1969) of Cornell University built JDI job description indexes to assess a person's level of job satisfaction through five factors:

- (1) Nature of work.
- (2) Opportunities for training and promotion.
- (3) Leadership.
- (4) Colleagues.
- (5) Wages.

Boeve (2007) conducted a study on job satisfaction of medical assistant professors of medical University in the US on the basis of using Herzberg's two-factor theory and descriptive index of work of Smith, Kendall and Hulin. Accordingly, the factor of satisfaction with jobs are divided into two groups: internal factors including the nature of work and opportunities for development and promotion; and the group of external factors including salary, support from superiors and relationships with colleagues. The purpose of this study is to test the validity of both theories. The analysis results show that the factors of job characteristics, relationships with colleagues and development opportunities have the strongest correlation with job satisfaction while superior support and salary are weakly related to job satisfaction of teachers. Working time has an effect on job satisfaction in this case due to the specificity of the work in this faculty. Through his research, Boeve also tested the correctness of Herzberg's theory and the JDI job description index.

In Vietnam, Tran Kim Dung (2005) measured job satisfaction in Vietnam's condition using the Job Description Index (JDI) of Smith et al. However, in addition to the 5 factors recommended in the JDI, the author has added two more factors, namely welfare and working conditions, to suit the situation in Vietnam. The factors of job satisfaction are adjusted from the JDI scale of Smith et al (1969), including: (1) Work factor; (2) Salary / Income; (3) Support from superiors; (4) Relationship with colleagues; (5) Career advancement and development; (6) Benefits that the company brings to employees; (7) Working environment.

MSQ (Minnesota Satisfaction Questionnaire) Model

Weiss, Dawis, England & Lofquist (1967) built an MSQ model consisting of 20 factors to assess the overall level of satisfaction on each aspect which include: (1) Usability (opportunity to do something to be able to develop the ability of the worker); (2) Achievement (the feeling of good accomplishment that employees get from work); (3) Active (can stay busy most of the time); (4) Promotion (promotion opportunities in this job); (5) Authority (opportunity to tell others what to do); (6) Company policy (how the company sets its policies and into execution); (7) Compensation (salary and a large amount of work done); (8) Colleagues (how co-workers present themselves to others); (9) Creativity (opportunity to try individual methods on his/her job); (10) Independence (opportunity to work alone on the job); (11) Safety (stability of work); (12) Social service (opportunity to do something for others); (13) Social position (opportunity to be "someone" in the community); (14) Moral values (being able to do things that are not against conscience); (15) Recognition (appreciation for doing a good job); (16) Responsibility (freedom to use one's opinion); (17) Supervision - people (how leaders manage employees); (18) supervision - technique (leadership decision-making ability); (19) Diversity (opportunity to do different things); (20) Working conditions.

Worrell (2004) uses a modified version of MSQ in 1977 (short questionnaire - 20 questions) to conduct his research on job satisfaction of school of psychologists. Research results pointed out that 90% of school of psychologists in the US are satisfied or very satisfied with the job. Serife Zihni Eyupoglu and Tulen Saner (2010) also used the MSQ model to conduct their research in Northern Cyprus. The results show that employees here have low job satisfaction.

JSS (Job Satisfaction Survey) model

Spector (1997)'s JSS model is built to apply to businesses in the service sector, including 9 factors to assess satisfaction and attitude, which are: (1) Salary; (2) Opportunity for promotion; (3) Working conditions; (4) Supervision; (5) Colleagues; (6) Love the job; (7) Communication of information; (8) Surprise rewards; (9) Welfare.

It is developed and applied mainly in the human resources department of service organizations and non-profit organizations such as hospitals, health care centers, etc. There are also a number of other studies in many countries around the world with different components of job satisfaction. Researchers Sarah Yuliarini, Nik Kamariah Nik Mat, Pranav Kumar (2012) of Utara University in Malaysia have conducted a study on the factors affecting the satisfaction of administrative staff with the job at universities in Malaysia. This study proposes that there are three main factors affecting employee satisfaction which are training, leadership and management knowledge.

Shun-Hsing and colleagues (2006) conducted a study to develop a model of employee satisfaction with higher education institutions. This study uses the results of previous studies to establish a research model of employee satisfaction in universities. The model is divided into six components: organizational vision, respect, results feedback and motivation, management system, salary and benefits, and working environment.

Personal factors affecting satisfaction of the employee for the job

Studies on gender influence on employee satisfaction for work

Several studies conducted have shown the relationship between gender and job satisfaction. A study conducted by Murray and Atkinson (1981) investigated gender differences in the determinants of job satisfaction, reflecting that women pay more attention to social factors, while men pay more attention on wages, promotions, and other factors. Tang and Talpade (1999) suggested that there is a significant difference between men and women in terms of job aspects affecting overall satisfaction. E.O Olorunsola (2010) studied the job satisfaction of male and female administrative staff of the Universities of Southwest Nigeria. Research results show that there is a significant difference in job satisfaction of men and women.

Studies on educational level affect to employee's satisfaction for work

An investigation by Crossman and Abou-Zaki (2003) in the banking industry in Lebanon found that there is a relationship between job satisfaction and educational level. Similar to a study conducted by KhMetle, M. (2003) on Kuwaiti women working in government organizations, there exists a strong relationship between educational level and job satisfaction in general.

Studies on working time which affect to job satisfaction of the employee

Working time refers to the number of years an employee has spent working. The study performed by Mottaz (1988) of nurses in the US found a significant increase in satisfaction with the length of the service time. Clarke, Oswald and Warr (1996) suggest that employees who serve longer may experience higher levels of satisfaction because the job is suitable to their individual needs.

Studies on how age affects employee satisfaction for work

According to Greenberg and Baron (1995), older employees are generally happier with their jobs than younger employees, while those with more experience in their jobs feel much more satisfied compared with those with less experience. This view is supported by Drafke and Kossen (2002) who argue that job satisfaction often increases with age as older employees have more work experience and often have a more realistic view of their jobs and life compared with younger colleagues.

Studies on the impact of work position on employee's satisfaction for work

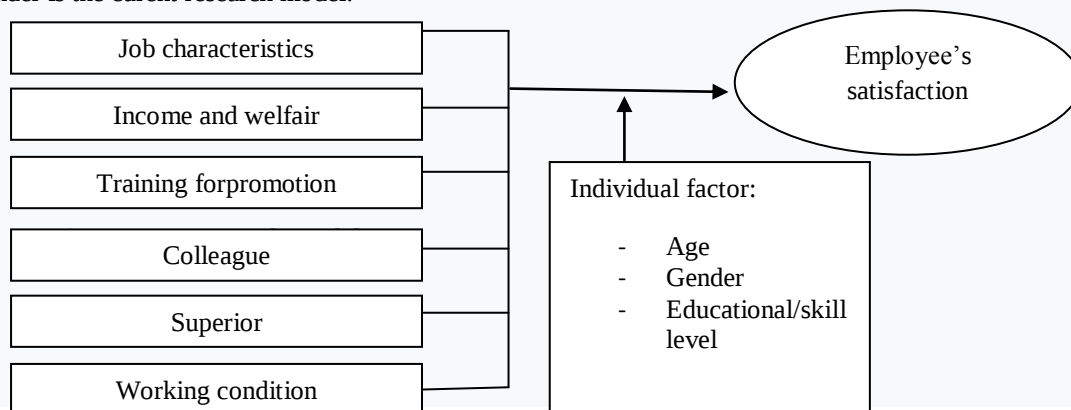
The satisfaction survey reflected that there was a significant positive relationship between position at work and job satisfaction. Greater job satisfaction is often attributed to individuals holding higher positions in organizations because of their higher remuneration, more challenging work and better working conditions (Cherrington, 1994). Research done by Robie, Ryan, Schmieder, Parra and Smith (1998) also shows a positive and linear relationship between job satisfaction and job position.

Research Methodology:-

Research design

The topic of selecting the JDI model has been adjusted with 6 factors including 5 main factors of the model and 1 additional factor to suit the research field as well as the actual situation in Vietnam. In addition, the study also considers the influence of individual factors on employee satisfaction with their work.

Here under is the current research model:



The prefixes in the model are defined as follows:

Special work:

According to R. Hackman and G. Oldman (1974), one work that will bring employees general satisfaction and produce results good job if the design work satisfies the special points.

Income is the amount of money that an individual gets from working for a certain business or organization.

Advancement training:

Training is the process of learning the skills needed to perform a particular job. A promotion is a move to a more important position or job in a company.

Colleagues are the people who work in the same position with each other, have similar work contents. Officers and employees will feel satisfied with their work if their work is well supported by colleagues, colleagues are friendly and help each other in work as well as there is a fair competition for rewards or promotion in the organization. In other words, officers and employees will feel more satisfied with their work when they have a good relationship with their colleagues. This has been verified through the studies of T. Ramayah et al. (2001), Luddy (2005), Tran Kim Dung (2005), Nguyen Lien Son (2008), Nguyen Thi Thu Thuy (2011).

Superior is the manager of the staff, the leader gives employees satisfaction through communication, showing care, fair treatment and recognition of employees' contributions. In other words, the superior factor has a positive influence on employee satisfaction at work.

Working conditions is the condition of the workplace of an employee, it includes factors such as: the safety of the workplace, equipment for the work of the officer and employee. Officers and employees who are provided with a good working condition will appreciate their work well, on the contrary, they will feel dissatisfied with the working conditions that they have to accept.

Welfare: are the benefits that a person gets from his company in addition to the money that person earns. Besides, many studies also show that individual factors also has a great influence on the overall job satisfaction of employees. Therefore, personal characteristics are also considered such as: age, gender, qualifications, working time, working department, working position.

Research hypotheses development

Based on the research objectives, theoretical basis and proposed model, the hypothesizes can be generated as follow:

H1: The more employees feel satisfied with their income and benefits, the more satisfied they are with their work.

H2: The more satisfied employees feel with promotion training, the more satisfied they are with their jobs.

H3: The more employees feel satisfied with the job characteristics, the more satisfied they are with their work.

H4: The more satisfied employees feel with their colleagues, the more satisfied they are with their work.

H5: The more satisfied employees feel with working conditions, the more satisfied they are with their jobs.

H6: The more satisfied employees feel with their superiors, the more satisfied they are with their jobs.

H7: There is a difference in employee's satisfaction by age.

H8: There is a difference in employee's satisfaction by gender.

H9: There is a difference in employee's satisfaction by level.

H10: There is a difference in employee's satisfaction by working time.

H11: There is a difference in employee's satisfaction by department.

H12: There is a difference in employee's satisfaction by working position.

Hypotheses from H7 to H12 belong to individual factors.

Table 3.1:- Scale measurement of employee satisfaction with work in the research model.

Order	Job	Question
I	Job characteristics	
1	CV1	Job shows social position
2	CV2	Work allows good use personal abilities
3	CV3	Jobs that match your education and qualifications
4	CV4	Job is interesting

II	Working condition	
5	DK1	Suitable working time
6	DK2	Good workplace facilities
7	DK3	Safe, comfortable and hygienic working environment
8	DK4	No worries about losing your job
III	Income and welfare	
9	TN1	Salary commensurate with contribution
10	TN2	Wages are paid equally among school staff
11	TN3	You are satisfied with your current salary
12	TN4	Reasonable allowances
13	TN5	Fair and satisfactory reward policy
14	TN6	Salary, bonus and allowance policies are clear and public
15	PL1	Welfare policy is fully implemented
16	PL2	Welfare policy shows thoughtful care for employees
17	PL3	Useful and attractive welfare policy
18	PL4	Clear and public welfare policy
IV	Training for promotion	
19	DT1	Employees are trained for work and career development
20	DT2	Employees are supported in terms of time and cost of going to school to improve their qualifications
21	DT3	Employees are trained in skills right on the job
22	DT4	The school's promotion policy is clear and fair
23	DT5	There are many advancement opportunities while working at school
V	Colleague	
24	DN1	Colleagues are friendly and pleasant
25	DN2	You and your colleagues work well together
26	DN3	Your colleagues support each other
VI	Superior/Boss/Manager	
27	CT1	The superiors always acknowledge the contributions of employees
28	CT2	The superior cares and supports the subordinates
29	CT3	Superiors treat employees fairly, without discrimination
30	CT4	Capable superiors, vision and executive ability
	Satisfaction	
31	HL1	I love my current job
32	HL2	I am satisfy with my university
33	HL3	I will continue to workwith the school for a long time

Source: Research results

Research Methods:-

This research uses quantitative research method through distributing survey questionnaires to 252 staff members in Red Star University.

Primary data after collection was processed on the statistical software SPSS.

Research Results:-

Regression analysis results

Table 4.1:- Regression analysis results Coefficients (a).

Model	Un-normalization coefficient		Normalized coefficient	t	Sig	Multicollinear statistics	
	B	standard	Beta			Tolerance	VIF

		deviation					
Constant	.765	.185		4.128	.000		
CV	.146	.024	.221	6.142	.000	.624	1.603
DK	.138	.030	.163	4.626	.000	.646	1.548
TNPL	.131	.028	.194	4.659	.000	.463	2.159
DTTT	.158	.034	.208	4.688	.000	.410	2.439
DN	.160	.027	.255	5.959	.000	.438	2.282
CT	.141	.023	.182	6.099	.000	.904	1.206

a Dependent variable: SHL

Source: research results

The regression equation showing the relationship between satisfaction with factors has the following form:

$$\text{SHL} = 0.765 + 0.146 \text{ CV} + 0.138 \text{ DK} + 0.131 \text{ TNPL} + 0.158 \text{ DTTT} + 0.160 \text{ DN} + 0.141 \text{ CT}$$

Regression results show that 6 factors of the model have an influence on employee satisfaction at Red Star University: "job characteristics", "working conditions", "welfare income". "Promotion training", "colleagues" and "superior". Among which, the component "colleagues" has the most important significance for employee satisfaction (with the largest coefficient), followed by "training for promotion", "job characteristics", "superiors", "working conditions" and finally "welfare, income".

Test the hypotheses of the research model

Based on the results of regression analysis, the results of testing the research hypotheses are as follows:

"Colleagues" is the factor that has the greatest influence on employee satisfaction with work at the school and has a positive relationship with satisfaction. When employees satisfy with colleagues' relationship, they are more satisfied with their work at the school. Regression results have $B = 0.160$, $\text{sig} = 0.000$, which means that when increasing the level of satisfaction with "colleagues" by 1 standard deviation unit, the overall job satisfaction increases by 0.160 standard deviation units. **So hypothesis H4 is accepted.**

Next is "Training for promotion" which is the second most influential factor and has a positive relationship with employee satisfaction at the school ($B = 0.158$, $\text{sig} = 0.000$). When employees appreciate the training as well as the attractive promotion policies of the school, they will work better, which means that the level of job satisfaction increases when the satisfaction level of "training for promotion" increases. **So hypothesis H2 is accepted.**

The next three factors affecting the job satisfaction of employees at the school are "job characteristics", "superior" and "working conditions". Regression results show that the factor "job characteristics" has $B = 0.146$, $\text{sig} = 0.000$; "superior" has $B = 0.141$, $\text{sig} = 0.000$, and "working condition" has $B = 0.138$, $\text{sig} = 0.000$. The positive sign of the coefficients beta and $\text{sig} = 0.000$ means that the relationship between "job characteristics", "superior" and "working conditions" with the "satisfaction" of employees has the positive relationship. **Hypotheses H6, H3, H5 are accepted.**

Finally, the "welfare and income" factor has $B = 0.131$, $\text{sig} = 0.000$, showing that income and welfare have a positive relationship with satisfaction. That is, when the value of the factor "welfare income" increases, the level of job satisfaction will increase and vice versa. **So hypothesis H1 is accepted.**

Results of testing the difference in satisfaction according to individual characteristics

Using Independent t-test and ANOVA test to test the difference in satisfaction according to individual characteristics, we have the following results:

Table 4.2:- Results of testing the difference in satisfaction according to individual characteristics.

Hypothesis	Content of hypothesis	P value	Conclusion
H7	There is a difference in employee satisfaction by age	0.108	Reject
H8	There is a difference in employee satisfaction by gender	0.742	Reject
H9	There is a difference in employee satisfaction by	0.544	Reject

	educational/skill level		
H10	There is a difference in employee satisfaction by working time	0.197	Reject
H11	There is a difference in employee satisfaction by department	0.408	Reject
H12	There is a difference in employee satisfaction by working position	0.479	Reject

Note: $P < 0.05$

Source: Research result

The above results show that the hypotheses H7, H8, H9, H10, H11, and H12 were rejected because $p > 0.05$. Thus, there is no difference in employee satisfaction according to individual characteristics.

Conclusion And Suggestions From The Research Results:-

Section 4 summarizes the research results and shows that the level of employee satisfaction at the school is quite high, however, there are still some factors that are perceived by employees to be less satisfied than the general satisfaction level; The author proposes some suggestions to improve employee satisfaction at Red Star University, in which it is necessary to focus the most on (1) the policy of salary, allowance, bonus and welfare; (2) relationship with superiors; job characteristics; working conditions.

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