

**FACTORS AFFECTING JOB SATISFACTION OF THE STAFF
IN CAN THO UNIVERSITY OF MEDICINE AND PHARMACY
VIET NAM**

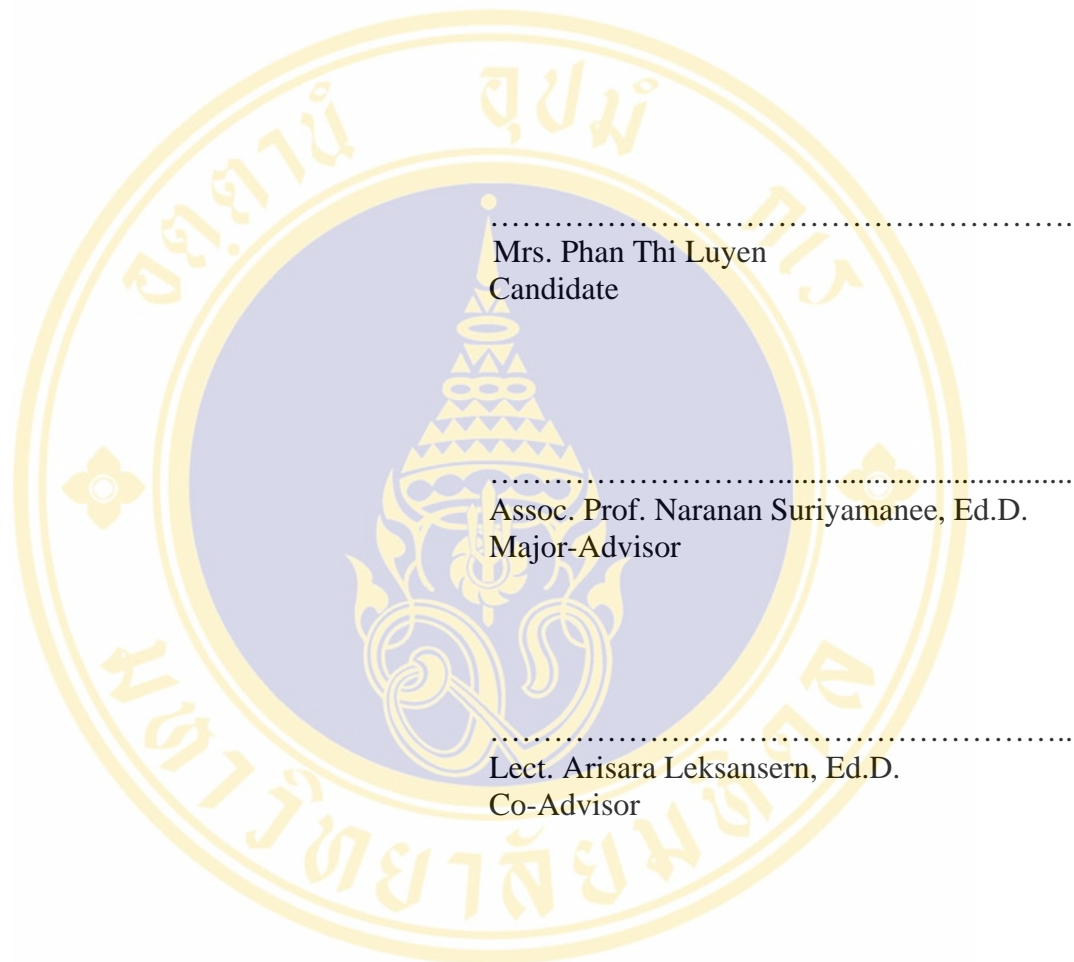


**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2009**

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Thesis
Entitled
**FACTORS AFFECTING JOB SATISFACTION OF THE STAFF
IN CAN THO UNIVERSITY OF MEDICINE AND PHARMACY
VIETNAM**



.....
Mrs. Phan Thi Luyen
Candidate

.....
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Major-Advisor

.....
Lect. Arisara Leksansern, Ed.D.
Co-Advisor

.....
Lect. Wee Rawang, Ed.D.
Co-Advisor

.....
Prof. Banchong Mahaisavariya, M.D.
Dean
Faculty of Graduate Studies

.....
Lect. Wee Rawang, Ed.D.
Director
Master of Education Programme in
Educational Management
Faculty of Social Sciences and Humanities

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was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Education (Educational Management)

on
March 25, 2009

.....
Mrs. Phan Thi Luyen
Candidate

.....
Mrs. Pimanong Sinpatrabordee, Ph.D.
Chair

.....
Assoc. Prof. Naranan Suriyamanee, Ed.D.
Member

.....
Lect. Wee Rawang, Ed.D.
Member

.....
Lect. Arisara Leksansern, Ed.D.
Member

.....
Prof. Banchong Mahaisavariya, M.D.
Dean
Faculty of Graduate Studies
Mahidol University

.....
Assoc. Prof. Wariya Chinwanno, Ph.D.
Dean
Faculty of Social Sciences and Humanities
Mahidol University

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Phan Thi Luyen

FACTORS AFFECTING JOB SATISFACTION OF THE STAFF AT CAN THO UNIVERSITY OF MEDICINE AND PHARMACY- VIET NAM

PHAN THI LUYEN 5037966 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

THESIS ADVISORY COMMITTEE: NARANAN SURIYAMANEE, Ed.D.,
ARISARA LEKSANSERN, Ed.D., WEE RAWANG, Ed.D.**ABSTRACT**

The purposes of this study were to determine the level of the overall job satisfaction of the staff at Can Tho University of Medicine and Pharmacy (CTUMP) and to evaluate the job satisfaction of the staff at CTUMP by personal factors (age, gender, marital status, educational level and present position) and organizational factors (organizational commitment and work settings). The **Job Satisfaction Survey (JSS)** by Dr. Paul E. Spector (University of South Florida) and **TCM Employee Commitment Survey** by Dr. John Meyer and Dr. Natalie Allen (The University of Western Ontario) were utilized to collect data for this study. The research sample was 190 staff at CTUMP. Both descriptive statistical analyses (frequency, percentage, means, and standard deviation) and inferential statistical analyses (t- tests and One Way ANOVA) were used to analyze the data. Post Hoc multiple comparison tests were also conducted to identify significant differences between all possible pairs of values of a factor variable. The hypotheses were tested using a confidence level of 0.05.

Findings indicated that the overall level of job satisfaction of the staff in CTUMP was moderate. All of the nine factors (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication) were found to be at the moderate satisfaction level with very little difference in their mean scores. When job satisfaction was compared based on personal and organizational factors, it was found to have statistically significant differences by age, organizational commitment and work settings.

It is recommended that the concerned authorities should launch a number of policies or concerns to increase the job satisfaction level of the staff. Moreover, a significant reform in their managerial skills is strongly suggested in order to offer more satisfaction to the staff. Further qualitative studies should be carried out to gain better understanding concerning job satisfaction of the staff and its impact on teaching quality at CTUMP.

**KEY WORDS: JOB SATISFACTION/ STAFF/ CTUMP/ORGANIZATIONAL
COMMITMENT**

108 pages

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	vii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
CHAPTER I INTRODUCTION	
1.1 Background and significance of the problem	1
1.2 Research questions	5
1.3 Research objectives	5
1.4 Research hypotheses	5
1.5 Scope of the study	6
1.6 Research contributions	6
1.7 Limitations of the study	6
1.8 Operational definitions of the terms	7
1.9 Conceptual framework	8
CHAPTER II LITERATURE REVIEW	
2.1 Concepts and definitions of job satisfaction	10
2.2 Theories relating to job satisfaction	13
2.3 Background study	24
2.4 Related researches on personal factors and job satisfaction	29
2.5 Related documentation and researches on organizational factors and job satisfaction	32
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research design	36
3.2 Population and sample	36

CONTENTS (cont.)

3.3 Research instruments	37
3.4 Data collection	45
3.5 Data analysis	46
CHAPTER IV RESULTS	
4.1 Personal factors and organizational factors of the sample	47
4.2 Job satisfaction of the staff in CTUMP	51
4.3 Comparisons on the differences between personal factors and organizational factors with their effects on the level of job satisfaction of the staff in CTUMP – Viet Nam	56
4.4 Opinions and suggestions of the staff in CTUMP on their job satisfaction	67
CHAPTER V DISCUSSION	
5.1 The profile of the sample	70
5.2 Job satisfaction of the staff in CTUMP	72
5.3 Comparisons on job satisfaction of the staff in CTUMP – Viet Nam based on their personal and organizational factors	74
CHAPTER VI CONCLUSIONS AND RECOMMENDATIONS	
6.1 Summary of the research findings	81
6.2 Recommendations	84
BIBLIOGRAPHY	86
APPENDIX	92
BIOGRAPHY	108

LIST OF TABLES

Table	Page
2.1 Herzberg et al., Two – Factor theory	16
3.1 Measurement scales of commitment level	38
3.2 Guidelines for understanding the means of commitment level	38
3.3 Division of 9 facets of job satisfaction into 36 items	39
3.4 Measurement scales of satisfaction level	40
3.5 Guidelines for understanding the means of job satisfaction level	41
3.6 Numbers of research population and pretest samples	42
3.7 Internal consistency reliabilities of TCM Employee Commitment Survey (six-item version, 1993) in some previous researches	43
3.8 Internal consistency reliabilities of JSS in the late of 1970s and the early of 1980s with the sample of 2,870	43
3.9 Internal consistency reliabilities of JSS in this study	44
4.1 Frequency and percentage of the personal factors of the sample	48
4.2 Frequency and percentage of the organizational factors of the sample	50
4.3 Overall satisfaction level of the staff in CTUMP	51
4.4 Satisfaction level on pay facet	52
4.5 Satisfaction level on promotion facet	52
4.6 Satisfaction level on supervision facet	53
4.7 Satisfaction level on fringe benefits facet	53
4.8 Satisfaction level on contingent rewards facet	54
4.9 Satisfaction level on operating conditions facet	54
4.10 Satisfaction level on co-workers facet	55
4.11 Satisfaction level on nature of work facet	55
4.12 Satisfaction level on communication facet	56
4.13 Mean, Standard deviation, F-Value and statistically significant difference identified by age group	57

LIST OF TABLES (cont.)

Table	Page
4.14 Post hoc test for age group significant differences	57
4.15 Mean, Standard deviation and t-test on job satisfaction of the sample identified by gender	58
4.16 Mean, Standard deviation, and t-test on job satisfaction of the sample identified by marital status	59
4.17 Mean, Standard deviation, F-Value and statistically significant difference identified by educational level	60
4.18 Mean, Standard deviation, F-Value and statistically significant difference identified by year of experience	61
4.19 Mean, Standard deviation, F-Value and statistically significant difference identified by present position (rank)	62
4.20 Mean, Standard deviation, F-Value and statistically significant difference identified by commitment level	63
4.21 Post hoc test for commitment significant differences	63
4.22 Mean, Standard deviation, F-Value and statistically significant difference identified by work settings	64
4.23 Post hoc test for work settings significant differences	65
4.24 Summary of the research results	66

LIST OF FIGURES

Figure	Page
1.1 The ratio of doctors per 100,000 inhabitants in eight regions of Viet Nam (2002)	2
1.2 The ratio of pharmacists per 100,000 inhabitants in eight regions of Viet Nam (2002)	3
1.3 Conceptual framework	9
2.1 Maslow's Hierarchy of Needs	15
2.2 Adam's Equity Theory Diagram – Job Motivation	20
2.3 Job Characteristics Model	22
2.4 Map of Viet Nam and Mekong Delta Region	24
2.5 Organizational Chart of CTUMP	28

LIST OF ABBREVIATIONS



ANOVA	Analysis of variance
ASEAN	Association of Southeast Asian Nations
CTUMP	Can Tho University of Medicine and Pharmacy
CPV	Communist Party of Viet Nam
JSS	Job Satisfaction Survey
JDI	Job Description Index
No	Number
SBM	School Board of Management
SD	Standard Deviation
UK	The United Kingdom

CHAPTER I

INTRODUCTION

1.1 Background and significance of the problem

Decision No 173/2001/QĐ-TTg dated November 6th, 2001 of the Prime Minister about the socio - economic developments in Mekong Delta (phase 2001-2005) stated that health service staff play an important role in maintaining and developing primary health care system. One of the most important targets to develop health service staff, especially doctors and pharmacists at the bachelor level, stipulated in Decision No 35/2001/QĐ-TTg dated March 19th, 2001 about the Strategy on Public Health Care and Protection (phase 2001-2010) is that “*Viet Nam tries to meet the goal – 45 doctors and 10 pharmacists per 100,000 inhabitants in 2010*”.

Furthermore, to reinforce and to perfect the primary health service network all the country, The Secretariat of the Communist Party of Vietnam (CPV) Central Committee have instructed:

“Increasing training and educating forms to develop the primary health service staff; Giving priority to train health service staff for ethnic groups; Ensuring to have enough health service staff for medical stations; Attaching special importance to enhancing the level of traditional medical staff; Striving for 80% of medical stations having doctors and 100% villages having health service staff at primary level in the year 2010.”

(Instruction No 06/CT-TW, dated January 22nd, 2002 by the Secretariat of the Communist Party of Vietnam (CPV) Central Committee about reinforcing and perfecting the primary health service network)

According to Ministry of Health’s database in the year 2002, Viet Nam had about 42 doctors and 5 pharmacists per 100,000 inhabitants while there were only about 33 doctors and 1.7 pharmacists per 100,000 inhabitants in Mekong Delta Area.(as illustrated in the Charts No 1.1 & No 1.2 below). Basing on the forecast of

General Statistics Office, the population of Mekong Delta area in the year 2010 will be around 17.9 million, so there must be 8,085 doctors and 1,797 pharmacists to reach the goal 45 doctors and 10 pharmacists per 100,000 inhabitants in the year 2010. (Report on General Scheme about Human Resources Development to 2010 and Vision to 2020, Can Tho University of Medicine and Pharmacy, 2007).

Hence, Can Tho University of Medicine and Pharmacy (CTUMP) has been established since December 25th, 2002 based on the Decision No 184/2002/QĐ-TTg of the Prime Minister to be the first and the only medical university in the region. Its establishment helps to contribute in building a strong work force for health care system in Mekong Delta and other regions as well.

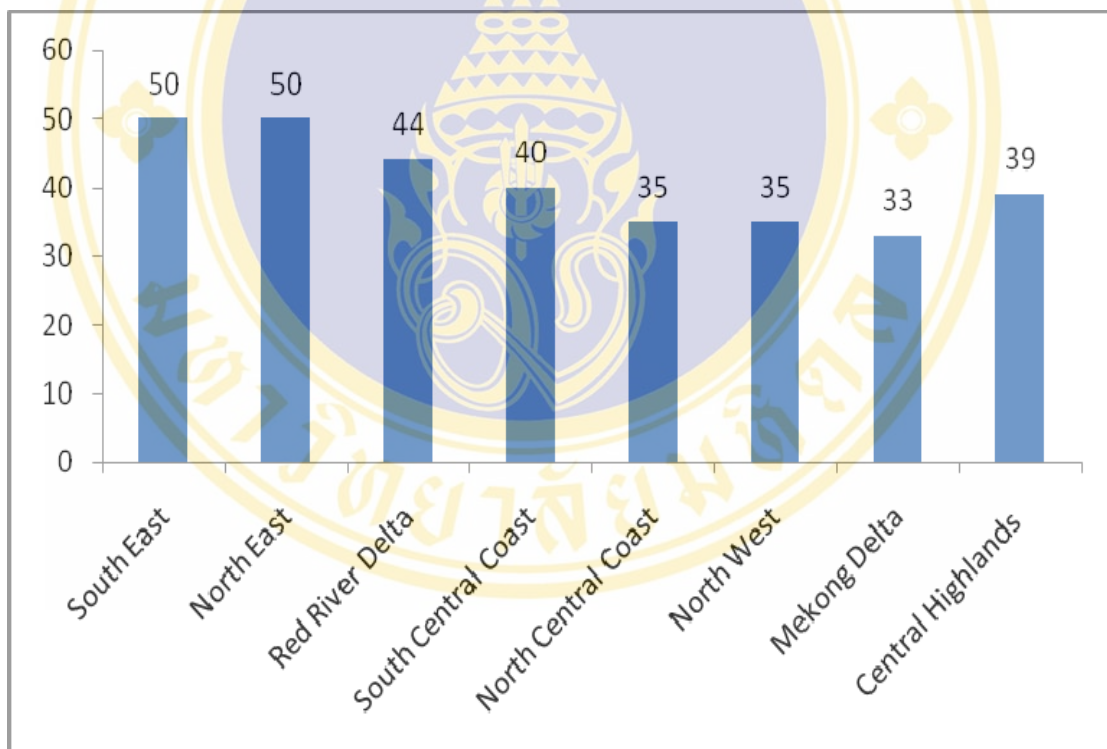


Figure 1.1

The ratio of doctors per 100,000 inhabitants in eight regions of Viet Nam-2002

Source: Report on General Scheme about Human Resources Development to 2010 and Vision to 2020 (Can Tho University of Medicine and Pharmacy, 2007)

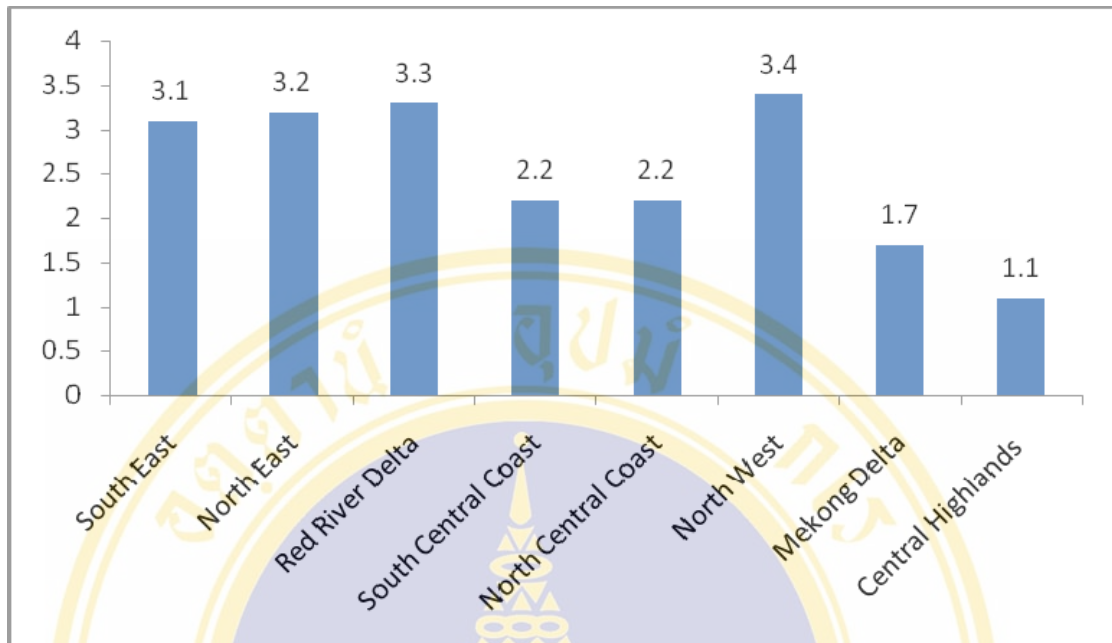


Figure 1.2

The ratio of pharmacists per 100,000 inhabitants in eight regions of Viet Nam -2002

Source: Report on General Scheme about Human Resources Development to 2010 and Vision to 2020 (Can Tho University of Medicine and Pharmacy, 2007)

It is obvious that “workforce” is the most important factor and the only sustainable long- term competitive advantage of an organization. An organization is effective to the degree to which it achieves its goals. Thus Can Tho University of Medicine and Pharmacy can be successful in meeting the established goals proposed above if it has enough and strong workforce.

In addition, job satisfaction is a topic of wide interest to both people who work in organizations and people who study them. In fact, it is the most frequently studied variable in organizational behavior research. Job satisfaction surveys are commonly used by organizations to help manage, train, and retain valuable employees. Bruce and Blackburn (1992, cited in Siripak, 2006) emphasize that positive job satisfaction can produce qualified work. In other words, job satisfaction may create better work performance. Job satisfaction and the teaching profession are highly associated, with an important aspect of education policy being “the importance of attracting and retaining well-motivated and capable teachers” (Cockburn & Haydn, 2004: 1, cited in

Saiti, 2007). Most of the staffs in CTUMP are lecturers and assistant lecturers who directly teach and guide the students. Hence, if the level of these staffs' job satisfaction is low, it may affect their quality of teaching and consequently affect the students' achievement. As the result, this may influence more or less the quality of future health service staff and the quality of public health care and protection for Mekong Delta inhabitants, especially for the poor people.

Gazioglu & Tansel (2002, cited in Measuring job satisfaction in surveys-Comparative analytical report, European Foundation for the Improvement of Living and Working Conditions, 2007) found that job satisfaction is a good predictor of intentions or decisions of employees to leave a job. Lack of job satisfaction is a predictor of quitting a job. (Alexander, Lichtenstein and Hellmann, 1997; Jamal, 1997, cited in Ayeni, Popoola & Tella, 2007).

In fact, there have been about 40 staffs of CTUMP who quitted the job and left for other organizations since its establishment (from 2003 up to October 31st 2008, basing on the database from Department of Personnel, CTUMP). So the researcher raised a question whether they left because they felt unsatisfied with their job in CTUMP or not.

Furthermore, from the research literature and studies review, job satisfaction is also significant in daily life. Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work (Spector, 1997). Therefore, understanding job satisfaction is crucial to the success of an organization.

Numerous researches on job satisfaction have been done all over the world, but there were just a few researches done in Viet Nam as this was a sensitive issue. The researcher with the support of the new Rector, therefore, felt that there was a great need to have a study about the staff's job satisfaction in CTUMP. The findings of the study were aimed to help the School Board of Management have a thorough understanding of overall job satisfaction and factors affecting job satisfaction of the staff. Then it might enable the School Board of Management to make appropriate policy decisions and implement effectively to raise the level of the staff's job satisfaction.

1.2 Research questions

1.2.1 What was the level of overall job satisfaction of the staff in Can Tho University of Medicine and Pharmacy?

1.2.2 What were the significant differences of the staff's job satisfaction in Can Tho University of Medicine and Pharmacy by their personal and organizational factors?

1.3 Research objectives

The researcher aimed to survey the overall job satisfaction of the staff in Can Tho University of Medicine and Pharmacy. The following objectives were decided:

1.3.1 To determine the level of overall job satisfaction of the staff in CTUMP.

1.3.2 To compare job satisfaction of the staff in CTUMP by their personal and organizational factors.

1.4 Research hypotheses

This study tended to examine the overall level of job satisfaction of the staff in CTUMP in Viet Nam by following the nine facets of job satisfaction developed by Paul E. Spector in the Job Satisfaction Survey (JSS, 1994) such as Pay, Promotion, Supervision, Fringe benefits, Contingent rewards, Operating conditions, Co-workers, Nature of work and Communication.

The researcher supposed that there were significant differences on job satisfaction of the staff in CTUMP, based on the personal factors and organizational factors. Specifically, the researcher decided the hypotheses for this study as follows:

1.4.1 Job satisfaction of the staff in CTUMP has statistically significant differences by their personal factors such as age, gender, marital status, educational level, year of experience and present position.

1.4.2 Job satisfaction of the staff in CTUMP has statistically significant differences by the organizational factors such as organizational commitment and work settings.

1.5 Scope of the study

The study mainly focused on discovering the level of overall job satisfaction based on JSS and its relation with personal factors and organizational factors that affected the staff's job satisfaction. This study was carried out in Can Tho University of Medicine and Pharmacy in Viet Nam with the total of about 264 present staffs. (up to October 31st, 2008, basing on the database from Department of Personnel).

1.6 Research contributions

1.6.1 It was hoped that the findings and recommendations of this study would bring the benefits for CTUMP's Board of Management in putting forward suitable human resources policies and enhancing their management skills.

1.6.2 Using the JSS and the TCM Employee Commitment Survey as the main instruments for this study, the researcher hoped to apply them successfully in a Vietnamese context. Hopefully, it would serve as a reference for other researches to be in the future.

1.6.3 The researcher experienced a new challenge in conducting research. It would lay the foundation for the researcher to attain higher level of education with other researches ahead.

1.6.4 The researcher would gain a deep understanding about job satisfaction in general and in the university as well.

1.7 Limitations of the study

1.7.1 Due to time and financial constraints, the study was limited in Can Tho University of Medicine and Pharmacy where the researcher works.

1.7.2 The study was about job satisfaction - a sensitive issue especially in a government organization as CTUMP, so the researcher had to spend more time explaining the purpose of the study and the details of the questionnaires to the School Board of Management and every respondent. Moreover, the staff in CTUMP worked in various places such as in hospitals around Can Tho city, in the head office, in different faculties, etc...so the researcher met some difficulties in data collecting.

1.8 Operational definitions of the terms

Staff means all the employees who are presently working in CTUMP. (Consisting of Rector, Deputy Rectors, administrative officers and teaching personnel)

Job satisfaction means the degree in which an individual feels towards different facets of their job (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication) which determine their work performance. This definition was adapted from Spector's definition (1997: 2): "Job satisfaction is simply how people feel about their jobs and different aspects of their jobs".

Pay means the salary and remuneration which a staff receives for his/ her job monthly.

Promotion means the opportunities that a staff may have to be promoted in his/her job.

Supervision means the ability of the immediate supervisor to oversee with fairness and also to be willing to give subordinates suggestions and encouragements.

Fringe benefits mean the monetary or nonmonetary perquisites that a staff receives for his/her job in addition to regular pay.

Contingent rewards mean the appreciation, recognition and rewards that a staff can get for doing good work.

Operating conditions mean the operating policies and procedures provided by CTUMP.

Co-workers mean the people whom the staff works with in CTUMP.

Nature of work means the job tasks themselves that a staff is responsible for.

Communication means the act or process of sharing information verbally or in writing within CTUMP.

Personal factors: the researcher considered age, gender, marital status, educational level, year of experience and present position (rank) as the personal factors related to the staff's job satisfaction in CTUMP.

Age is defined as the total years of age of an individual calculated from the year of birth up to the present time, starting from 20 until 60 years old.

Gender is defined as the sex of an individual, including male and female.

Marital status is defined as the marital position of an individual and classified into two groups: single/divorced/widowed group and married group.

Educational level means the highest graduation obtained by an individual. It is classified into three groups such as under Bachelor's degree, Bachelor's degree, and Master's degree and above.

Year of experience refers to the number of years that the staff has served in CTUMP, from the first year to the sixth year of working.

Present position (rank) refers to the working position that a staff is holding. There are three levels in CTUMP such as executives, office/ administrative staff and teaching staff.

Organizational factors: the researcher considered organizational commitment and work settings as the organizational factors related to job satisfaction in CTUMP.

Organizational commitment: the researcher used the definition developed by Barbara B. Brown (2003) after her reviewing Meyer & Allen's definition (1991, cited in Brown, 2003) about their three types of organizational commitment: affective commitment, continuance commitment and normative commitment. Basing on the current situation of CTUMP, the researcher used only "affective commitment and normative commitment" to be "organizational commitment" in this study.

***Affective Commitment:** a staff *wants to* stay with the organization and feels emotionally attached.

***Normative Commitment:** a staff feels *obligated to* stay with the organization because it is the moral and right thing to do.

Work settings refer to the staff's places of work such as hospitals, faculties, centers or offices which belong to or have a relationship with CTUMP.

1.9 Conceptual framework

The conceptual framework followed the objectives of the study and was developed by integrating variables from different theories or related researches on job satisfaction from literature review.

Independent variables were classified into personal factors (age, gender, marital status, educational level, year of experience and present position) and organizational factors (organizational commitment and work settings).

Dependent variable was “**job satisfaction**” which was measured by the Job Satisfaction Survey (JSS, 1994) developed by Dr. Paul E. Spector. It recognized nine facets of job satisfaction: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication.

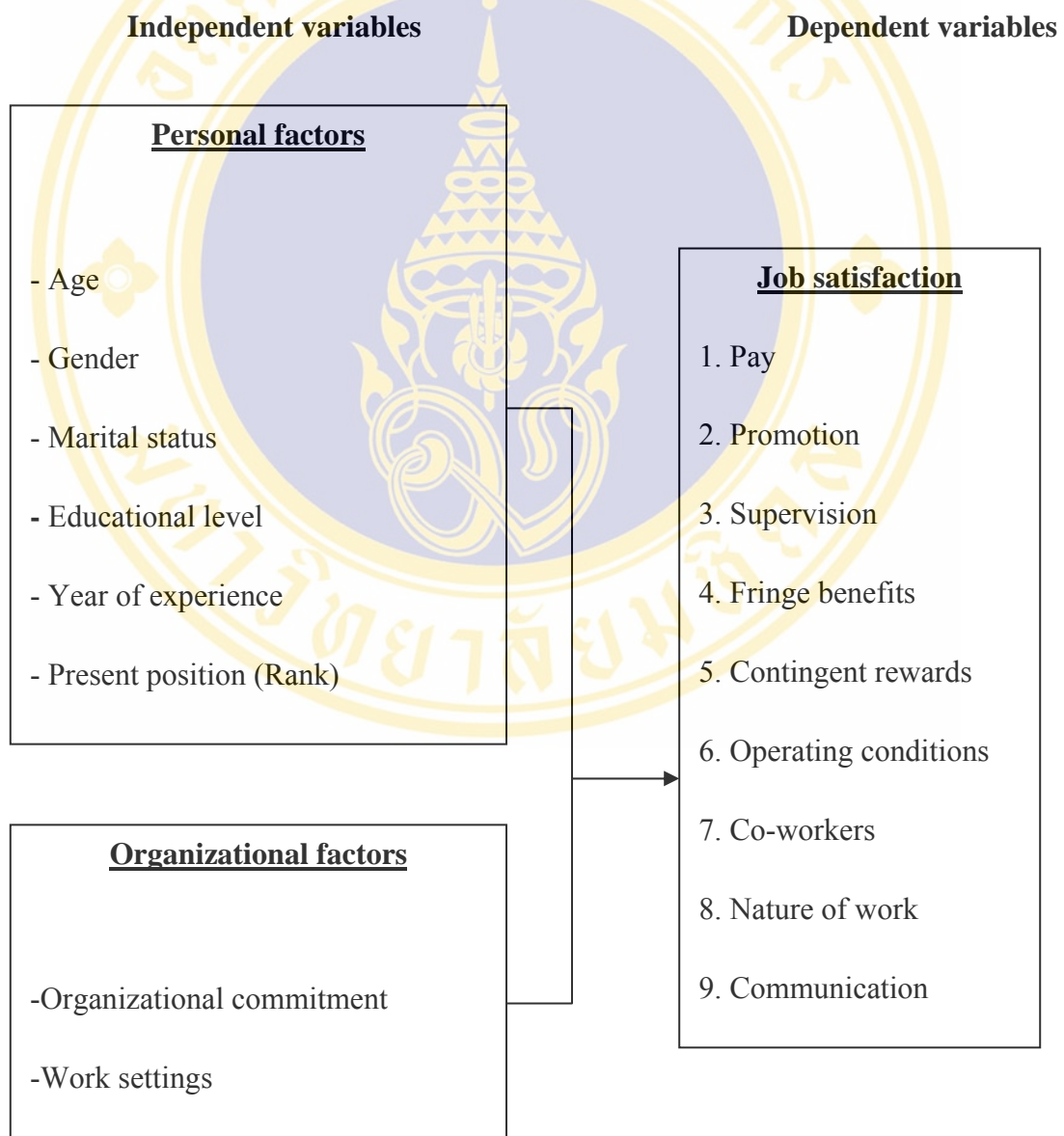


Figure 1.3
Conceptual framework

CHAPTER II

LITERATURE REVIEW

This chapter on literature review will be presented in the following sequence for the readers' convenience:

- 2.1 Concepts and definitions of Job Satisfaction
- 2.2 Theories relating to job satisfaction
 - 2.2.1 Need-based Approach or Content theories
 - 2.2.2 Process theories
 - 2.2.3 Job characteristics model
 - 2.2.4 Spector's concept of job satisfaction and its nine facets
- 2.3 Background study
 - 2.3.1 The Mekong Delta and Can Tho city
 - 2.3.2 Can Tho University of Medicine and Pharmacy
- 2.4 Related researches on personal factors and job satisfaction
- 2.5 Related documentation and researches on organizational factors and job satisfaction
 - 2.5.1 Organizational commitment
 - 2.5.2 Work settings

2.1 Concepts and definitions of Job Satisfaction

There are a number of definitions and concepts of job satisfaction found in the literature.

According to Vroom (1967: 99, cited in Kaya, 1995), job satisfaction is the reaction of the workers against the roles they play in their work. Similarly, Blum and Naylor (1968: 364, cited in Kaya, 1995) define job satisfaction as a general attitude of the workers constituted by their approach towards the wages, working conditions, control, promotion related with the job, social relations in their work, recognition of

talent and some similar variables, personal characteristics, and group relations apart from the work life. Job satisfaction has been defined as “an organizational member’s perceptual response to the aspects of his or her job and organization environment considered most important to meeting his or her work needs/ expectations.” (Pincus and Rayfield, 1989: 189, cited in Kaya, 1995)

Luthans (1989, cited in Hall, Nuko, Peltzer & Zuma, 2005) defines job satisfaction as an emotional response that can only be inferred and that is ascertained by how well the expectations of the employee are met in the work place. According to Moorhead and Griffen (1989, cited in Hall, Nuko, Peltzer & Zuma, 2005), job satisfaction comprises several attitudes associated with the job situation such as salary, career development, the nature of a job, policies and procedures of an organization and working conditions. Group factors, such as relationship with colleagues and management, as well as personal factors relating to individual needs and aspirations, can also influence job satisfaction.

Keplor and Minor (1994) concluded that job satisfaction is the fulfillment and the gratification that come from work. It is not the money, the benefits or the vacations. It is the good feelings you receive from doing the work itself.

The concept of job satisfaction has been dichotomized to include: (a) personal or individual satisfaction, and (b) satisfaction with organization, due to external rewards or recognition given by the organization to an employee. (Dozier et al., 1995, cited in Kalbfleisch, 2003)

Job satisfaction is generally defined as an employee’s affective reactions to a job based on comparing actual outcomes with desired outcomes (Cranny, Smith & Stone, 1992, cited in Jiang, 2004). It is generally recognized as a multifaceted construct that includes employee’s feeling about a variety of both intrinsic and extrinsic job elements (Howard & Drink, 1996, cited in Jiang, 2004).

Traditionally, job satisfaction has been defined “as the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives” (Balzar, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar & Parra, 1990, cited in Sharpe, Doran & Almost, 2003).

Mercer (1997, cited in Ouyang & Paprock, 2006) also pointed out that job satisfaction is an affective reaction to an individual's work. It can be viewed as either an overall feeling or some specific facets about one's work, and can be tied to outcomes as well. (Perie, Baker, and Whitener, 1997; Rice, Gentile, and McFarlin, 1991; Hevin, 2005, cited in Ouyang & Paprock, 2006)

Evans (1998) defines job satisfaction is a state of mind encompassing all the feelings determined by the extent to which the individual perceives her/his job related needs to be being met.

Steyn and Van Wyk (1999, cited in Hall, Nuko, Peltzer & Zuma, 2005) defined job satisfaction as a feeling of pleasure that arises from an individual's impressions of his or her job.

Another approach is that proposed by Sousa-Poza and Souza- Poza, based on the assumption that there are basic and universal human needs, and that, if an individual's needs are fulfilled in their current situation, then that individual will be happy. This framework postulates that job satisfaction depends on the balance between work-role inputs such as education, working time, effort- and work role outputs such as wages, fringe benefits, status, working conditions, intrinsic aspects of the job. If work role outputs (pleasures) increase relative to work role inputs (pains), then job satisfaction will increase. (Sousa-Poza and Sousa- Poza, 2000, cited in Measuring Job Satisfaction in Surveys-Comparative Analytical Report- European Foundation for the Improvement of Living and Working Conditions, 2007)

Hulin and Judge (2003: 255, cited in Thomas & Cathy, 2006) have defined job satisfaction as "multidimensional psychological responses to one's job". As such, job satisfaction can be considered as both an affective and cognitive state. Fisher (2000, cited in Thomas & Cathy, 2006), Hulin and Judge (2003, cited in Thomas & Cathy, 2006) suggested that job satisfaction is an attitude and that attitudes are either emotions or judgments. In other words, affect is considered to be an emotion or feeling, whereas judgment comes from the cognitive domain.

Saari and Judge (2004, cited in Thomas & Cathy, 2006) have noted at least three gaps in the knowledge base related to employees and job satisfaction. These include the factors that affect employee attitudes, the outcomes of either positive or negative job satisfaction, and how to evaluate and/or influence employee attitudes. The authors utilized attitudes and satisfaction synonymously, reflecting one belief that job satisfaction could be an emotional response.

Bush & Middlewood (2005) find that job satisfaction implies an attitude or internal state which is associated with the work an employee currently does. Frase (1992, cited in Bush & Middlewood, 2005) suggests that the greatest satisfaction comes from doing a good job but this satisfaction is not the cause of doing a good job.

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. (Nelson & Quick, 2006: 120)

The concept "job satisfaction" from Dr. Paul E. Spector (1997) will be adapted by the researcher to guide through this study as of its similarity in the study's context and its nine facets of job satisfaction measurement. "Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs."(Spector, 1997: 2)

2.2 Theories relating to job satisfaction

Several theories have been proposed to explain the concept of job satisfaction. Stemple (2004) notes that "Today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction. In their book on theories of job satisfaction, Campbell, Dunnette, Lawler, and Weik (1970) divide the present-day theories of job satisfaction into two groups, content theories which give an account of the factors that influence job

satisfaction and process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslow's (1943) Needs Hierarchy Theory and its development by Herzberg into the two factor theory of job satisfaction are examples of content theory. Equity and Vroom's (1964) expectancy theory are examples of process theory."

2.2.1 Need-based Approach or Content theories

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires and they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg et al. 's Two - Factor theory.

2.2.1.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970, cited in Ololube, 2006) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological needs, security needs, affiliation needs, esteem needs and self-actualization needs. The physiological needs include pay, food, shelter, and clothing, good and comfortable work conditions, etc. The security needs include the need for safety, fair treatment, protection against threats, job security, etc. Affiliation needs include the needs of being loved, accepted, part of a group, etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence, etc. Finally, self-actualization needs, which are the highest in the levels of Maslow's need theory, include realizing one's full potential or self-development.

According to Maslow, once need is satisfied, it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

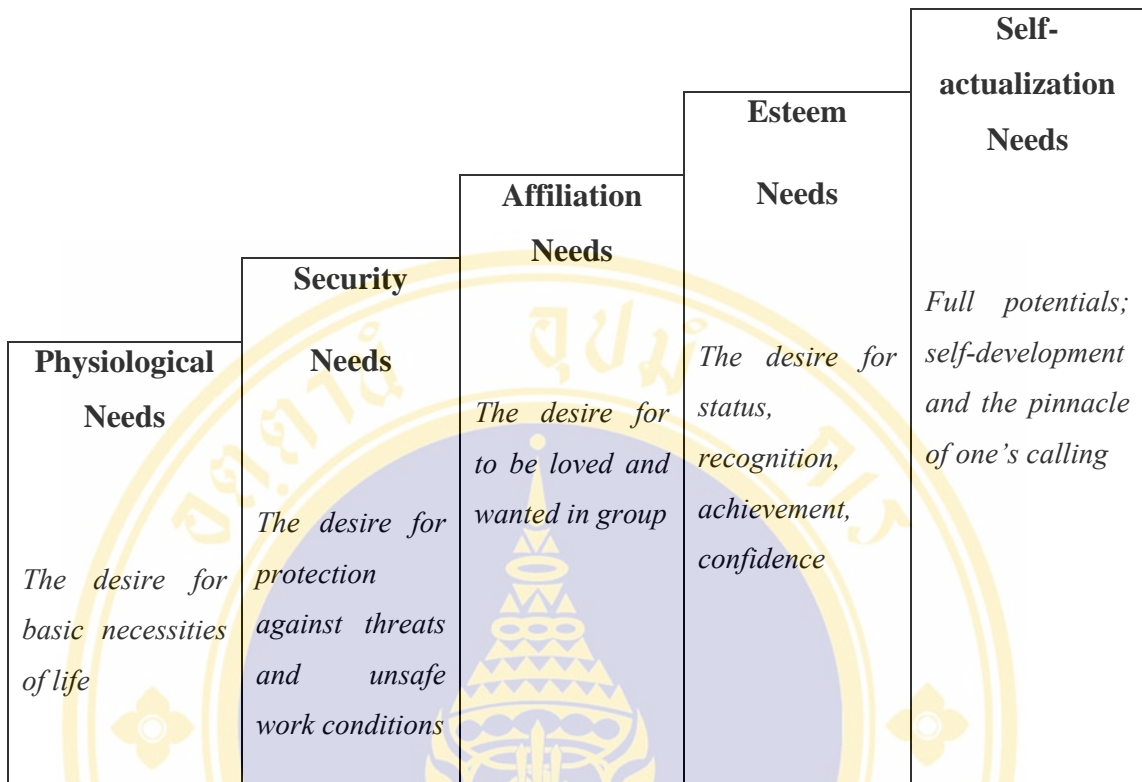


Figure 2.1 Maslow's Hierarchy of Needs

Source: "Teacher Job Satisfaction and Motivation for School Effectiveness: An Assessment", a thesis of Ololube N.P, University of Helsinki (2006)

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories.

2.2.1.2 Herzberg, Mausner & Snyderman (1959) Two-Factor Theory (Motivation and Hygiene)

In the late 1950s, Frederick Herzberg, considered by many to be a pioneer in motivation theory, interviewed a group of employees to find out what made them satisfied and dissatisfied on the job. From these interviews, Herzberg went on to develop his theory that there are two dimensions to job satisfaction: motivation and "hygiene".

Hygiene issues, according to Herzberg, cannot motivate employees but can minimize dissatisfaction, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. Hygiene topics include organization policies,

supervision, salary, interpersonal relations and working conditions. They are issues related to the employee's environment. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaning and personal growth. They are issues such as achievement, recognition, the work itself, responsibility and advancement.

Table 2.1 Herzberg et al., Two - Factor Theory

Hygiene Factors	Motivation factors
Organization policies Supervision Salary Interpersonal relations Working conditions	Work itself Achievement Recognition Responsibility Advancement

Herzberg et al., (1959, cited in Ololube, 2006) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999: 542, cited in Ololube, 2006). Herzberg concluded that hygiene or maintenance aspects led to dissatisfaction on the job because of a person's tendency to avoid offensiveness. On the contrary, the motivator qualities led to job satisfaction because of the need for self-actualization and growth. Once the hygiene areas are addressed, said Herzberg, the motivators will promote job satisfaction and encourage production.

Although hygiene issues are not the source of satisfaction, these issues must be dealt with first to create an environment in which employee satisfaction and motivation are even possible.

Organization policy. An organization's policies can be a great source of dissatisfaction for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. You can decrease dissatisfaction in this area by making sure your policies are fair and apply equally to all although employees will never feel a great sense of motivation or satisfaction due to your policies. Also, you should make your policies-and-procedures manual to be printed copies of easily and

accessible to all members of your staff. If you do not have a written manual, create one, soliciting staff input along the way. If you already have a manual, consider updating it (again, with staff input). You might also compare your policies to those of similar practices and ask yourself whether particular policies are unreasonably strict or whether some penalties are too harsh.

Supervision. To diminish frustration in this area, you must begin by making judicious decisions when you select someone to be a supervisor. Be aware that good employees do not always become good supervisors. The role of supervisor is extremely complicated. It requires leadership skills and the ability to treat all employees justly. You should teach your supervisors to use positive feedback whenever possible and should establish a set means of employee evaluation and feedback so that no one feels singled out.

Salary. The old saying "you get what you pay for" tends to be true when it comes to staff members. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for you. Consult salary surveys or even your local help-wanted ads to see whether the salaries and benefits you're offering are comparable to those of other offices in your area. In addition, make sure you have clear policies related to salaries, raises and bonuses.

Interpersonal relations. Remember that part of the satisfaction of being employed is the social contact it brings, so allow employees a reasonable amount of time for socialization (for example: over lunch, during breaks, between patients). This will help them develop a sense of camaraderie and teamwork. At the same time, you should take strong actions on rudeness, inappropriate behavior and offensive comments. If an individual continues to be troublesome, take charge of the situation, perhaps by sacking him or her from the practice.

Working conditions. The environment in which people work has a impressive effect on their level of satisfaction for themselves and for the work they are doing. Do everything you can to keep your equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, avoid overcrowding and allow each employee his or her own personal space, whether it be a desk, a locker, or even just a drawer. If you've placed your employees in close quarters with little or no personal space, don't be surprised that there is tension among them.

Before we mention about the motivation factors, we should remember that we cannot neglect the hygiene factors discussed above. To do so would be asking for trouble in more than one way. So deal with hygiene issues first, then we will move on to the motivators:

Work itself. Perhaps most important to employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Emphasize that their contributions to the practice result in positive outcomes and good health care for your patients. Share stories of success about how an employee's actions made a real difference in the life of a patient, or in making a process better. Make a big deal out of meaningful tasks that may have become ordinary, such as new-baby visits. Of course employees may not find all their tasks interesting or rewarding, but you should show the employee how those tasks are essential to the overall processes that make the practice succeed. You may find certain tasks that are truly unnecessary and can be eliminated or streamlined, resulting in greater efficiency and satisfaction.

Achievement. One principle inherent in Herzberg's theory is that most individuals sincerely want to do a good job. To help them, make sure you've placed them in positions that use their talents and are not set up for failure. Set clear, achievable goals and standards for each position, and make sure employees know what those goals and standards are. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Be careful, however, not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing.

Recognition. Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but your praise should be truthful. If you observe employees doing something well, take the time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well. Write them a kind note of praise. Or give them a bonus, if appropriate. You may even want to establish a formal recognition program, such as "employee of the month."

Responsibility. Employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As

individuals grow up in their jobs, provide opportunities for added responsibility. Be careful, however, that you do not simply add more work. Instead, find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well.

Advancement. Reward loyalty and performance with advancement. If you do not have an open position to which to promote a valuable employee, consider giving him or her a new title that reflects the level of work he or she has accomplished. When possible, support employees by allowing them to pursue further education, which will make them more valuable to your practice and more fulfilled professionally.

Hackman and Oldham (1976) suggested that Herzberg's original formulation of the model may have been a methodological artifact. Furthermore, the theory does not consider individual differences and it doesn't specify how motivating or hygiene factors are to be measured.

2.2.2 Process theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. These theories try to explain and describe the process of how behavior is energized, directed, sustained, and stopped. Process theorists consider job satisfaction as being determined not only by the nature of the job and its context with the organization, but also by the needs, values and expectations that the individuals have in relation to their job. (Gruneberg, 1979, cited in Stemple, 2004: 12)

2.2.2.1 Equity Theory – J. Stacy Adams (1963)

Equity theory matches the notions of “a fair day's work for a fair day's pay”. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (Naylor, 1999, cited in Ololube, 2006). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al. 1995: 502, cited in Ololube, 2006). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting

into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000: 112, cited in Ololube, 2006) and Sweeney (1990, cited in Ololube, 2006) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

Adams' Equity Theory diagram - job motivation

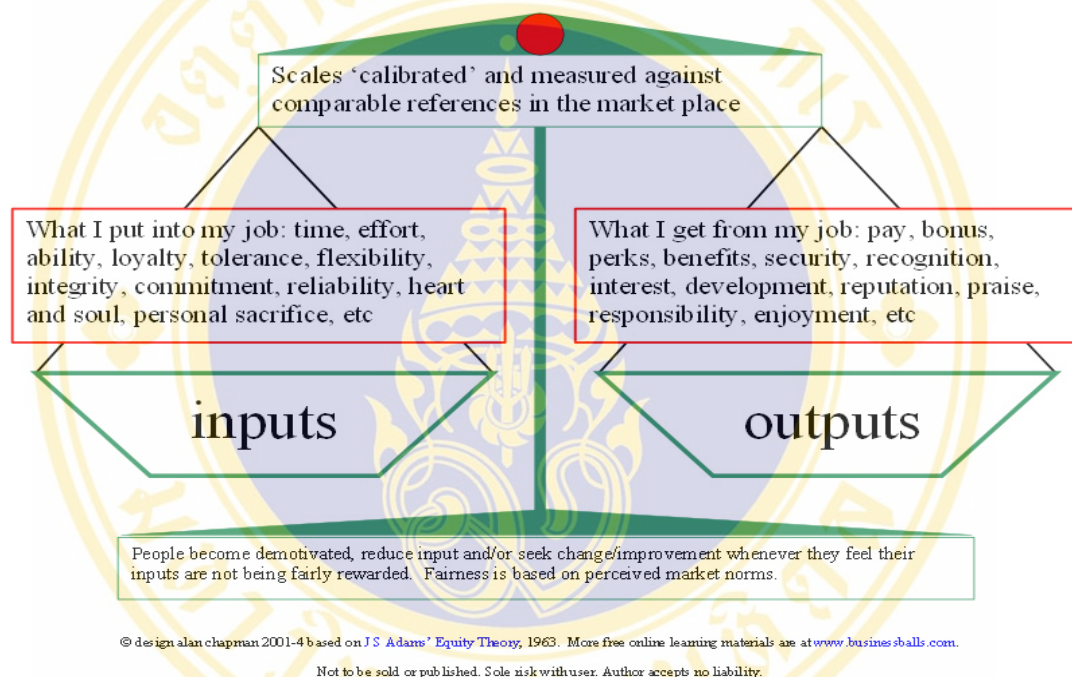


Figure 2.2 Adams' Equity Theory Diagram – Job Motivation

Source: <http://www.businessballs.com/adamsequitytheory.htm>, cited July 30th, 2008

Stemple (2004) criticizes the theory that issues of fairness and justice can be a matter of “the eye of the beholder”. There is always the possibility that what one thinks or believes is not congruent with what is actually happening. Another limitation of this theory is that it can be hard to compare one organization to another, thus this theory is localized for the person.

In brief, this theory serves as a construct to discuss the variables such as salary (incentives), workload, facilities, organizational policies, etc...in terms of fairness and equity.

2.2.2.2 Expectancy Theory – Victor H. Vroom (1964)

According to Lewis et al. (1995, cited in Ololube, 2006), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973 & Vroom, 1964, cited in Ololube, 2006). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

These above types of process theories show an important attribute in drawing attention to the effects of cognitive and perceptual processes on objective employees' work conditions.

2.2.3 Job characteristics model

Hackman and Oldham (1976) proposed Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. According to this Model, jobs have five characteristics describing as follows:

Skill variety: employee uses a wide range of skills.

Task identity: worker involved in all tasks of job from beginning to end of the production process.

Task significance: worker feels the task is meaningful to organization.

Autonomy: employee has freedom to schedule tasks and carry them out.

Feedback: worker gets direct information about how well the job is done.

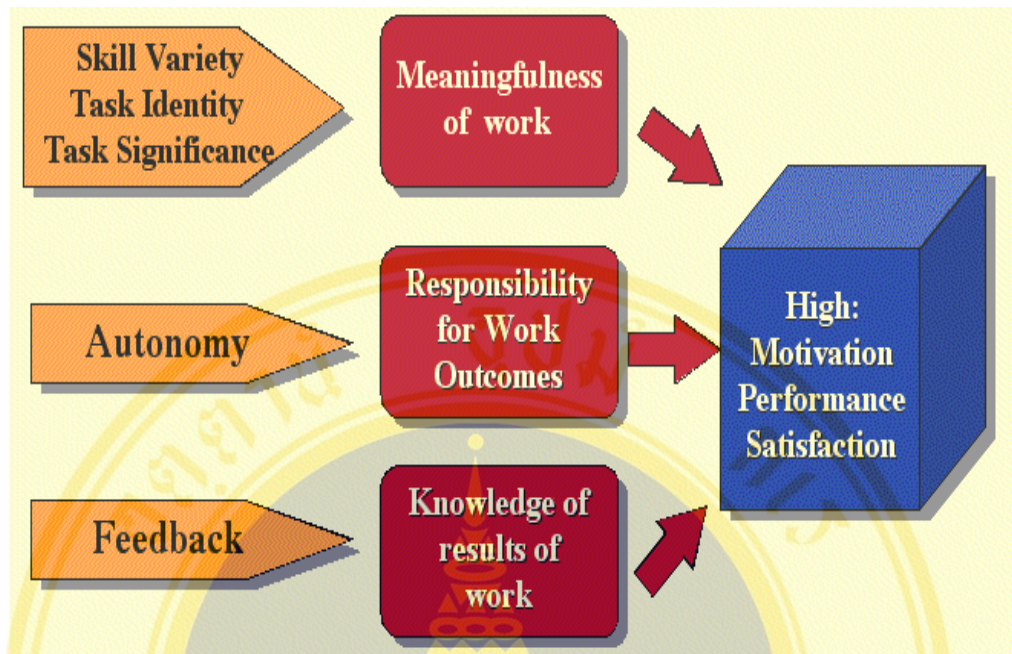


Figure 2.3 Job Characteristics Model

Source: <http://www.csupomona.edu/~wweber/301/301slide/ch08301/sld009.htm>,

cited August 4th, 2008

These five core job characteristics which impact three critical psychological states (meaningfulness of work, responsibility for work outcomes and knowledge of results of work) in turn influence work outcomes (work motivation, job performance and job satisfaction). Many studies across different types of jobs have shown that each of these five job characteristics relates to job satisfaction, especially in the United States and other western countries. Person and Chong (1997, cited in Dorji, 2007) were, however, unable to find the same result in Malaysia. The two researchers found that in this Asian culture, it might be more important to focus on relationship between co-workers and supervisors as a means of accomplishing high job satisfaction than on nature of the job task.

2.2.4 Spector's concept of job satisfaction and its nine facets

Dr. Paul E. Spector - University of South Florida is a very famous psychologist, who has written several books and articles relating to job satisfaction issue. One of his books published in 1997 introduced the reasons why we should be

concerned with job satisfaction, which can be classified according to the focus on the employee or the organization:

- (1) “The humanitarian perspective is that people deserve to be treated fairly and with respect. Job satisfaction is to some extent a reflection of good treatment. It can also be considered an indicator of emotional well-being or psychological health;
- (2) The utilitarian perspective is that job satisfaction can lead to behaviors by employees that affect organizational functioning.” (Spector, 1997: 2)

Spector (1997: 2) defines “Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.” According to the psychologist, job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. He used the facet approach to find out which parts of the job produce satisfaction or dissatisfaction since it can provide a more complete picture of a person’s job satisfaction.

From this point of view, Spector has devised a method to measure job satisfaction called Job Satisfaction Survey, which recognizes nine facets of job satisfaction. The development of the JSS proceeds using attitude scale construction techniques for summated (Likert) rating scales. First, he defined the domain of interest by conducting literature review including studies of job satisfaction dimensions. Most of the studies that Spector reviewed were factor analyses of existing or improvised instruments to determine the fundamental dimensions and others were conceptual analyses of satisfaction facets. From these studies, he made a list of components to be considered. Then the nine most common and conceptually meaningful facets (to Spector) were chosen for the scale. These include satisfaction with pay, promotional opportunities, fringe benefits, contingent rewards, supervision, co-workers, nature of work itself, communication and working conditions. The JSS was originally developed for the social service sector. However, it has been widely used in many studies on various fields.

2.4 Background Study

2.4.1 The Mekong Delta and Can Tho City

The Mekong Delta (in Vietnamese: *Đồng Bằng Sông Cửu Long*) in Southwestern is one of eight economic regions in Viet Nam, including:

- + Red River Delta
- + North East
- + North West
- + North Central Coast
- + South Central Coast
- + Central Highlands
- + South East
- + Mekong Delta



Figure 2.4 Map of Viet Nam and Mekong Delta Region

Source: http://www.visitvietnam.com.vn/en/vf_index.asp, cited 12th August 2008

This Delta consists of thirteen cities and provinces (Long An, Tien Giang, Dong Thap, Vinh Long, Tra Vinh, Soc Trang, Ben Tre, An Giang, Kien Giang, Ca Mau, Bac Lieu, Hau Giang and Can Tho city) with the population of 17,415,000 persons living in the area of 39,712 km² (1st January 2006). This region has the most important natural potentiality in agriculture and aquiculture in comparison with others. The area is home to large numbers of rice fields. And it is considered the granary of the whole country.

Moreover, the Mekong Delta has long territorial waters adjoining with ASEAN countries, with more than 100 islands, which plays significant roles in both economy and national defense. This area also has a big potentiality on petroleum and natural gas with the total capacity at Southwest territorial waters about 123-125 billion cubic meters.

However, the Mekong Delta still remains a lot of weaknesses and shortcomings such as low- developed and unstable economy, the poor role of science and technology in manufacturing products or low foreign investment attraction, and so on.

One of the main reasons of the above issues is the low quality and the shortage of human resources in all fields and low intellectual standard of the population. Most of the indicators about education, health or living standards in this region are lower than those of other regions.

To speed up the development of the Mekong Delta area in general and Can Tho province in particular, in late 2003, Can Tho province was split up into two new administrative units: Can Tho city and Hau Giang province. Can Tho city has become an urban area under the administration of the central authority.

Can Tho city sites in the hub of Mekong River Delta with natural area of 1,390 square kilometers beside the western bank of Hau river. It is 75 kilometers far away from South China Sea and 1,877 kilometers from Hanoi Capital; 169 kilometers from Ho Chi Minh City in the North (in land road). It borders the provinces of An Giang and Dong Thap in the North, Hau Giang in the South, Kien Giang in the West, Vinh Long and Dong Thap in the East.

Can Tho - the centre of the west of South Vietnam - is growing up day by day. It sees the emergence of more modern systems of road, waterway, airport, sea-ports,

exporting- processing zones, industrial clusters, post-telecommunication network, bank, grid, and water supply together with newly built urban areas that magnetize further investors paying more concern to Can Tho. More and more universities, institutes, hospitals, infrastructures have been being built and established in Can Tho city as the result of many guidelines and policies of the Communist Party and the Government to develop the Mekong Delta and Can Tho city. Can Tho University of Medicine and Pharmacy is an example.

2.4.2 Can Tho University of Medicine and Pharmacy (CTUMP)

Can Tho University of Medicine and Pharmacy (CTUMP) has originated from a faculty of Can Tho University which was firstly established in July 1979. This faculty was named Faculty of Medicine, and later changed to be Faculty of Medicine, Dentistry and Pharmacy in 1995 to be in accordance with the enlargement in medical staff training.

Decision No 173/2001/QĐ-TTg dated November 6th, 2001 of the Prime Minister about the socio - economic developments in Mekong Delta (phase 2001-2005) stated that health service staff play an important role in maintaining and developing primary health care system. To help provide health service staff for Mekong Delta in particular and for the whole country in general, it was necessary to develop Faculty of Medicine, Dentistry and Pharmacy to be a University in this region. Hence, Can Tho University of Medicine and Pharmacy has been established since December 25th, 2002 based on the Decision No 184/2002/QĐ-TTg of the Prime Minister. CTUMP is the only medical university in Mekong Delta region under the supervision of Ministry of Health. Its main functions are to train students to be health service staff (general practitioners, specialists, dentists, pharmacists, nurses, medical technicians, public health staff,..) at the bachelor level, post -graduate level, vocational level and to do research in medical fields to help improving people's health care and protection, and socio-economic developments in Mekong Delta region.

Up to October 31st, 2008, there have been 359 staffs and a total of School Board of Management, five faculties, one department under the Rectorate, seven

administrative departments, three centers, one library and one School Project Management Board in Can Tho University of Medicine and Pharmacy.

CTUMP's School Board of Management consists of four members:

- (1) The Rector: Assoc. Prof. Dr. Pham Van Linh.
- (2) One Deputy Rector in charge of training and professional affairs:
Dr. Pham Hung Luc.
- (3) One Deputy Rector in charge of social- political unions and ideological affairs: Mr. Pham Van Dai.
- (4) One Deputy Rector in charge of finance affairs: Mr. Cao Thanh Van.

Following the regulations of the political system in a government organization, CTUMP has also set up four social – political unions or associations serving for each relevant group of staffs or students such as (a) Trade Union (serving for the rights and obligations of the labors); (b) Ho Chi Minh Communist Youth Union (serving for students' ideological mission); (c) Student Association (serving for students' activities, relations and co-operations with their hometowns or other organizations); (d) Veteran Union (serving for a group of veterans' ideology who joined in the war or served in the army service). Most of the staffs in charge of these unions or associations are from school's faculties, departments or centers.

Hereafter is the organizational Chart of CTUMP:

2.4 Related researches on personal factors and job satisfaction

Numerous researches have been done to analyze various facets of job satisfaction in an organization or in a country as well.

Age

Age was found in many previous studies as a significant factor in determining one's job satisfaction. Reiner and Zhao (1999, cited in Swe-Khaing, 2003) examined two sources of job satisfaction: demographic characteristics such as age, race, gender and educational level; and work environment characteristics such as skill variety, task identity, task significance, autonomy and feedback. Job satisfaction of 135 United States Air Force security police was measured using the Job Descriptive Index (JDI) developed by Smith, Kendall and Hulin. Findings indicated that, although age was positively associated with job satisfaction, neither ethnicity, gender nor education was statistically significant at the .05 level.

Rashed (2001) conducted a study about the effect of personal characteristics on job satisfaction among 153 full-time male managers selected from three different oil companies in Kuwait. The results indicated that there were significant differences found with regard to age, years of experience, rank and educational level.

Gender

Graham and Messner (1998, cited in Dorji, 2007) investigated the relationship of factors, such as gender, size of enrollment, and years of experience, to principalship job satisfaction. The researchers based on Herzberg's Motivation-Hygiene Theory to make Principal Job Satisfaction Survey Sample of American midwestern elementary, middle, and senior high school principals. It was found that gender and size of enrollment were predictors of principal job satisfaction.

One new study about "Job Satisfaction of Catholic Primary School Staff: A Study of Biographical Differences" examines the relationships between the biographical characteristics gender, age, years of experience and employment position, and job satisfaction of staff members in Catholic primary schools. John & John (2008) used survey data collected from 356 staff members from Catholic

primary schools and found that age, gender and position were related to a number of facets of job satisfaction as well as overall job satisfaction.

Marital status

A survey conducted on IT personnel working in Taiwan's top 500 Enterprises by Kuo & Chen (2004) explored effects of individual characteristics on job satisfaction. The findings showed that there were significant differences found in general, intrinsic and overall job satisfaction with regard to marital status, age, position title and annual salary; whereas there were no significant differences in term of gender, educational level and working experience.

Siripak (2006) studied overall job satisfaction of Mahidol University's academic staff in 2005. The author also discussed the possible differences between levels of job satisfaction in relation to age, gender, marital status, educational level, academic position, income, duration of work, and position. The results concluded that overall satisfaction of Mahidol University's academic staffs was at moderate level. There was a significant difference between age, marital status, educational level, academic position, income, duration of work, position and the level of job satisfaction.

Educational level

Pang & Lee (2002) studied the relationship between individual characteristics and job satisfaction from the career perspective. Using 279 employees from a large bank in Hong Kong as the sample, it was found that educational level and age were significant predictors of job satisfaction.

While investigating the level of satisfaction of Lebanese nurses in their job and the influence of their personal characteristics, Yaktin, Azoury & Doumit (2003) found that personal characteristics have important influences on nurses' job perceptions, especially with regard to educational level, age, year of experience, marital status and position.

Dorji (2007) studied the level of job satisfaction of primary teachers working under Samtse district of Bhutan. With regard to the significant difference on the level

of job satisfaction by its socio-demographic factors and organizational factors, age, educational level, experience in teaching, position and their commitment were found to be statistically significant, while gender, marital status, size of the school and the teaching load were not statistically significant.

Year of experience

Fraser, Draper & Taylor (1998, cited in Dorji, 2007) conducted a study on the quality of teachers' professional lives: teacher and job satisfaction by using data drawn from teachers with 5, 10, 15 years of experience, and compared data from the different cohorts of teachers at different stages in their careers. The result showed that teachers with longer service are overall less satisfied with teaching, and on some specific aspects of satisfaction, differences are statistically significant.

Athanasios (2001) surveyed on personal characteristics and job satisfaction of Greek teachers found that teachers were satisfied with the job itself and supervision, whereas they were dissatisfied with pay and promotional opportunities. The study also revealed that certain characteristics such as gender, age, marital status and years of teaching were significant predictors of different aspects of job satisfaction.

Present position (rank)

Oshagbemi (1997) investigated the effects of rank on the job satisfaction of UK academics. The results indicated that rank had a direct, positive and significant effect on the job satisfaction of university teachers, but not age or gender. Lecturers were least satisfied with their jobs followed by senior lecturers, readers and professors in that order. In addition, the interaction effect between rank and gender on job satisfaction was statistically significant. This means that although gender by itself is not significantly related to job satisfaction, it is significant when compared together with the rank of university teachers. Female academics at higher ranks, namely, senior lecturers, readers and professors, were more satisfied with their jobs than male academics of comparable ranks.

2.5 Related documentation and researches on organizational factors and job satisfaction

2.5.1 Organizational commitment

A wide variety of definitions and measures of organizational commitment exist in literature review. Organizational commitment is considered a useful measure of organizational effectiveness (Steers, 1975, cited in Brown, 2003). Organizational commitment is a “multidimensional construct” (Morrow, 1993, cited in Brown, 2003) that has the potential to predict organizational outcomes such as performance, turnover, absenteeism, tenure, and organizational goals” (Meyer & Allen, 1997, p.12, cited in Brown, 2003).

Becker, Randal, and Riegel (1995, cited in Ayeni, Popoola & Tella, 2007) defined the term in a three dimensions: (1) strong desire to remain a member of a particular organization; (2) a willingness to exert high levels of efforts on behalf of the organization; (3) a define belief in and acceptability of the values and goals of the organization.

To Northcraft and Neale (1996, cited in Ayeni, Popoola & Tella, 2007), commitment is an attitude reflecting an employee’s loyalty to an organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well-being.

In explaining the significance of *organizational commitment*, Meyer & Allen (1997) refer to Morrow & McElroy's (1993, cited in Brown, 2003) statement that *organizational commitment* is the most maturely developed of all the work commitment constructs.

As part of their research, Meyer & Allen (1991, cited in Brown, 2003) developed a framework that was designed to measure three different types of organizational commitment: (a) *Affective commitment* refers to employees’ emotional attachment, identification with, and involvement in the organization. Employees with a strong affective commitment stay with the organization because they *want to*. (b) *Continuance commitment* refers to employees’ assessment of whether the costs of leaving the organization are greater than the costs of staying. Employees who perceive that the costs of leaving the organization are greater than the costs of staying

remain because they *need to*. (c) *Normative commitment* refers to employees' feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they *ought to*.

Meyer & Allen (1991, cited in Ayeni, Popoola & Tella, 2007), in their exploratory and confirmatory analysis of factors that can significantly predict job satisfaction and organization commitment among blue collar workers, reported that promotion, satisfaction and job characteristics were related to commitment.

Loui (1995, cited in Brown, 2003) examined the relationship between the broad construct of *organizational commitment* and the outcome measures of supervisory trust, job involvement, and job satisfaction. In all three areas, Loui (1995, cited in Brown, 2003) reported positive relationships with *organizational commitment*. More specifically, perceived trust in the supervisor, an ability to be involved with the job, and feelings of job satisfaction were major determinants of *organizational commitment*.

Stokes, Riger, and Sullivan's (1995); Tang and Liping (1999) and Woer (1998) reported that there was a relationship existing between job satisfaction and organizational commitment. (cited in Ayeni, Popoola & Tella, 2007)

Irving, Coleman, & Cooper (1997, cited in Brown, 2003) investigated the relationship between affective, continuance, and normative commitment and the outcome measures of job satisfaction and turnover intentions. Total participants for the study included 232 employees. Results revealed that job satisfaction was positively related to both affective and normative commitment. Nevertheless, job satisfaction was negatively related to continuance commitment.

While studying the relationships between job satisfaction and organizational commitment among restaurant employees, Feinstein & Vondrasek (2000) found that employee's satisfaction with policies, compensation, work conditions, and advancement had a significant relationship to organizational commitment.

Although there is a certainly a chicken-and-egg argument over issues regarding the relationship between job satisfaction and organizational commitment in literature review, the researcher decides to justify whether organizational commitment affects job satisfaction of the staff in CTUMP. Nevertheless, “continuance commitment” will be excluded from this study as there isn’t any cost of leaving CTUMP for another organization from its establishment up to the present time.

2.5.2 Work settings

CTUMP hasn’t had its own location or campuses since it was established by the Decision No 184/2002/QĐ-TTg of the Prime Minister dated December 12th, 2002 and it has been using the old area of Faculty of Medicine- Dentistry and Pharmacy in Can Tho University.

People’s Committee of Can Tho City decided to give an area of about 43.8 hectares located on Nguyen Van Cu Street, An Khanh ward, Can Tho city to be CTUMP’s campus five years ago. However, there hasn’t been much progress in effectuating “the project of school construction” due to many subjective and objective factors.

While the size of teaching and learning in CTUMP is increasing and increasing year by year, the old area in Can Tho University cannot meet the needs of buildings or labs for lecturers and students. The university has to rent the buildings and labs around Can Tho city to serve for teaching, learning, administrative activities or even for some other recreational activities such as sport grounds, music halls, meeting halls, etc...

Moreover, CTUMP is specialized in medical field so the university needs to have its own practical hospital for students. In the situation that the university hasn’t had its own practical hospital, the university has cooperated with some hospitals around Can Tho city, and sent the staff to work half-time in these hospitals.

These above problems may bring lots of difficulties for the staff and students in their teaching, working and learning as well. Therefore, the researcher decides to

study the effect of work settings as an organizational factor on the staff's job satisfaction.

Basing on the current situation of CTUMP, the researcher will ask the staff “In which faculty or department do you work at present?” and classifies work settings as follows:

- 
- Faculty of Medicine
 - + Hospital
 - + Basic medical subjects at school
 - Faculty of Dentistry
 - Faculty of Pharmacy
 - Faculty of Basic Sciences
 - Faculty of Public Health
 - Department of Nursing
 - Administrative Offices (Departments, centers, library or social - political organizations)

CHAPTER III

RESEARCH METHODOLOGY

This study focused on finding out the factors affecting job satisfaction of the staff in Can Tho University of Medicine and Pharmacy in Viet Nam. It was a survey research using questionnaires to collect data. A systematic procedure for this research project will be presented in this chapter as follows:

3.1 Research design

3.2 Population and sample

3.3 Research instruments:

3.3.1 Data collection instruments

3.3.2 Reliability and validity of the questionnaire

3.4 Data collection

3.5 Data analysis

3.1 Research design

This research was carried out by using a descriptive survey- designed method. To gain deeper understanding on the staff's opinions or suggestions for their job satisfaction, the researcher offered two open-ended questions at the end of the questionnaires. As English was not popularly used in Vietnam, the questionnaires was translated into Vietnamese by the researcher and reviewed by the Rector of CTUMP. The research instrument used a Likert-type scale to collect and measure each variable of the study.

3.2 Population and sample

This study was conducted in CTUMP, Can Tho city, Viet Nam. The population of the study was the total number of the present staff up to October 31st, 2008 in CTUMP is 264 persons (359 staff, but 95 staff were presently pursuing higher

education out of school). As CTUMP is the only medical university in Mekong Delta area, the researcher chose 40 staffs to join in a pretest- reliability procedure for the research instrument. These above staffs were excluded from the population to determine reliability of the questionnaires.

The sample of this study was 224 staffs in all the faculties, departments and centers of CTUMP.

3.3 Research instruments

3.3.1 Data collection instruments

The data collection instruments of this research consist of 4 parts:

Part 1 of the questionnaire was designed to survey personal factors of the respondents including age, gender, marital status, educational level, years of experience, and present position. The answers to the questions were either multiple choices or filling in the blank.

Part 2 of the questionnaire was designed to explore organizational factors such as organizational commitment and work settings.

The first section was the revised version (1993) of the TCM Employee Commitment Survey, which is invented by Dr. John Meyer and Dr. Natalie Allen, The University of Western Ontario. The researcher has got the license for student use from the University of Western Ontario. The TCM Employee Commitment Survey measures three forms of employee commitment to an organization: (desire-based) affective commitment, (obligation-based) normative commitment and (cost-based) continuance commitment. Basing on the current situation of CTUMP, the researcher decided to eliminate the “continuance commitment” because the staff didn’t have to pay if they wanted to leave CTUMP at the present time. Hence this section included two scales: the **Affective Commitment Scale** and the **Normative Commitment Scale**. Both scales used a series of statements that represented feelings that an individual might have about the organization for which they worked. This section was measured with the construction of four-point - Likert Scale, which identified different levels of commitment.

Table 3.1 Measurement scales of commitment level

Commitment Level	Positive scores	Negative scores
Strongly disagree	1	4
Disagree	2	3
Agree	3	2
Strongly agree	4	1

In this section, there were 4 negative statements (Affective Commitment Scale: statements No. 3, 4, 5 and Normative Commitment Scale: statement No.1). These negative statements had been reversed before the researcher analyzed data.

The table 3.2 showed that the low score represented low commitment and high score represented high commitment. The researcher derived difference of 1.00 mean score between each level of commitment by using the evaluation criteria of Best (1977) as follows:

$$\frac{\text{Upper score} - \text{Lower score}}{\text{No. of levels}} = \frac{4-1}{3} = 1.0$$

Table 3.2 Guidelines for understanding the means of commitment level

Mean score of Commitment	Commitment definition
1.00 - 2.00	Low commitment
2.01 - 3.00	Moderate commitment
3.01 - 4.00	High commitment

The second section was about work settings in CTUMP which the respondents chose and ticked in the box showing their places of work.

Part 3 of the questionnaire was the main part to measure the staff's job satisfaction. The researcher adapted the Job Satisfaction Survey (JSS, 1994, cited from website <http://shell.cas.usf.edu/spector>) invented by Dr. Paul E. Spector. This instrument has been provided free for noncommercial educational and research purposes. The JSS is a 36 item-nine facet scale to access employee attitudes about the job and aspects of the job including Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, Co-workers, Nature of work, and Communication.

Each of the items used a 4-point Likert Scale that measured the degree of agreement with the statement. Each item was scored from 1 to 4. Each facet was created by summing up the items that build up the facet and divided by the number of items in that facet.

In this part of the questionnaires, there were 19 negative statements (2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34 and 36). The scores on the negatively worded items were reversed before summing with the positively worded into facet or total scores.

Table 3.3 Measurement scales of satisfaction level

Satisfaction Level	Positive scores	Negative scores
Strongly disagree	1	4
Disagree	2	3
Agree	3	2
Strongly agree	4	1

Table 3.4 Division of 9 facets of job satisfaction into 36 items

No	Description	Items
1	Pay	1, 10, 19, 28
2	Promotion	2, 11, 20, 33
3	Supervision	3, 12, 21, 30
4	Fringe Benefits	4, 13, 22, 29
5	Contingent rewards	5, 14, 23, 32
6	Operating conditions	6, 15, 24, 31
7	Co-workers	7, 16, 25, 34
8	Nature of work	8, 17, 27, 35
9	Communication	9, 18, 26, 36
	Total satisfaction	1-36

The researcher derived difference of 1.0 mean score between each level of job satisfaction by using the evaluation criteria of Best (1977) as follows:

$$\frac{\text{Upper score} - \text{Lower score}}{\text{No. of levels}} = \frac{4-1}{3} = 1.0$$

The table 3.5 showed that the low score represented unsatisfied and high score represented satisfied.

Table 3.5 Guidelines for understanding the means of job satisfaction level

Mean score of Job satisfaction	Job satisfaction definition
1.00 - 2.00	Unsatisfied
2.01 - 3.00	Moderate
3.01 – 4.00	Satisfied

Part 4 of the questionnaire was designed as 2 open-ended questions to gain the respondents’ opinions or suggestions in improving their job satisfaction.

3.3.2 Reliability and validity of the questionnaire

Reliability:

The reliability test value was analyzed by using Cronbach’s Alpha Reliability Coefficients to search for the confident value (>0.65).

$$\alpha = \frac{n}{n - 1} \left(\frac{1 - \sum s^2 t}{s^2 t} \right)$$

- Where, α represents coefficient of reliability
- n represents number of items on the scale (questionnaire)
- $\sum s^2 t$ represents the sum of variance of each item
- $s^2 t$ represents variation of the questionnaire

The questionnaire was pretested with 40 staffs in CTUMP to determine the reliability. The researcher divided the staff into two categories due to their work characteristics: administrative staffs and lecturers. Then the researcher based on the proportion of the administrative staffs and lecturers to choose 40 persons for pretest sample group as specified in the following table:

Table 3.6 Numbers of research population and pretest samples

No	Administrative Staff	No of Staff	Pretest Sample
1	School Board of Management	4	1
2	Department of Administration	4	1
3	Department of Personnel	8	1
4	Department of Training	10	1
5	Department of Finance & Accounting	8	1
6	Department of Equipment Administration	12	2
7	Department of Student Affairs	3	0
8	Department of Research & International relations	2	0
9	Center of Information & Technology Application	4	1
10	Library	2	0
11	School Project Management Board	4	1
A	Total of Administrative Staffs	61	9
12	Faculty of Basic Sciences	12	2
13	Faculty of Medicine	129	17
14	Faculty of Dentistry	17	3
15	Faculty of Public Health	9	2
16	Faculty of Pharmacy	16	3
17	Department of Nursing	7	1
18	Center of Medical Skills Training	9	2
19	Center of Family Medicine	4	1
B	Total of Lecturers	203	31
	Total of the staffs (A+B)	264	40

The following table showed the internal consistency reliabilities in some previous researches for Affective and Normative Commitment Scales using the six-item versions (1993, cited in Allen and Meyer, 1996) of the TCM Employee Commitment Survey which was used in the first Section, Part 2 of the questionnaire:

Table 3.7 Internal consistency reliabilities of the TCM Employee Commitment Survey (six-item version, 1993) in some previous researches

Items	Commitment Measure		Reference
	Affective Commitment	Normative Commitment	
1	0.79	0.79	Allen & Lee (1993)
2	0.81	0.74	Finegan (1994)
3	0.82	0.83	Meyer, Allen & Smith (1993)

The table 3.8 showed the internal consistency reliabilities of JSS which was used in Part C of the questionnaire, based on the sample of 2,870 in the late of 1970s and the early 1980s (JSS, cited in the website <http://shell.cas.usf.edu/spector>)

Table 3.8 Internal consistency reliabilities of JSS in the late of 1970s and the early 1980s with the sample of 2,870

Items	Scale	Cronbach's Alpha
1	Pay	0.75
2	Promotion	0.73
3	Supervision	0.82

Table 3.8 Internal consistency reliabilities of JSS in the late of 1970s and the early 1980s with the sample of 2,870 (cont.)

Items	Scale	Cronbach's Alpha
4	Fringe Benefits	0.73
5	Contingent rewards	0.76
6	Operating conditions	0.62
7	Co-workers	0.60
8	Nature of work	0.78
9	Communication	0.71
	Total of all facets	0.91

The table 3.9 showed the Cronbach's alpha (α) reliability coefficients for the questionnaires adapted from JSS (1994) by Dr. Paul E. Spector. The Cronbach's alpha (α) reliability coefficients was measured and listed as follows:

Table 3.9 Internal consistency reliabilities of JSS in this study

Items	Scale	Cronbach's Alpha
1	Pay	0.70
2	Promotion	0.75
3	Supervision	0.69
4	Fringe Benefits	0.70
5	Contingent rewards	0.70
6	Operating conditions	0.75

Table 3.9 Internal consistency reliabilities of JSS in this study (cont.)

Items	Scale	Cronbach's Alpha
7	Co-workers	0.69
8	Nature of work	0.72
9	Communication	0.72
	Total of all facets	0.76

Validity:

Content validity of the questionnaire was tested by consulting with thesis advisors. Moreover, the researcher translated the questionnaire into Vietnamese and adapted it into Vietnamese context, specifically in CTUMP context. Thus the Vietnamese content of the questionnaire was corrected and finalized after consulting with Assoc. Prof. Dr. Pham Van Linh, the Rector of CTUMP.

3.4 Data collection

The researcher wrote an official letter to The Rector of CTUMP to ask his permission for collecting data within the university. After obtaining his written permission, the researcher met the Deans of each faculty, the Heads of each Department, Directors of each center to explain the purpose of the study and the details of the questionnaires. One assistant staff in these faculties, departments or centers was requested to help distributing and collecting the questionnaires to and from the staffs within these faculties, departments or centers.

To assure the respondents' confidentiality, the researcher attached a letter to the questionnaires to explain the purpose of the study and told the respondents clearly that it was not necessary to show their names on the questionnaires. The respondents were given one week to respond the questionnaires. After that, the assistant staff in each faculty, department or center helped to collect back and handed over to the researcher.

3.5 Data analysis

All the data collected from the respondents were checked out, grouped and tabulated to facilitate the analysis process. The data were electronically processed and analyzed by using computer application software. The researcher used both the descriptive and inferential statistics while analyzing the data.

Descriptive statistical analyses that were used to analyze the overall job satisfaction and its nine facets in this study were frequency, percentage, means, and standard deviation. The inferential statistical analyses were t- tests and One-way analysis of variance (One-Way ANOVA) to analyze the data to compare the significant difference of job satisfaction by its personal factors and organizational factors. After analyzing the data using the above inferential statistical analyses, the researcher used Post Hoc multiple comparison tests to identify whether there were any significant differences between all possible pairs of values of a factor variable. The researcher used the confidence level of 0.05 to test the hypotheses.

CHAPTER IV

RESULTS

The purposes of this study were to determine the level of overall job satisfaction of the staff in Can Tho University of Medicine and Pharmacy and to compare job satisfaction of the staff by their personal factors and organizational factors. The data collection was done by using questionnaire to survey. A total number of 224 questionnaires were distributed in this study. The response rate received was 190 samples (84.8%). The researcher analyzed the data collected by using both the descriptive and inferential statistics. The results were presented into 3 parts as follows:

- 4.1 Personal factors and organizational factors of the sample.
- 4.2 Job satisfaction of the staff in CTUMP.
- 4.3 Comparisons on the differences between personal factors and organizational factors with their effects on the level of job satisfaction of the staff in CTUMP - Viet Nam.
- 4.4 Opinions and suggestions of the staff in CTUMP on their job satisfaction.

4.1 Personal factors and organizational factors of the sample

The personal data of the respondents were presented in Table 4.1 below and analyzed by descriptive statistics such as frequency, percentage, means and standard deviation. Out of 190 respondents, the maximum age was 56 years and the minimum age was 23 years with the mean score of 36.3 ($\bar{X} = 36.3$) and standard deviation of 9.39. A total of 34.7% of the respondents fell between the age of 20 – 30 years old, while the rate of respondents between the age group 30 - 40 years and 41 - 50 years was nearly similar (29.5% and 30.5%, respectively). The rest accounting for 5.3% of the sample belongs to the age group between 51 - 60 years.

The sample comprises more of female respondents with 53.2% and 46.8% male respondents. Majority of them accounting for 67.9% were married and a total of 32.1 % respondents remained single/divorced/widowed.

Most of the respondents got the qualification of bachelor's degree forming 48.4% and followed by 33.2 % of the sample with Master's degree and above qualification. The rest was under bachelor's degree with 18.4%. Corresponding to the establishment of CTUMP, more than half of the respondents (55.3%) have 5 or 6 years of experience. The respondents who have 1-2 years of experience in CTUMP comprise 22.1%, while 22.6% of the respondents have worked in CTUMP for 3-4 years.

The results showed that the executives of CTUMP (Rector/Deputy Rectors; Heads/Deputy Heads of Faculties, Centers, Departments; Heads/Deputy Heads of Sections under Faculties; Leaders/ Standing Members of Communist Party Committee or Unions) constituted 22.6% of the respondents. Majority of them were teaching staff with 58.4% and the remaining were office/administrative staff which represents 18.9% of the total sample.

Table 4.1: Frequency and percentage of the personal factors of the sample

(n =190)

Personal Factors	Frequency	Percentage
Age:		
20 – 30 years	66	34.7
31 – 40 years	56	29.5
41 – 50 years	58	30.5
51 – 60 years	10	5.3
$\bar{X} = 36.3, SD = 9.39 / Max = 56, Min = 23$		
Gender:		
Male	89	46.8
Female	101	53.2

Table 4.1: Frequency and percentage of the personal factors of the sample (cont.)
(n =190)

Personal Factors	Frequency	Percentage
Marital Status:		
Single /Divorced/Widowed	61	32.1
Married	129	67.9
Educational Level:		
Under Bachelor's degree	35	18.4
Bachelor's degree	92	48.4
Master's degree and above	63	33.2
Year of experience:		
1– 2 years	42	22.1
3– 4 years	43	22.6
5– 6 years	105	55.3
$\bar{X} = 4.31, S.D= 1.91/ \text{Max}= 6, \text{Min}= 1$		
Present position (Rank) in CTUMP:		
Executives	43	22.6
Office/ Administrative Staff	36	18.9
Teaching Staff	111	58.4

The table 4.2 indicated that 85.3% having moderate affective commitment and 76.8% having moderate normative commitment; while 10.5% respondents of affective commitment and 6.3% respondents of normative commitment were shown as low commitment. Only 4.2% of respondents had high affective commitment, whereas 16.8% of respondents had high normative commitment.

With regard to the work settings of the respondents, nearly half of the respondents (45.3%) worked in the Faculty of Medicine and 27.4% worked in offices. Other faculties or departments had a total of respondents shown respectively: 7.4% in Faculty of Dentistry, 6.8% in Faculty of Pharmacy, 6.3% in Faculty of Basic Sciences, 3.2% in Faculty of Public Health and 3.7% in Department of Nursing.

Table 4.2: Frequency and percentage of organizational factors of the sample
(n= 190)

Organizational Factors	Frequency	Percentage
Affective Commitment:		
Low	20	10.5
Moderate	162	85.3
High	8	4.2
Normative Commitment:		
Low	12	6.3
Moderate	146	76.8
High	32	16.8
Work settings:		
Faculty of Medicine	86	45.3
Faculty of Dentistry	14	7.4
Faculty of Pharmacy	13	6.8
Faculty of Basic Sciences	12	6.3
Faculty of Public Health	6	3.2
Department of Nursing	7	3.7
Offices (Head office, administrative departments, centers or library)	52	27.4

Notes: Commitment level score (1.00 – 2.00 = Low commitment; 2.01 - 3.00 = Moderate commitment and 3.01- 4.00 = High commitment)

4.2 Job satisfaction of the staff in CTUMP

The table 4.3 summarized the overall satisfaction level of the samples on nine facets: **Pay** ($\bar{X} = 2.55$), **Promotion** ($\bar{X} = 2.39$), **Supervision** ($\bar{X} = 2.40$), **Fringe benefits** ($\bar{X} = 2.61$), **Contingent rewards** ($\bar{X} = 2.54$), **Operating conditions** ($\bar{X} = 2.56$), **Co-workers** ($\bar{X} = 2.64$), **Nature of work** ($\bar{X} = 2.77$) and **Communication** ($\bar{X} = 2.42$). The findings indicated the overall satisfaction of the samples was at the **moderate** level with an average mean of 2.54 and standard deviation 0.65. All of nine facets were at the moderate satisfaction level with very little difference in their mean scores. The least satisfied facet was **promotion** with the mean score of 2.39 and the most satisfied facet was **nature of work** with the mean score of 2.77.

The level of satisfaction score was divided by using the evaluation criteria of Best (1977) as follows: (1.00 – 2.00) = unsatisfied; (2.01 – 3.00) = moderate and (3.01 – 4.00) = satisfied. It was used to measure the level of satisfaction specified in all the tables below.

Table 4.3: Overall satisfaction level of the staff in CTUMP

Overall satisfaction	\bar{X}	S.D	Meaning
Pay	2.55	0.70	Moderate
Promotion	2.39	0.65	Moderate
Supervision	2.40	0.68	Moderate
Fringe benefits	2.61	0.67	Moderate
Contingent rewards	2.54	0.63	Moderate
Operating conditions	2.56	0.65	Moderate
Co-workers	2.64	0.62	Moderate
Nature of work	2.77	0.62	Moderate
Communication	2.42	0.67	Moderate
Overall Satisfaction	2.54	0.65	Moderate

Table 4.4 showed the frequency statistics of four items and the level of satisfaction on pay facet. The result showed that the total pay satisfaction of the respondents was at the moderate level with a mean score of 2.55. The item “*Raises are too few and far between (reversed)*” topped the list with $\bar{X} = 2.93$, while item “*I feel unappreciated by the organization when I think about what they pay me (reversed)*” bottomed the list with $\bar{X} = 2.35$.

Table 4.4: Satisfaction level on Pay facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
1	I feel I am being paid a fair amount for the work I do.	2.39	0.71	Moderate
10	Raises are too few and far between.(reversed)	2.93	0.82	Moderate
19	I feel unappreciated by the organization when I think about what they pay me.(reversed)	2.35	0.63	Moderate
28	I feel satisfied with my chances for salary increases.	2.52	0.64	Moderate
	Total	2.55	0.70	Moderate

Table 4.5 indicated the frequency statistics of four items and the level of satisfaction on promotion facet. The findings showed the total promotion satisfaction of the respondents was at the moderate level with a mean score of 2.39. There were not much noticeable differences among the mean scores of all the items in promotion aspect. Among these items, the item “*I am satisfied with my chances for promotion*” bottomed the list with a mean score of 2.37.

Table 4.5: Satisfaction level on Promotion facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
2	There is really too little chance for promotion on my job.(reversed)	2.40	0.65	Moderate
11	Those who do well on the job stand a fair chance of being promoted.	2.38	0.63	Moderate
20	People get ahead as fast here as they do in other places.	2.42	0.73	Moderate
33	I am satisfied with my chances for promotion.	2.37	0.59	Moderate
	Total	2.39	0.65	Moderate

The frequency statistics of four items and the level of satisfaction on supervision aspect were presented in the Table 4.6. The result indicated that the total supervision satisfaction of the respondents was at the moderate level with $\bar{X} = 2.40$. Among those items of supervision facet, item “*My supervisor is quite competent in doing his/her job*” had the highest mean score 2.59 and item “*My supervisor is unfair to me (reversed)*” had the lowest mean score 2.07.

Table 4.6: Satisfaction level on Supervision facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
3	My supervisor is quite competent in doing his/her job.	2.59	0.68	Moderate
12	My supervisor is unfair to me (reversed)	2.07	0.72	Moderate
21	My supervisor shows little interest in the feelings of subordinates. (reversed)	2.46	0.71	Moderate
30	I like my supervisor.	2.51	0.63	Moderate
	Total	2.40	0.68	Moderate

The frequency statistics on four items of fringe benefits facet and its level of satisfaction were calculated in the Table 4.7. The result pointed out the total fringe benefits satisfaction of the samples was at the moderate level with $\bar{X} = 2.61$. The item “*The benefits package we have is equitable*” topped the list with $\bar{X} = 2.75$ while the item “*The benefits we receive are as good as most other organization offer*” was at the lowest moderate level with $\bar{X} = 2.33$.

Table 4.7: Satisfaction level on Fringe Benefits facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
4	I am not satisfied with the benefits I receive. (reversed)	2.64	0.71	Moderate
13	The benefits we receive are as good as most other organization offer.	2.33	0.74	Moderate
22	The benefits package we have is equitable.	2.75	0.55	Moderate
29	There are benefits we do not have which we should have. (reversed)	2.74	0.68	Moderate
	Total	2.61	0.67	Moderate

Table 4.8 specified the frequency statistics of four items and the level of satisfaction on contingent rewards aspect. The result illustrated the total contingent rewards satisfaction of the respondents was at the moderate level with a mean score of 2.54. The item 23 “*There are few rewards for those who work here (reversed)*” had the highest satisfaction mean score at 2.72 while the lowest one was the reversed item “*I do not feel that the work I do is appreciated*”.

Table 4.8: Satisfaction level on Contingent Rewards facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
5	When I do a good job, I receive the recognition for it that I should receive.	2.67	0.64	Moderate
14	I do not feel that the work I do is appreciated. (reversed)	2.35	0.63	Moderate
23	There are few rewards for those who work here. (reversed)	2.72	0.66	Moderate
32	I don't feel my efforts are rewarded the way they should be. (reversed)	2.42	0.60	Moderate
	Total	2.54	0.63	Moderate

Table 4.9 demonstrated the results of each item frequency and the level of satisfaction in term of operating conditions aspect. The findings showed the total operating conditions satisfaction of the respondents was at the moderate level with a mean score of 2.56. Among four items of operating conditions facet, item 15 “*My efforts to do a good job are seldom blocked by red tape*” had the highest moderate level of satisfaction with $\bar{X}=2.88$, whereas the item “*Many of our rules and procedures make doing a good job difficult (reversed)*” was at the lowest $\bar{X}=2.25$.

Table 4.9: Satisfaction level on Operating Conditions facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
6	Many of our rules and procedures make doing a good job difficult. (reversed)	2.25	0.66	Moderate
15	My efforts to do a good job are seldom blocked by red tape.	2.88	0.62	Moderate
24	I have too much to do at work. (reversed)	2.36	0.69	Moderate
31	I have too much paperwork. (reversed)	2.77	0.64	Moderate
	Total	2.56	0.65	Moderate

Table 4.10 presented the findings of each item frequency and the level of satisfaction on co-workers aspect. The results showed the total co-workers satisfaction of the respondents was at the moderate level with a mean score of 2.64. There were two items 7 “*I like the people I work with*” and 25 “*I enjoy my co-workers*” which reached the satisfied levels of satisfaction with the same mean score 3.08. The reversed item “*I find I have to work harder at my job because of the incompetence of people I work with*” was at the lowest satisfaction level with a mean score of 2.15.

Table 4.10: Satisfaction level on Co-workers facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
7	I like the people I work with.	3.08	0.56	Satisfied
16	I find I have to work harder at my job because of the incompetence of people I work with. (reversed)	2.15	0.67	Moderate
25	I enjoy my coworkers.	3.08	0.51	Satisfied
34	There is too much bickering and fighting at work. (reversed)	2.27	0.74	Moderate
	Total	2.64	0.62	Moderate

In term of nature of work facet, the results of each item frequency and its level of satisfaction were shown in Table 4.11. The findings indicated the total nature of work satisfaction of the respondents was at the moderate level with a mean score of 2.77. Out of four items in this facet, the item “*I feel a sense of pride in doing my job*” obtained the highest level of satisfaction with $\bar{X} = 3.02$ (at the satisfied level), while the item “*I sometimes feel my job is meaningless (reversed)*” was at the lowest moderate level of satisfaction with $\bar{X} = 2.24$.

Table 4.11: Satisfaction level on Nature of work facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
8	I sometimes feel my job is meaningless. (reversed)	2.24	0.75	Moderate
17	I like doing the things I do at work.	2.99	0.60	Moderate
27	I feel a sense of pride in doing my job.	3.02	0.58	Satisfied
35	My job is enjoyable.	2.86	0.58	Moderate
	Total	2.77	0.62	Moderate

Table 4.12 displayed the results of four items and the level of satisfaction in term of communication aspect. The findings showed the total communication satisfaction of the respondents was at the moderate level with a mean score of 2.42. Among four items with all the mean scores at the moderate level of satisfaction, the item “*Communications seem good within this organization*” topped the list with $\bar{X} = 2.71$ and the item “*The goals of this organization are not clear to me (reversed)*” bottomed the list with $\bar{X} = 2.28$.

Table 4.12: Satisfaction level on Communication facet (n=190)

No	Statement	\bar{X}	S.D	Satisfaction Level
9	Communications seem good within this organization.	2.71	0.70	Moderate
18	The goals of this organization are not clear to me.(reversed)	2.28	0.65	Moderate
26	I often feel that I do not know what is going on with the organization.(reversed)	2.37	0.68	Moderate
36	Work assignments are not fully explained.(reversed)	2.35	0.68	Moderate
	Total	2.42	0.67	Moderate

4.3 Comparisons on the differences between personal factors and organizational factors with their effects on the level of job satisfaction of the staff in CTUMP – Viet Nam

4.3.1 Difference in age and its effects on the level of job satisfaction

Table 4.13 illustrated the overall job satisfaction of the staff in CTUMP identified by age group. The findings indicated statistically significant with regard to age on pay facet, promotion facet, contingent rewards and overall job satisfaction of the staff. Comparing the means among age groups with the overall job satisfaction, the group between 31 – 40 years had the lowest satisfaction level with a mean score of 2.48. Thus, the hypothesis that “*Job satisfaction of the staff in CTUMP has statistically significant differences by their age*” was accepted. Subsequently, the post hoc test was conducted to identify which age group had the statistical significant

difference on pay facet, promotion facet, contingent rewards, and overall satisfaction as well. (showed in Table 4.14)

Table 4.13 Mean, Standard Deviation, F-value and statistically significant difference identified by age group

Job satisfaction	Age group								F	p-value
	20 - 30		31 - 40		41 - 50		51 - 60			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Pay	2.38	0.26	2.41	0.32	2.82	0.32	2.87	0.33	29.645	0.001*
Promotion	2.63	0.21	2.10	0.25	2.36	0.28	2.62	0.33	46.673	0.001*
Supervision	2.41	0.28	2.35	0.29	2.34	0.23	2.57	0.26	2.449	0.065
Fringe Benefits	2.62	0.26	2.62	0.30	2.62	0.26	2.52	0.49	0.376	0.770
Contingent Rewards	2.44	0.22	2.47	0.24	2.70	0.24	2.65	0.39	13.937	0.001*
Operating Conditions	2.52	0.27	2.58	0.33	2.61	0.36	2.52	0.34	0.927	0.429
Co-workers	2.66	0.27	2.61	0.29	2.67	0.32	2.65	0.44	0.457	0.712
Nature of work	2.74	0.29	2.79	0.33	2.81	0.38	2.77	0.38	0.425	0.736
Communication	2.43	0.34	2.39	0.32	2.45	0.44	2.50	0.54	0.381	0.767
Overall	2.54	0.11	2.48	0.12	2.60	0.18	2.63	0.21	7.189	0.001*

* Significant at 0.05 level

Table 4.14 Post hoc test for age group significant differences

Pay Facet	Promotion Facet	Contingent Rewards	Overall satisfaction
20 - 30 and 41 - 50	20 - 30 and 31 - 40	20 - 30 and 41 - 50	20 - 30 and 31 - 40
20 - 30 and 51 - 60	20 - 30 and 41 - 50	20 - 30 and 51 - 60	20 - 30 and 41 - 50
31 - 40 and 41 - 50	31 - 40 and 41 - 50	31 - 40 and 41 - 50	31 - 40 and 41 - 50
31 - 40 and 51 - 60	31 - 40 and 51 - 60	31 - 40 and 51 - 60	31 - 40 and 51 - 60
	41 - 50 and 51 - 60		

4.3.2 Difference in gender and its effects on the level of job satisfaction

From the table 4.15, the p-value **0.917** for overall satisfaction showed that there was no statistical significant difference while comparing the effect of gender on

job satisfaction of the staff in CTUMP. Hence, the hypothesis that “*Job satisfaction of the staff in CTUMP has statistically significant differences by their gender*” was rejected. However, gender has statistically significant difference on supervision facet with p-value <0.001 and operating conditions facet with p-value = 0.005.

Table 4.15 Mean, Standard Deviation and “t-test” on job satisfaction of the sample indentified by gender

Job satisfaction	Gender				t	p-value
	Male		Female			
	\bar{X}	SD	\bar{X}	SD		
Pay	2.55	0.38	2.55	0.35	0.026	0.979
Promotion	2.41	0.35	2.37	0.31	0.761	0.448
Supervision	2.51	0.23	2.27	0.26	6.620	0.001*
Fringe Benefits	2.62	0.31	2.61	0.26	0.424	0.672
Contingent Rewards	2.50	0.27	2.57	0.26	1.872	0.063
Operating Conditions	2.50	0.33	2.63	0.30	2.842	0.005*
Co-workers	2.63	0.36	2.66	0.24	0.680	0.498
Nature of work	2.79	0.40	2.77	0.26	0.448	0.655
Communication	2.40	0.39	2.46	0.37	1.095	0.275
Overall	2.54	0.17	2.54	0.12	0.104	0.917

* Significant at 0.05 level

4.3.3 Difference in marital status and its effects on the level of job satisfaction

In descriptive statistics about marital status, it was classified into two groups: Single/Divorced/Widowed and married. The table 4.16 showed that the overall job satisfaction of the staff in CTUMP was at the moderate level for all the staff’s marital statuses. The results confirmed that there were only statistically significant differences on promotion, fringe benefits, and contingent rewards, whereas there was no statistically significant difference on the overall job satisfaction by

marital status. As such, the hypothesis “*Job satisfaction of the staff in CTUMP has statistically significant differences by their marital status*” was rejected.

Table 4.16 Mean, Standard Deviation and “t-test” on job satisfaction of the sample indentified by marital status

Job satisfaction	Marital status				t	p-value
	Single/Divorced/Widowed		Married			
	\bar{X}	S.D	\bar{X}	S.D		
Pay	2.49	0.34	2.57	0.37	1.469	0.143
Promotion	2.53	0.31	2.32	0.32	4.161	0.001*
Supervision	2.43	0.27	2.36	0.27	1.730	0.085
Fringe Benefits	2.69	0.23	2.58	0.30	2.568	0.011*
Contingent rewards	2.47	0.26	2.57	0.27	2.298	0.023*
Operating conditions	2.52	0.31	2.58	0.32	1.205	0.230
Co-workers	2.66	0.31	2.64	0.30	0.390	0.697
Nature of work	2.77	0.33	2.78	0.34	0.232	0.817
Communication	2.40	0.37	2.44	0.39	0.802	0.423
Overall	2.55	0.16	2.54	0.14	0.528	0.598

*Significant at 0.05 level.

4.3.4 Difference in educational level and its effects on the level of job satisfaction

Educational level was classified into three groups such as (1) under bachelor’s degree, (2) bachelor’s degree and (3) master’s degree and above. The table 4.17 revealed that the overall job satisfaction of the staff in CTUMP was at the moderate level with regard to the educational level. The staff holding Bachelor’s degree had the lowest satisfaction level with a mean score of 2.53. The results showed that there were only statistically significant differences on Promotion, Contingent Rewards and Operating conditions facets, not significant for overall job satisfaction by educational level.

Therefore, the hypothesis “*Job satisfaction of the staff in CTUMP has statistically significant differences by their educational level*” was rejected.

Table 4.17 Mean, Standard Deviation and F-value on job satisfaction of the sample identified by educational level

Job satisfaction	Educational level						F	p-value
	1		2		3			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Pay	2.57	0.39	2.52	0.33	2.57	0.39	0.523	0.594
Promotion	2.45	0.35	2.44	0.35	2.29	0.27	4.258	0.016*
Supervision	2.36	0.22	2.39	0.30	2.38	0.26	0.152	0.859
Fringe Benefits	2.67	0.24	2.61	0.30	2.59	0.28	0.868	0.421
Contingent rewards	2.61	0.29	2.48	0.24	2.59	0.27	5.147	0.007*
Operating conditions	2.28	0.23	2.52	0.26	2.78	0.30	39.870	0.001*
Co-workers	2.72	0.38	2.63	0.28	2.63	0.28	1.127	0.326
Nature of work	2.76	0.39	2.76	0.34	2.81	0.29	0.384	0.682
Communication	2.50	0.43	2.40	0.36	2.43	0.38	0.732	0.482
Overall	2.55	0.16	2.53	0.12	2.56	0.18	1.000	0.370

*Significant at 0.05 level.

4.3.5 Difference in year of experience and its effects on the level of job satisfaction

The table 4.18 demonstrated that in term of year of experience, the overall job satisfaction of the staff in CTUMP was at the moderate level from the first year to the sixth year of experience. However, the staff who were between 1 and 2 years of experience had the lowest satisfaction level with a mean score of 2.52. The findings also reported that there were only statistically significant differences on Pay, Promotion and Contingent Rewards facets, not on overall job satisfaction by year of

experience. Hence, the hypothesis “*Job satisfaction of the staff in CTUMP has statistically significant difference by their year of experience*” was rejected.

Table 4.18 Mean, Standard Deviation and F-value on job satisfaction of the sample identified by year of experience

Job satisfaction	Year of experience						F	p - value
	1-2 years		3-4 years		5-6 years			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Pay	2.44	0.26	2.48	0.40	2.62	0.37	4.690	0.010*
Promotion	2.54	0.32	2.45	0.35	2.30	0.30	9.359	0.001*
Supervision	2.36	0.30	2.38	0.27	2.38	0.26	0.081	0.923
Fringe Benefits	2.62	0.24	2.60	0.30	2.62	0.29	0.076	0.927
Contingent Rewards	2.46	0.25	2.48	0.25	2.60	0.27	5.571	0.004*
Operating Conditions	2.51	0.27	2.51	0.31	2.61	0.33	2.260	0.107
Co-workers	2.60	0.29	2.69	0.30	2.65	0.31	0.813	0.445
Nature of work	2.75	0.28	2.76	0.36	2.80	0.34	0.388	0.679
Communication	2.37	0.31	2.43	0.39	2.45	0.40	0.683	0.506
Overall	2.52	0.10	2.53	0.14	2.56	0.17	1.273	0.282

* Significant at 0.05 level

4.3.6 Difference in present position (rank) and its effects on the level of job satisfaction

From the table 4.19, we could conclude that the overall job satisfaction of the staff in CTUMP was at the moderate level in term of present position (rank). The results showed that only pay, fringe benefits and operating conditions facets had statistically significant difference by rank and there was not statistically significant on the overall job satisfaction. Thus, the hypothesis “*Job satisfaction of the staff in CTUMP has statistically significant differences by their present position (rank)*” was rejected.

Table 4.19 Mean, Standard Deviation and F-value on job satisfaction of the sample identified by present position (rank)

Job satisfaction	Present position (Rank)						F	p - value
	1		2		3			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Pay	2.70	0.44	2.52	0.33	2.50	0.32	4.957	0.008*
Promotion	2.41	0.29	2.39	0.34	2.38	0.34	0.074	0.929
Supervision	2.31	0.28	2.40	0.24	2.40	0.28	1.810	0.166
Fringe Benefits	2.42	0.36	2.65	0.30	2.68	0.20	14.805	0.001*
Contingent Rewards	2.60	0.31	2.53	0.27	2.52	0.25	1.371	0.256
Operating Conditions	2.69	0.31	2.35	0.30	2.59	0.30	12.746	0.001*
Co-workers	2.65	0.33	2.61	0.41	2.65	0.24	0.262	0.770
Nature of work	2.86	0.36	2.70	0.43	2.77	0.28	2.391	0.094
Communication	2.34	0.44	2.45	0.40	2.46	0.35	1.386	0.253
Overall	2.55	0.21	2.51	0.17	2.55	0.11	1.037	0.356

* Significant at 0.05 level

4.3.7 Difference in organizational commitment and its effects on the level of job satisfaction

The table 4.20 showed that the overall job satisfaction of the staff in CTUMP was at the moderate level with regard to their commitment. The staff who had low commitment in their job had the lowest satisfaction level with a mean score of 2.43. The p-value **0.002** confirmed that there was statistically significant difference on the overall job satisfaction of the staff in CTUMP in term of their commitment level with the organization. As the result, the hypothesis “*Job satisfaction of the staff in CTUMP has statistically significant differences by their commitment*” was accepted. Post hoc test further presented in the Table 4.21 below shows statistically significant pairs of difference on Pay, Co-workers, Nature of work facets and overall job satisfaction by commitment level.

Table 4.20 Mean, Standard Deviation and F-value on job satisfaction of the sample identified by commitment level

Job satisfaction	Commitment						F	p - value
	Low		Moderate		High			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Pay	2.38	0.35	2.54	0.35	2.78	0.43	3.739	0.026*
Promotion	2.30	0.34	2.39	0.32	2.48	0.41	0.747	0.475
Supervision	2.36	0.37	2.38	0.27	2.34	0.29	0.172	0.842
Fringe Benefits	2.50	0.46	2.62	0.25	2.65	0.49	0.880	0.416
Contingent Rewards	2.44	0.34	2.54	0.25	2.55	0.44	0.645	0.526
Operating Conditions	2.66	0.54	2.56	0.29	2.59	0.49	0.487	0.615
Co-workers	2.47	0.49	2.63	0.26	2.98	0.47	10.200	0.001*
Nature of work	2.41	0.55	2.76	0.28	3.21	0.36	18.728	0.001*
Communication	2.38	0.22	2.44	0.36	2.36	0.68	0.303	0.739
Overall	2.43	0.19	2.54	0.12	2.66	0.33	6.471	0.002*

* Significant at 0.05 level

Table 4.21 Post hoc test for commitment significant difference

	Significant pairs by commitment level
Pay	1.Low commitment and High commitment 2.Moderate commitment and High commitment
Co-workers	1.Low commitment and High commitment 2.Moderate commitment and High commitment
Nature of work	1.Low commitment and Moderate commitment 2.Low commitment and High commitment 3.Moderate commitment and High commitment
Overall satisfaction	1.Low commitment and Moderate commitment 2.Low commitment and High commitment 3.Moderate commitment and High commitment

4.3.8 Difference in work settings and its effects on the level of job satisfaction

Table 4.22 Mean, Standard Deviation and F-value on job satisfaction of the sample identified by work settings

Job satisfaction	Work Settings														F	p-value
	1		2		3		4		5		6		7			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Pay	2.59	0.37	2.53	0.27	2.34	0.31	2.50	0.48	2.41	0.25	2.60	0.53	2.56	0.33	1.077	0.378
Promotion	2.36	0.31	2.46	0.37	2.38	0.29	2.56	0.32	2.25	0.27	2.50	0.40	2.40	0.35	1.068	0.383
Supervision	2.38	0.27	2.48	0.24	2.30	0.25	2.25	0.31	2.41	0.34	2.46	0.33	2.39	0.26	1.071	0.382
Fringe Benefits	2.64	0.22	2.71	0.27	2.59	0.31	2.54	0.41	2.58	0.20	2.71	0.39	2.56	0.33	0.952	0.460
Contingent Rewards	2.57	0.27	2.50	0.24	2.46	0.22	2.54	0.27	2.45	0.24	2.53	0.46	2.54	0.26	0.511	0.799
Operating Conditions	2.63	0.32	2.58	0.25	2.61	0.28	2.62	0.25	2.58	0.46	2.71	0.39	2.41	0.30	2.926	0.009*
Co-workers	2.67	0.25	2.73	0.33	2.53	0.93	2.60	0.19	2.41	0.30	2.85	0.57	2.62	0.36	1.834	0.095
Nature of work	2.79	0.26	2.83	0.12	2.69	0.20	2.81	0.37	2.54	0.33	2.78	0.61	2.78	0.44	0.760	0.602
Communication	2.47	0.37	2.58	0.31	2.48	0.31	2.14	0.27	2.29	0.10	2.60	0.65	2.37	0.40	2.432	0.028*
Overall	2.57	0.11	2.60	0.11	2.49	0.11	2.50	0.13	2.43	0.16	2.64	0.40	2.51	0.15	2.406	0.029*

*Significant at 0.05 level.

1. Faculty of Medicine
2. Faculty of Dentistry
3. Faculty of Pharmacy
4. Faculty of Basic Sciences
5. Faculty of Public Health
6. Department of Nursing
7. Administrative Offices

As reported in Table 4.22 above, the overall job satisfaction of the staff in CTUMP was at the moderate level. The staff working in the Department of Nursing had the highest satisfaction level in comparison with others ($\bar{X} = 2.64$), while the staff working in the Faculty of Public Health had the lowest satisfaction level with a mean score of 2.43. The results also showed that there were statistically significant differences on operating conditions, communication facets and overall job satisfaction of the staff in CTUMP in term of work settings. In other words, the hypothesis “*Job satisfaction of the staff in CTUMP has statistically significant differences by their work settings*” was accepted. Post hoc test was conducted and displayed in the Table 4.23 below to show statistically significant pairs of difference on operating conditions, communication facets and overall job satisfaction by work settings.

Table 4.23 Post hoc test for work settings significant difference

	Significant pairs by work settings
Operating conditions	1. Faculty of Medicine and Administrative Offices 2. Faculty of Pharmacy and Administrative Offices 3. Faculty of Basic Sciences and Administrative Offices 4. Department of Nursing and Administrative Offices
Communication	1. Faculty of Medicine and Faculty of Basic Sciences 2. Faculty of Dentistry and Faculty of Basic Sciences 3. Faculty of Pharmacy and Faculty of Basic Sciences 4. Faculty of Basic Sciences and Department of Nursing
Overall job satisfaction	1. Faculty of Medicine and Faculty of Public Health 2. Faculty of Dentistry and Faculty of Pharmacy 3. Faculty of Dentistry and Faculty of Public Health 4. Faculty of Pharmacy and Department of Nursing 5. Faculty of Public Health and Department of Nursing 6. Department of Nursing and Administrative Offices

4.3.9 Summary of the research results

In brief, the staff with different age, commitment level and work settings was found to have statistically significant differences with the level of job satisfaction as summarized in the Table 4.24; while gender, marital status, educational level, year of experience and rank were not found to be statistically significant on the level of job satisfaction.

Table 4.24 Summary of the research results

No	Hypotheses	Result
1	Job satisfaction of the staff in CTUMP has statistically significant differences by their age.	Accept
2	Job satisfaction of the staff in CTUMP has statistically significant differences by their gender.	Reject
3	Job satisfaction of the staff in CTUMP has statistically significant differences by their marital status.	Reject
4	Job satisfaction of the staff in CTUMP has statistically significant differences by their educational level.	Reject
5	Job satisfaction of the staff in CTUMP has statistically significant differences by their year of experience.	Reject
6	Job satisfaction of the staff in CTUMP has statistically significant differences by their present position (rank).	Reject
7	Job satisfaction of the staff in CTUMP has statistically significant differences by their commitment.	Accept
8	Job satisfaction of the staff in CTUMP has statistically significant differences by their work settings.	Accept

4.4 Opinions and suggestions of the staff in CTUMP on their job satisfaction

Out of 190 returned questionnaires, there were 112 questionnaires (58.9 per cent) which the respondents answered for two open-ended questions (optional questions).

Question 1: “In your opinions, what is the most important factor among nine facets (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication) that affects the staff’s job satisfaction in CTUMP? Why?”

These respondents replied this question with seven facets chosen to be the most important factors affecting their job satisfaction such as Pay (39 respondents), Supervision (29 respondents), Fringe Benefits (15 respondents), Nature of work (14 respondents), Promotion (7 respondents), Operating conditions (6 respondents) and Co-workers (2 respondents).

Pay was the most chosen facet that affected the staff’s job satisfaction in CTUMP because CTUMP is a public university. In Viet Nam, government sector gets lower pay compared with other sectors. What the government pays for government officials is called “salary and allowance”. The respondents explained that it was necessary to pay worthily and suitably for employees as of two reasons: (1) They would pay all attention to their work and (2) They didn’t have to do part-time jobs outside of the school. These might bring more effects and satisfaction in their jobs.

The most second choice was **supervision facet**. These people agreed that supervision was the most important factor because it could bring changes to the rest factors. If the supervisor were good at determining sound strategies or policies and relieving the subordinates’ minds, he/she would be able to create transformations in other factors: operating conditions, fringe benefits, promotion, etc...

Fringe benefits facet was also expected to be changed by the staff in CTUMP since they thought that pay or salary was fixed by the government for government sector and difficult to be improved, whereas fringe benefits came from school’s

services or projects. Thus if CTUMP provided more fringe benefits, it would not only satisfy the lives of the existing staffs but also attract more and more qualified employees.

Some respondents considered **nature of work** the most important aspect influencing their job satisfaction. The more they love their job, the more satisfaction they feel. They were interested in their work and devoted to it without thinking about pay, fringe benefits or promotion. Furthermore, they could do the work well when they were fond of it.

Promotion might be the option of some ambitious people. They said **promotion** would push them to improve themselves and complete their work effectively. If someone is promoted to a higher position, he/she may get higher pay, allowance or fringe benefits as well.

Operating conditions and co-workers were selected by a few people. According to them, operating conditions was founded and published with almost the regulations in all fields: pay, fringe benefits, promotion, etc... Hence if the operating conditions in school were in line with the needs of the staffs, other facets might be suitable, too. In addition, good relationships might help maintain working inspiration, solidarity and mutual assistance among the staffs.

Question 2: “What is your suggestion to help improving job satisfaction of the staff in CTUMP?”

The researcher collected and summarized the respondents’ suggestions to help improving their job satisfaction in CTUMP as follows:

- School Board of Management (SBM) should be hurried in speeding up the school’s construction project and improving school’s material facilities to serve teaching, learning and other activities for the staffs and students.
- SBM should receive and have a deep understanding of the staff’s thoughts, aspirations and suggestions. Then they should create good conditions for the staffs to join in long-term or short-term professional training courses

and learning trips in or out of the country as well. These are good opportunities for the staffs to broaden their knowledge and experience.

- The university should have a democratic regulation promulgated by and under the agreement and the supervision of the whole staffs. The regulation should stipulate clearly about the functions and the tasks of each unit, rewards or penalties and communication secrecy.
- SBM should restructure the management system, arrange and assign the right work to the right person, upgrade the information system and limit continuous meetings.
- SBM should expand school services such as hospitals, dental clinics, drugstores, canteens, short-term medical training courses, vocational training courses, etc...to help improve the staff's fringe benefits and income. In addition, the distribution of the school's revenue should be fair to every staff.
- Some staff said that they didn't get complete information about what happened or what was going on in the university. Hence, they suggested there should have a clear regulation about communication within the university in order for the staff to know what they should know and to contribute their ideas whenever possible to develop CTUMP.

CHAPTER V

DISCUSSION

The goals of this study were to verify the level of overall job satisfaction of the staff in Can Tho University of Medicine and Pharmacy and to compare job satisfaction of the staff by their personal and organizational factors. The data were collected from 190 respondents in CTUMP by using survey questionnaire method.

The results of this study were introduced in Chapter 4 and discussed in line with the research objectives in this Chapter as follows:

- 5.1 The profile of the sample.
- 5.2 Job satisfaction of the staff in CTUMP.
- 5.3 Comparisons on job satisfaction of the staff in CTUMP – Viet Nam based on personal and organizational factors.

5.1 The profile of the sample

5.1.1 Personal factors

The research findings about **age** showed that 34.7 percent of the respondents was between 20 and 30 years, while the number of respondents between 31 and 40 years and between 41-50 years was nearly similar (29,5 percent and 30.5 percent, respectively); and only 10 percent was between 51 and 60 years. CTUMP has just been established for six years that's why most of the staffs have just been employed at their young age. However, it was originated from a Faculty of Can Tho University so about more than 40 percent of the staff coming from this faculty was in between the age of 41 – 60 years.

According to the results analyzed, there were not lots of differences in **gender**: 46.8 percent of the respondents were male and 53.2 percent were female. This may be due to the non-discrimination gender policy of the government and the effort of the committee for women development in CTUMP.

With regard to the **marital status**, 67.9 percent of the respondents were married and 31.3 percent of them were single, which is in accordance with the Vietnamese culture of age and tradition in marriage; only 1.1 percent of the respondents who got divorced or widowed.

The findings from **educational level** of the sample revealed that nearly half (48.4 percent) of the respondents held Bachelor's degree, 29.5 percent held Master's degree and 3.7 percent of them held Doctor's degree. Due to the increasing requirements of lecturer's qualification in higher education, more and more teaching staffs are pursuing Master's degree and Doctor's degree within or out of the country. There were 18.4 percent of the respondents who were under Bachelor's degree since they were recruited as maids, guards, technicians or teaching assistants.

In accordance with the six – year establishment of CTUMP, more than half of the staff (55.3 percent) coming from the Faculty of Medicine- Dentistry and Pharmacy, Can Tho University had five or six - **year working experience** in CTUMP. The staff having one or two -year working experience (22.1 percent) and three or four -year working experience (22.6 percent) have been newly employed in line with the need for the development of CTUMP.

As indicated by the research findings in **present position (rank)** of the respondents, 22.6 percent of them were executives of CTUMP who were Rector, Deputy Rectors; Head/ Deputy Heads of Faculties, Sections under Faculties, Departments, Centers; Leaders/ Standing Members of Communist Party Committee or Unions. Administrative staff accounted for 18.9 percent and teaching staff topped the list of the respondents (58.4 percent), which was compliant with the main function of CTUMP.

5.1.2 Organizational factors

In term of **organizational commitment**, most of the respondents had moderate affective commitment (85.3 percent) and moderate normative commitment (76.8 percent) in their job; 10.5 percent and 6.3 percent of the respondents had low commitment in affective and normative respectively. The number of respondents who was highly normative committed to their job was 16.8 percent - much more than the number of the staff who was highly affective committed in their job (4.2 percent).

This result indicated that most of the staffs in CTUMP felt obligated to stay with the organization because it was the moral and right thing to do.

The research findings in **work settings** showed that nearly half of the respondents (45.3 percent) were working in the Faculty of Medicine and 27.4 percent of the staffs were working in offices. Among other faculties, Faculty of Dentistry had the most staffs (7.4 percent), Faculty of Public Health and Department of Nursing bottomed the list with only 3.2 percent and 3.7 percent, respectively, whereas Faculty of Pharmacy and Faculty of Basic Sciences had nearly the same total number of the staffs (6.8 percent and 6.3 percent, respectively). These faculties had fewer staffs in comparison with Faculty of Medicine and Faculty of Dentistry because they were just newly established some years ago and the number of staffs depended upon the number of students in each faculty as well.

5.2 Job satisfaction of the staff in CTUMP

When analyzing the means of nine facets of job satisfaction, the means of all the facets fell within the moderate satisfaction level with very little difference in their mean scores. The overall job satisfaction of the staff was also at the moderate level. According to Department of Personnel, there were more than 40 staffs quitting the job since its establishment, the staff's job satisfaction in CTUMP was believed to be low. However, it was raised up to the moderate level during the time of this study. The possible reason was that there has been a mutation in CTUMP's School Board of Management: a new Rector was appointed to take the place of the previous Rector some months ago.

Among those facets, nature of work facet topped the list with the mean score at 2.77. This may be from the reason that most of the staffs in CTUMP were doctors, dentists or pharmacists whose jobs are very highly regarded in the society. According to Herzberg et al (1959), nature of work named work itself was a motivation factor which would create satisfaction by fulfilling individuals' needs for meaning and personal growth. In Maslow's need-based theory of motivation (1943, 1970, cited in Ololube, 2006), nature of work was considered as employee's esteem needs. Here the staff's "esteem needs" or their desire for status, recognition, achievement and

confidence was more or less satisfied. The findings were consistent with Dorji's results (2007), but opposing with the views of Person and Chong (1997, cited in Dorji, 2007) since their samples were nurses in Malaysia. They argued that the rapport among co-workers and supervisors was considered more important to attain job satisfaction than nature of work in Asian culture. Co-workers in this study was at the moderate level with $\bar{X} = 2.64$, but placed the second position in the level of job satisfaction. It showed that the staff's affiliation needs defined by Maslow (1943, 1970, cited in Olorube, 2006) was moderately satisfied. The possible reason could be because CTUMP is an educational environment so most of the staff enjoyed more in the relationship with their colleagues. Dorji (2007) concluded in his study that teacher's code of conduct which emphasized much on the relationship among colleagues played a vital role to gain the unified force of the teaching family. The next aspect closer to co-workers was fringe benefits. The result of this facet was just at the moderate level, which was inconsistent with high level of satisfaction with benefits in the study of Robertson and Bean (1997), which indicated that job satisfaction of women faculty members at high and very high levels with autonomy, work, relationship with students, opportunities, work load and benefits. The inconsistency might be of big differences between the living standards of Vietnamese and American.

While mentioning about operating conditions, pay and contingent rewards facets, the staff also expressed at the moderate satisfaction level. This clearly indicated that the staff was not so satisfied with the present operating conditions, pay and contingent rewards situation in CTUMP. The findings were in harmony with Robertson & Bean's research (1997) and Volkwein & Parmly (1998) which showed low levels of job satisfaction with working conditions and pay. This may be explained by the rapid changes in this globalization time, which requires each organization's efforts to keep its foothold. According to Herzberg et al (1959), operating conditions and pay were hygiene factors which were not the source of satisfaction, but might lead to dissatisfaction on the job. Hence, whenever working conditions, pay and contingent rewards are improved, there will create a better environment in which the staff's lives will be more comfortable.

With regard to the rest aspects, promotion aspect bottomed the list of nine facets of job satisfaction and followed by supervision and communication. The staffs in CTUMP felt the least satisfied with those facets in comparison with others at the moderate level. The majority of the executives in CTUMP were not trained to be a university's administrators. Therefore, they were deficient in management skills. Communication facet which was defined as the act or process of sharing information verbally or in writing within CTUMP was also listed at the bottom of satisfaction level. This could be due to the lack of supervisors' management experience and material facilities as well. Also from the open-ended questions, it was found that the staff lacked of information about what happened or what was going on in the university. Thus they suggested School Board of Management to build a clear regulation about communication within the university. The *knowing and understanding needs* which refer to a wanting to learn and organize intellectual relationships were one of basic human needs described by Maslow (1943, 1970, cited in Ololube, 2006). Once a person whose basic needs are not fulfilled of course will not feel satisfied with it.

In conclusion, although all of nine facets and overall job satisfaction of the staff in CTUMP were at the moderate level, there were a few important differences in the rank of nine facets where the staff expressed their least or most satisfied opinions.

5.3 Comparisons on the job satisfaction of the staff in CTUMP – Viet Nam based on personal and organizational factors

Hypothesis 1: Job satisfaction of the staff in CTUMP has statistically significant differences by their age

The findings indicated that the overall job satisfaction of all age groups (20 – 30 years; 31 – 40 years; 41 – 50 years and 51 – 60 years) was found to be at the moderate level. The results also confirmed that the staff's job satisfaction relating to difference in age was statistically significant. When comparing each age group with others, it could be seen that the respondents between 41 and 60 years old felt more satisfied than those between 20 and 40 years old. In other words, the younger staffs were less satisfied than the older ones. Thus the hypothesis one was accepted.

The result was against the research of Siripak (2006) with the reversed finding: the younger the staffs were, the more satisfied they were. However, the finding supported the previous researches of Dorji (2007) and Iacqua et al. (1995, cited in Siripak, 2006) on job satisfaction. They found that younger, less experienced staffs tended to be more dissatisfied with their jobs than older ones. Iacqua et al (1995, cited in Siripak, 2006) explained the increasing job satisfaction with age by two reasons: (1) older staffs having better pay and benefits; and (2) older staffs having more realistic expectations regarding job. The literature, in fact, shows that human beings would have obtained knowledge, skills, actual experience and behavior with the growth of age. Accordingly, it may be easier for old people to have appropriate adjustment in their work. On the contrary, younger ones often expect more and have less experience to settle challenging situations in their lives and work as well. Once their expectations are not fulfilled, they tend to be weary and dissatisfied. Moreover, they seem to have more opportunities for better jobs than older ones.

Hypothesis 2: Job satisfaction of the staff in CTUMP has statistically significant differences by their gender

The result demonstrated that the overall job satisfaction of the staff in CTUMP was at the moderate level for both male and female. Via the result from “t-test” analysis for both groups, it was concluded that there was no statistically significant difference on job satisfaction identified by gender. So the hypothesis two was rejected.

The finding was dissimilar to the results from some of previous studies: Ololube (2006), Ladebo’s (2005, cited in Ololube, 2006), Lynch and Verdin (1983, cited in Ayeni, Popoola & Tella, 2007) and Kremer-Hayon & Goldstein (1990, cited in Dorji, 2007). They found that females had higher satisfaction in their jobs than their male counterparts. However, the finding supported the study carried out by Siripak (2006) about job satisfaction in Mahidol University, Thailand. The reason could be due to the fact that both genders were likely to have equal opportunities in educational settings. In addition, this may be due to the non-discrimination gender policy of the government and the effort of the committee for women development in CTUMP.

Hypothesis 3: Job satisfaction of the staff in CTUMP has statistically significant differences by their marital status

The research findings revealed that overall job satisfaction of the staff in CTUMP was at the moderate level for single/divorced/widowed group and married group. This result indicated that there were no statistically significant differences on job satisfaction based on the staff's marital status. Hence the hypothesis three was rejected.

The result was consistent with Dorji (2007)'s research study, but contradictory with several prior researches: Siripak (2006), Kathrina (2002, cited in Dorji, 2007), Bruce and Blackburn (1992, cited in Siripak, 2006), which found that there was a positive relationship between the level of job satisfaction and marital status. On the other hand, most of single/divorced/widowed staffs had more free time and options to get better jobs, whereas married staffs were not only busy with managing their jobs but also taking care of their families. The result didn't support Cabrita & Perista's findings (2006) that those who were divorced or separated in Italy were the most satisfied with their job. Or single and married groups were less satisfied in their jobs than divorced/widowed ones.

Hypothesis 4: Job satisfaction of the staff in CTUMP has statistically significant differences by their educational level

The findings confirmed that the overall job satisfaction compared by educational level was at the moderate level. The results showed there was no statistically significant difference on job satisfaction with regard to educational level. Then the hypothesis four was rejected.

The finding was not in line with previous studies' conclusions on the effect of educational level on job satisfaction. Siripak (2006) and Dorji (2007) found that level of education more or less affected job satisfaction of the respondents. Both of the researchers presented that the respondents who obtained higher educational level were less satisfied with their jobs. Higher educational level could be considered as the achievement of a person in his/her life. It was found by Herzberg that achievement was a motivator of job satisfaction. Hence their results didn't support Herzberg's Two Factor theory, which stated that people having higher educational level would

enjoy more for the intrinsic values, so tended to have more satisfaction in their jobs. And they explained that it might be due to cultural differences between developed countries and developing ones.

Though the hypothesis four was rejected, it could be recognized a little difference when comparing the effect of each level of education on job satisfaction of the staff in CTUMP. The staffs with Master's degree were the most satisfied ($\bar{X} = 2.57$) and those with Bachelor's degree were the least satisfied ($\bar{X} = 2.53$). The possible reason might be due to the staffs obtaining Master's degree were somewhat mature in age and were worthy human resources in CTUMP's development. They were now in charge of several high positions in school and would attain Doctor's degree in the near future. As the result, they could get more pay, fringe benefits and promotion. While the staffs with Bachelor's degree were young with more expectations, so they felt less satisfied.

Hypothesis 5: Job satisfaction of the staff in CTUMP has statistically significant differences by their year of experience

The research result displayed that the overall job satisfaction of the staff in CTUMP was at the moderate level for all three groups in year of experience. In addition, there was no statistically significant difference on job satisfaction by year of experience. Hence, the hypothesis five was rejected.

This finding supported the research of Hulin and Smith (1965, cited in Dorji, 2007) and John & John (2008) that the seniority in the same job had no any relation with job satisfaction. However, this study's result was different from the findings of Siripak (2006) and Dorji (2007). They both found there was a positive relationship between job satisfaction and year of experience. In addition, Fraser, Draper & Taylor (1998, cited in Dorji, 2007) found that teachers with longer service are overall less satisfied with their job.

Hypothesis 6: Job satisfaction of the staff in CTUMP has statistically significant differences by their present position (rank)

The findings showed that the overall job satisfaction of the staff in CTUMP identified by their present position (rank) was at the moderate level. Though

administrative staffs felt a bit less satisfied than executives and teaching staffs, there was still not statistically significant difference on the overall job satisfaction of the staff in CTUMP pointed out by present position (rank). Thus the hypothesis six was rejected.

The result didn't support the investigation of Oshagbemi (1997) about the effect of rank on job satisfaction of UK academics. He found that rank had a direct, positive and significant effect on the job satisfaction of university teachers. Siripak (2006) and Dorji (2007) also discovered the significant difference between present position (rank) and level of job satisfaction in their studies.

The study finding was inconsistent with Maslow's need theory and the assumption of the researcher that executives might be much more satisfied in their jobs than administrative and teaching staffs because their esteem needs were fulfilled. The reason could be due to about 90 per cent of executives in CTUMP had to do both administrative and teaching works at the same time. The challenging responsibility in managerial and teaching works might put executives themselves in overloaded and stressful situations, which made them have as low satisfaction in their jobs as administrative and teaching staffs.

Hypothesis 7: Job satisfaction of the staff in CTUMP has statistically significant differences by their commitment

The overall job satisfaction of the staff in CTUMP was concluded at the moderate level when analyzed by their commitment. The higher commitment the staff had with CTUMP, the more satisfied they felt in the jobs. As a result, it was found that there were statistically significant differences on job satisfaction with regard to commitment. Hence, the hypothesis seven was accepted.

The result from this study maintained the similarity in previous researches' explorations such as Loui (1995, cited in Brown, 2003), Tang and Liping (1999, cited in Ayeni, Popoola & Tella, 2007), Irving, Coleman & Cooper (1997, cited in Brown, 2003) or Dorji (2007). They all reported that there was a positive relationship existing between job satisfaction and organizational commitment.

When creating a commitment strategy, Amstrong (1999, cited in Ayeni, Popoola & Tella, 2007) asserted that "It is difficult to deny that it is desirable for

management to have defined strategic goals and values. And it is equally desirable from management point of view for employees to behave in a way that support those strategies and values.” He also suggested that creating commitment consisted of communication, education, training program, and initiatives to increase involvement, ownership, the development of performance and reward management systems.

Hypothesis 8: Job satisfaction of the staff in CTUMP has statistically significant differences by their work settings

The research finding concluded that the overall job satisfaction of the staff in CTUMP was at the moderate level for all work settings. Nevertheless, there were a few statistically significant differences when comparing the overall level of job satisfaction among those work settings, for example: the staffs in Department of Nursing and Faculty of Dentistry topped the list in the level of satisfaction, whereas those in Faculty of Public Health bottomed the list. Therefore, the hypothesis eight was accepted.

This result was in line with the assumption of the researcher that the level of job satisfaction of the staff in CTUMP affected by their work settings. It could be due to the current situation of school’s material facilities: no any campuses, no lecturing halls, no medical labs, no recreational facilities, etc... CTUMP has been renting offices, lecturing halls, medical or pharmaceutical labs, meeting halls, sport grounds, etc... around the city for the last six years. As a result, most of the staffs had to move from this office to other places all the time. The staffs in Department of Nursing and Faculty of Dentistry were more settled than other faculties or departments because they worked in their own hired labs, so they didn’t have to move a lot. On the contrary, the staffs in Faculty of Public Health were always on the move as of their work characteristics. One more reason could be considered to explain the effect of work settings on the staff’s job satisfaction was that some faculties might have their own services. For example, Faculty of Dentistry had two dental clinics which were used to teach students and serve the customers. The staffs could practice and earn more thanks to these two clinics, so they might feel more satisfied. The staffs in Faculty of Pharmacy could have extra earnings from vocational training at primary and intermediate pharmacy level.

In conclusion, the hypotheses about the statistically significant differences on the staff's job satisfaction identified by their age, organizational commitment and work settings were accepted with p-value <0.05 ; whereas those based on the staff's gender, marital status, educational level, year of experience and present position (rank) were rejected.



CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The researcher summarized the study findings in this Chapter and presented it into two sections as follows:

6.1 Summary of the research findings

6.2 Recommendations

6.1 Summary of the research findings

The study was about factors affecting job satisfaction of the staff in CTUMP-Viet Nam. Its purposes were to determine the level of overall job satisfaction of the staff in CTUMP and to compare job satisfaction of the staff by their personal and organizational factors. The researcher intended to identify the possible statistically significant differences on job satisfaction by personal factors (age, gender, marital status, educational level, year of experience and rank) and by organizational factors (organizational commitment and work settings). The finding of this study was revealed in recommendations to the concerned authorities in CTUMP to boost up the staff's job satisfaction.

A descriptive survey questionnaire was employed to collect data. The researcher used both descriptive statistics such as percentage, frequency, mean or standard deviation and inferential statistics such as "t-test" and One -Way ANOVA to investigate the potential significant differences on job satisfaction identified by its affecting factors. The studied population was all of the staffs in CTUMP with the sample size of 224. The response rate received was 190 samples (84.8%).

The results of this study were presented as follows:

6.1.1 Personal factors of the sample

More than a half of the respondents were females (53.2%) and between the ages of 31 – 50 years (60%) with correlatively 67.9 % married staffs. The majority of them were holding the qualification of Bachelor's degree (48.4%) with less than 4 years of working experience. There were only 3.7% of the respondents who got the qualification of Doctor's degree. Out of 190 respondents in this study, there were 43 executives (22.6%) who were holding the managing positions and the rest were administrative and teaching staffs.

6.1.2 Overall job satisfaction in CTUMP

The findings showed that the overall job satisfaction of the staff in CTUMP was at the moderate level by using Job Satisfaction Survey questionnaires to measure. Comparing nine facets of job satisfaction described by JSS, it could be found the following results:

1. **Promotion** and **Supervision** facets had the lowest moderate level of satisfaction compared with other aspects with $\bar{X} = 2.39$ and 2.40, respectively.
2. **Nature of work and Co-workers** had the highest level of satisfaction of all nine facets in the moderate range with $\bar{X} = 2.77$ and 2.64, respectively.
3. All of nine facets of job satisfaction had more or less statistically significant differences when compared by personal factors or organizational factors. The facets which had the most significant differences were **Promotion, Contingent Rewards, Operating Conditions** with four statistically significant differences. The facet which had the least significant differences was **Supervision** with only gender factor.

6.1.3 Comparisons of the staff's job satisfaction by their personal factors

The results of this study indicated that overall job satisfaction of the staff in CTUMP was statistically significant difference with regard to their age. On the other hand, age was considered a factor that affected job satisfaction of the staff in CTUMP.

In term of gender, it was pointed out that both male and female staff had the same level of job satisfaction with $\bar{X}=2.54$ (at the moderate level). Thus the overall job satisfaction of the staff in CTUMP was concluded to have no statistically significant difference identified by gender in this study.

When analyzing the effect of marital status on job satisfaction, the results showed that the overall job satisfaction was at the moderate level and there was a statistically significant difference on job satisfaction with regard to marital status. The clearest difference found was that divorced/widowed group of staff was at the satisfied level, whereas single and married groups were at moderate level of satisfaction.

The research finding in the overall job satisfaction identified by educational level was indicated at the moderate level. There was not much difference among the means of all educational level groups. So no statistically significant difference was found on the overall job satisfaction of the staff in CTUMP in term of their educational levels.

In term of differences in year of experience, the results also demonstrated that overall job satisfaction of the staff was at the moderate level. And there was no statistically significant difference on the staff's overall job satisfaction identified by their years of experience.

With regard to present position (rank), the result was inconsistent with the assumption of the researcher that the executives might feel more satisfied in their jobs than the rest staff. It was found that there was no statistically significant difference on job satisfaction by the position (rank) of the staff. The staffs in all positions were found at the same moderate level.

6.1.4 Comparisons of the staff's job satisfaction by their organizational factors

The research findings revealed that overall job satisfaction of the staff in CTUMP had statistically significant differences identified by their commitment level. The higher commitment level they had with CTUMP, the more satisfied they felt in their jobs.

“Work settings” was also concluded to be a factor that affected job satisfaction of the staff in CTUMP based on the research results. The overall job satisfaction of

the staff was statistically significant differences based on their work settings though all work settings were at the moderate level of satisfaction. The levels of the staff's job satisfaction in the faculties or departments which had more services or more settled places of work were found higher than others. It supported the hypothesis.

6.2 Recommendations

6.2.1 Recommendations from the research findings

The research findings showed that the overall job satisfaction of the staff in CTUMP was at the moderate level for all facets of job satisfaction. Therefore, the following suggestions are hoped to help improve the level of job satisfaction in the future:

- The concerned authorities should make surveys on the staff's job satisfaction yearly to have better understandings on their thoughts, aspirations or complaints.
- There should be taken some important concerns about pay, promotion, contingent rewards and operating conditions which had several significant differences with personal and organizational factors.
- From the findings about nine facets of job satisfaction, promotion, supervision and communication were identified to have the least satisfaction with the mean score of 2.39, 2.40 and 2.42, respectively. Hence the concerned authorities should have a democratic regulation on these issues promulgated by and under the agreement and the supervision of the whole staff to improve their level of satisfaction.
- From the findings about work settings, the concerned authorities should have equitable policies and concerns among different faculties, departments or offices to balance the staff's level of satisfaction.

- Though gender was not found to be a factor affecting the staff's job satisfaction in CTUMP, there should continue a fair policy on the chance of both sexes in the university's important affairs.
- There were a lot of suggestions from the staff which were concerned with supervision in the university (specified in the section 4.4, Chapter 4). The concerned authorities should have a remarkable reform in their management in order to offer more satisfaction for the staff.

6.2.2 Recommendations for further studies

- This was only a survey quantitative research, so a future qualitative study with in-depth interviews should be carried out to gain deeper understandings about job satisfaction of the staff.
 - There should have a study about the impact of the staff's job satisfaction on teaching quality in the university.
 - This study applied JSS developed by an American professor as the main instrument to measure job satisfaction of the staff in CTUMP-Viet Nam, thus there were more or less differences in the Western and Eastern cultures. It is necessary to develop an instrument to measure job satisfaction of the employees for Eastern cultures in general and Vietnamese culture in particular.
 - The research finding presented that organizational commitment was a factor affecting job satisfaction of the staff in CTUMP. Hence in order to test whether job satisfaction affects the staff's commitment, there should have a study in which job satisfaction is an independent variable and commitment is a dependent variable.
 - It will be interesting to conduct a research on the relationship between the staff's job satisfaction and the students' achievement.
 - The Vietnamese researchers should have a rigorous consideration on the possible difficulties they may meet when choosing a sensitive issue to be their topic. If the researchers strongly believe to be able to overcome these difficulties, the research can be done. If not, choose another topic.

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THE SOCIALIST REPUBLIC OF VIET NAM

Independence – Liberty – Happiness

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APPLICATION FOR DATA COLLECTION PROCESS

Respectfully to: **The School Board of Management**
Can Tho University of Medicine and Pharmacy

My full name is Phan Thi Luyen – an official of Department of Student’s Affairs.
I am presently pursuing Master of Education in Educational Management at Mahidol University, Nakhon Pathom, Thailand.

With the support and approval of the advisory committee at Department of Education, Faculty of Social Sciences and Humanities, Mahidol University, Thailand, I have defended successfully my thesis proposal about **“FACTORS AFFECTING JOB SATISFACTION OF THE STAFF IN CAN THO UNIVERSITY OF MEDICINE AND PHARMACY – VIET NAM”**.

I write this application to present my questionnaire and ask for your approval to collect data from all the staff (basing on the content of the questionnaire) within our university. I commit myself to respect our staff’s confidentiality and not to influence on daily activities in school.

I am very hopeful and looking forward to your approval so that I can finish collecting data in time and coming back Mahidol University again to continue my thesis’s progress.

Thank you very much.

Yours faithfully,



Phan Thi Luyen

SCHOOL BOARD OF MANAGEMENT



PHẠM VĂN LINH

RESEARCH QUESTIONNAIRE

PART A

Personal Factors

- Please fill in the following personal information in the space provided:

1. Age: _____ years.

2. Gender:

Male:

Female:

3. Marital Status:

Single:

Married:

Divorced:

Widowed:

4. Educational Level:

Under High school level (under Grade 12th):

Under Bachelor's degree (Diploma, training or vocational certificate, etc...):

Bachelor's degree:

Master's degree:

Doctor's degree:

5. Year of experience in CTUMP: _____ year(s).

6. Present position in CTUMP:

Rector/ Deputy Rectors:

Head/ Deputy Heads of Faculties/ Centers/ Departments:

Head/ Deputy Head of Sections under Faculty:

Leader or Standing Member of Communist Party Committee or

Unions:

Office/ Administrative Staff:

Teaching Staff (Lecturers, Technicians, Teaching Assistant Staff):

PART B
Organizational Factors

B. 1 Organizational Commitment:

Please indicate the degree of your agreement or disagreement with each statement by ticking a number from 1 to 4 using the scale below:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

B.1.1 Affective Commitment Scale: Please tick ✓ in the number you choose:

No	Statements	1	2	3	4
1	I would be very happy to spend the rest of my career with this organization.				
2	I really feel as if this organization's problems are my own.				
3	I do not feel a strong sense of "belonging" to my organization. ®				

4	I do not feel “emotionally attached” to this organization. ®				
5	I do not feel like “part of the family” at my organization. ®				
6	This organization has a great deal of personal meaning to me.				

B.1.2 Normative Commitment Scale: *Please tick √ in the number you choose:*

No	Statements	1	2	3	4
1	I do not feel any obligation to remain with my current employer. ®				
2	Even if it were to my advantage, I do not feel it would be right to leave my organization now.				
3	I would feel guilty if I left my organization now.				
4	This organization deserves my loyalty.				
5	I would not leave my organization right now because I have a sense of obligation to the people in it.				
6	I owe a great deal to my organization.				

B.2 Work settings: “In which faculty or department do you work at present?”

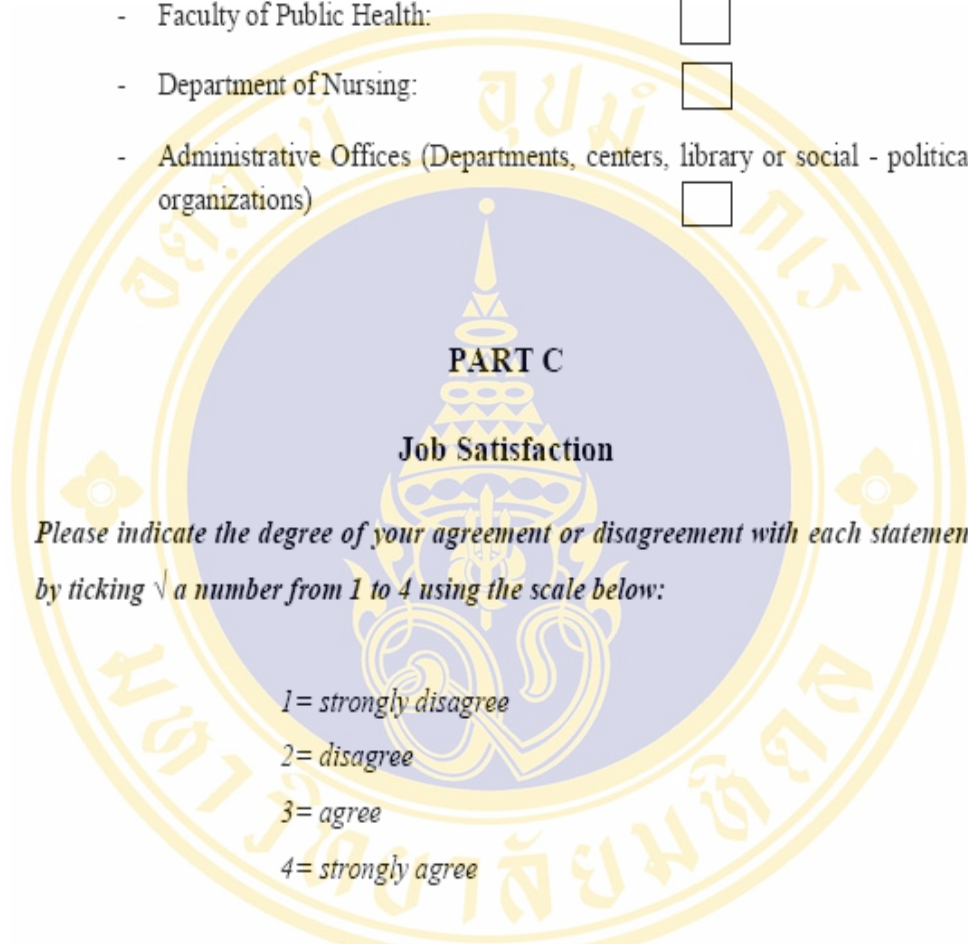
** Please tick √ in the box provided:*

- Faculty of Medicine:

+ Hospitals:

+ Basic medical subjects at school:

- Faculty of Dentistry:
- Faculty of Pharmacy:
- Faculty of Basic Sciences:
- Faculty of Public Health:
- Department of Nursing:
- Administrative Offices (Departments, centers, library or social - political organizations)



PART C

Job Satisfaction

Please indicate the degree of your agreement or disagreement with each statement by ticking ✓ a number from 1 to 4 using the scale below:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

No	Statements	1	2	3	4
1	I feel I am being paid a fair amount for the work I do.				
2	There is really too little chance for promotion on my job.				
3	My supervisor is quite competent in doing his/her job.				
4	I am not satisfied with the benefits I receive.				
5	When I do a good job, I receive the recognition for it that I should receive.				

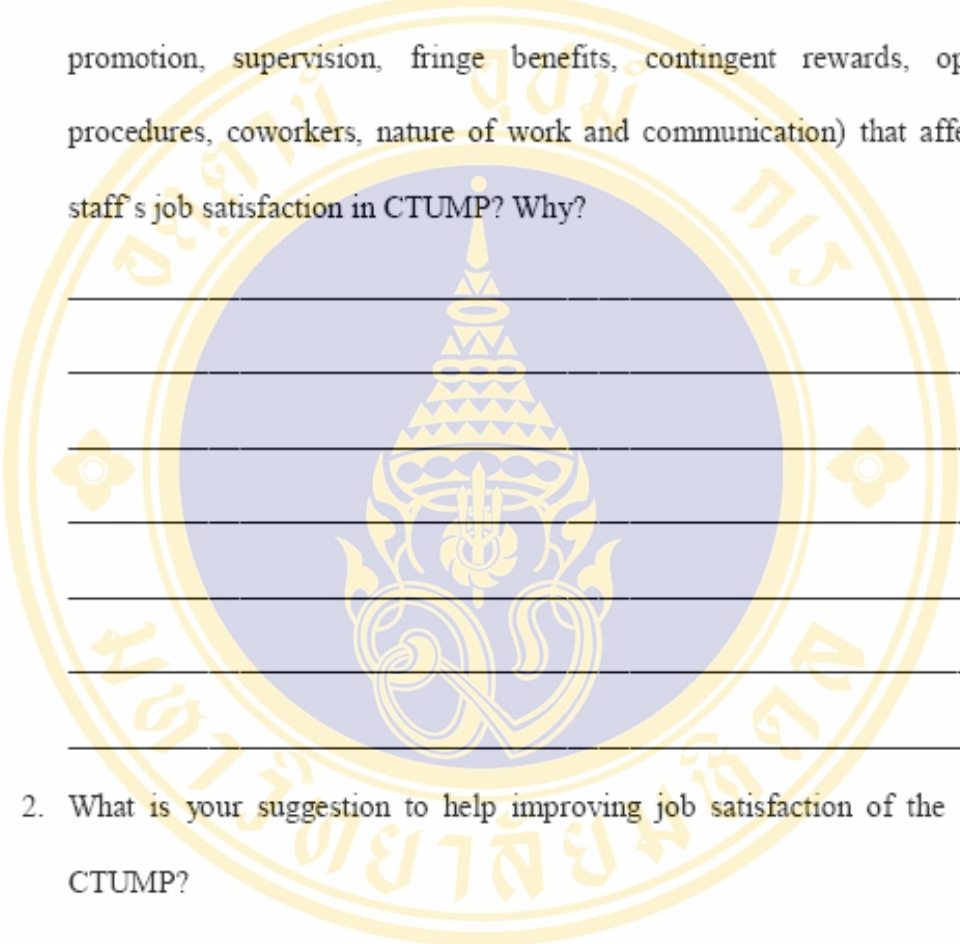
6	Many of our rules and procedures make doing a good job difficult.				
7	I like the people I work with.				
8	I sometimes feel my job is meaningless.				
9	Communications seem good within this organization.				
10	Raises are too few and far between.				
11	Those who do well on the job stand a fair chance of being promoted.				
12	My supervisor is unfair to me.				
13	The benefits we receive are as good as most other organization offer.				
14	I do not feel that the work I do is appreciated.				
15	My efforts to do a good job are seldom blocked by red tape.				
16	I find I have to work harder at my job because of the incompetence of people I work with.				
17	I like doing the things I do at work.				
18	The goals of this organization are not clear to me.				
19	I feel unappreciated by the organization when I think about what they pay me.				
20	People get ahead as fast here as they do in other places.				
21	My supervisor shows little interest in the feelings of subordinates.				

22	The benefits package we have is equitable.				
23	There are few rewards for those who work here.				
24	I have too much to do at work.				
25	I enjoy my coworkers.				
26	I often feel that I do not know what is going on with the organization.				
27	I feel a sense of pride in doing my job.				
28	I feel satisfied with my chances for salary increases.				
29	There are benefits we do not have which we should have.				
30	I like my supervisor.				
31	I have too much paperwork.				
32	I don't feel my efforts are rewarded the way they should be.				
33	I am satisfied with my chances for promotion.				
34	There is too much bickering and fighting at work.				
35	My job is enjoyable.				
36	Work assignments are not fully explained.				

PART D

Opinions and Suggestions

1. In your opinion, what is the most important factor among nine facets (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work and communication) that affects the staff's job satisfaction in CTUMP? Why?



2. What is your suggestion to help improving job satisfaction of the staff in CTUMP?

Thank you very much for your kind cooperation!

BẢNG CÂU HỎI

PHẦN A

Thông tin cá nhân

Quý Thầy Cô vui lòng điền hoặc đánh dấu X vào chỗ trống hoặc ô trống tương ứng dưới đây:

1. Tuổi: _____ tuổi.

2. Giới tính:

Nam:

Nữ:

3. Tình trạng hôn nhân:

Độc thân:

Đã kết hôn:

Ly dị:

Góa:

4. Trình độ học vấn:

Thấp hơn lớp 12:

Thấp hơn Cử nhân (chứng chỉ nghề, đào tạo ngắn hạn,...):

Cử nhân:

Thạc sỹ:

Tiến sỹ:

5. Số năm làm việc ở ĐHYDCT: _____ năm.

6. Chức vụ hiện tại ở ĐHYDCT:

Hiệu Trưởng/ Phó Hiệu Trưởng: Trưởng/ Phó Khoa, Phòng Ban, Giám Đốc/ PGĐ Trung Tâm: Trưởng/ Phó Bộ Môn trực thuộc Khoa: Bí Thư/ PBT/ TV Đảng Ủy hoặc Chủ Tịch/ PCT/ UVTV Công Đoàn: Nhân viên hành chính/văn phòng/tạp vụ/bảo vệ/tài xế: Cán bộ giảng (Giảng viên, kỹ thuật viên, cán bộ trợ giảng): **PHẦN B****Cơ quan****B.1 Sự tận tâm với cơ quan:**

Quý Thầy Cô vui lòng cho biết mức độ đồng ý hay không đồng ý với các câu hỏi dưới đây bằng cách đánh dấu X vào các Ô số từ 1 đến 4:

1= Hoàn toàn không đồng ý

2= Không đồng ý

3= Đồng ý

4= Hoàn toàn đồng ý

B.1.1 Đo lường mức độ tận tâm về mặt tình cảm:

TT	Câu hỏi	1	2	3	4
1	Tôi rất vui khi được làm việc ở cơ quan cho đến lúc nghỉ hưu.				
2	Tôi thật sự cảm thấy những vấn đề của cơ quan cũng như là của chính bản thân tôi.				
3	Tôi thật sự không cảm thấy mình thuộc về cơ quan này.®				

4	Tôi không cảm thấy mình có tình cảm gắn bó với cơ quan. ®				
5	Tôi không cảm thấy mình là thành viên của gia đình ĐHYDCT. ®				
6	ĐHYDCT có nhiều ý nghĩa cá nhân đối với tôi.				

B.1.2 Đo lường mức độ tận tâm về mặt nghĩa vụ:

TT	Câu hỏi	1	2	3	4
1	Tôi không hề cảm thấy mình bị ràng buộc phải làm việc với ĐHYDCT.®				
2	Tôi không cảm thấy việc xin nghỉ ở ĐHYDCT vào lúc này là đúng cho dù điều đó là vì lợi ích của tôi.				
3	Tôi cảm thấy bị dằn vặt nếu bây giờ tôi xin nghỉ làm tại ĐHYDCT.				
4	ĐHYDCT xứng đáng với sự trung thành của tôi.				
5	Bây giờ tôi sẽ không rời khỏi ĐHYDCT bởi vì tôi thấy mình phải có trách nhiệm đối với những đồng nghiệp trong cơ quan.				
6	Tôi biết ơn ĐHYDCT rất nhiều.				

B.2 Môi trường làm việc: Xin Quý Thầy Cô cho biết hiện tại Quý Thầy Cô đang làm ở bộ phận nào?

** Vui lòng đánh dấu X vào ô bên cạnh tương ứng:*

- Khoa Y:

+ Ở bệnh viện:

+ Các môn y cơ sở tại Trường:

- Khoa Răng Hàm Mặt:
- Khoa Dược:
- Khoa Khoa học cơ bản:
- Khoa Y tế Công Cộng:
- Bộ môn Điều dưỡng:
- Khối văn phòng (Các phòng ban, các trung tâm, thư viện, tổ chức chính trị - xã hội)

PHẦN C

Mức độ hài lòng trong công việc

Quý Thầy Cô vui lòng cho biết mức độ đồng ý hay không đồng ý với các câu hỏi dưới đây bằng cách đánh dấu X vào các Ô số từ 1 đến 4 tương ứng:

1= Hoàn toàn không đồng ý

2= Không đồng ý

3= Đồng ý

4= Hoàn toàn đồng ý

TT	Câu hỏi	1	2	3	4
1	Tôi cảm thấy tôi được trả công xứng đáng cho công việc của mình.				
2	Thật sự là có quá ít cơ hội thăng tiến trong công việc của tôi.				
3	Xếp của tôi rất có năng lực trong công việc.				
4	Tôi không cảm thấy hài lòng với những khoản phúc lợi mà tôi nhận được.				
5	Khi tôi làm một việc tốt, tôi đã được thừa nhận về công việc đó mà tôi nên hưởng.				

6	Nhiều nội quy và thủ tục của cơ quan khiến công việc trở nên phức tạp hơn.				
7	Tôi thích những người làm việc cùng tôi.				
8	Đôi khi tôi cảm thấy công việc của mình thật vô vị.				
9	Việc truyền đạt thông tin trong nội bộ cơ quan khá tốt.				
10	Việc tăng lương thì chậm và mức tăng quá ít.				
11	Những người có năng lực tốt trong công việc đều có cơ hội thăng tiến như nhau.				
12	Xếp của tôi đối xử không công bằng đối với tôi.				
13	Những phúc lợi mà chúng ta nhận được cũng khá tốt như ở hầu hết các cơ quan khác.				
14	Tôi không cảm thấy rằng công việc tôi đang làm được đánh giá cao.				
15	Những nỗ lực của tôi để làm tốt công việc đôi khi gặp trở ngại do thói quan liêu (hành chính).				
16	Tôi cho rằng mình phải làm việc cật lực hơn bởi vì những đồng nghiệp của tôi không có đủ năng lực.				
17	Tôi thích những công việc mà tôi đang làm tại cơ quan.				
18	Những mục tiêu của cơ quan thì không rõ ràng đối với tôi.				
19	Tôi cảm thấy không được cơ quan đánh giá cao khi nghĩ đến khoản tiền lương mà tôi nhận được.				
20	Ở cơ quan này mọi người thăng tiến cũng nhanh như khi họ làm việc ở những cơ quan khác.				

21	Xếp của tôi không quan tâm lắm đến những suy nghĩ, tâm tư nguyện vọng của nhân viên.				
22	Những phúc lợi mà chúng ta nhận được là hợp lý.				
23	Có quá ít sự khen thưởng khích lệ cho những người làm việc trong cơ quan.				
24	Tôi có quá nhiều việc để làm ở cơ quan.				
25	Tôi thích những người đồng nghiệp của tôi.				
26	Tôi thường cảm thấy mình không biết những gì đang diễn ra trong cơ quan.				
27	Tôi cảm thấy tự hào khi làm công việc của mình.				
28	Tôi cảm thấy hài lòng với cơ hội tăng lương của mình.				
29	Chúng ta không có những phúc lợi mà đáng lẽ chúng ta cần phải có.				
30	Tôi thích Xếp của tôi.				
31	Tôi phải làm quá nhiều công việc hành chính giấy tờ.				
32	Tôi không cảm thấy những nỗ lực của tôi được khen thưởng theo cách mà tôi đáng được hưởng.				
33	Tôi hài lòng với cơ hội thăng tiến dành cho tôi.				
34	Có quá nhiều chuyện tranh cãi và xích mích ở cơ quan.				
35	Công việc của tôi thì thú vị.				
36	Những công việc phân công thì không được giải thích một cách rõ ràng, đầy đủ.				

PHẦN D

Ý kiến và đề xuất

1. Theo Quý Thầy Cô, yếu tố nào là quan trọng nhất trong số chín yếu tố (tiền lương, sự thăng tiến, người quản lý, phúc lợi ngoài lương, khen thưởng đột xuất, quy chế cơ quan, đồng nghiệp, bản chất công việc và vấn đề thông tin nội bộ) ảnh hưởng đến mức độ hài lòng trong công việc của cán bộ CNV Trường ĐHYDCT? Tại sao?

2. Quý Thầy Cô có đề xuất gì nhằm cải thiện mức độ hài lòng trong công việc cho cán bộ CNV Trường ĐHYDCT?

Xin chân thành cảm ơn Quý Thầy Cô đã dành thời gian

trả lời bảng câu hỏi trên!

BIOGRAPHY

NAME	Phan Thi Luyen
DATE OF BIRTH	25 August 1977
PLACE OF BIRTH	Ha Tinh province, Vietnam
INSTITUTIONS ATTENDED	Can Tho University, Vietnam Bachelor of Science in English pedagogy (1995 – 1999) Ho Chi Minh University of Law, Vietnam Bachelor of Arts in Law (1999-2003) Mahidol University, Thailand Master of Education in Educational Management (2007-2009)
SCHOLARSHIP	TICA, Royal Thai Government.
HOME ADDRESS	91/5 August revolution street, An Thoi ward, Binh Thuy district, Can Tho city Vietnam. Email: ptluyen1977@hotmail.com