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Job satisfaction of lecturers teaching entrepreneurship at Nguyen Tat Thanh University in Ho Chi Minh City

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Abstract

The article studies satisfaction from the perspective of lecturers in courses related to entrepreneurship or starting a business of Vietnamese universities in Ho Chi Minh City. HCM. The satisfaction of lecturers will affect the quality of teaching and thereby the ability of students to start a business after graduation or even when they are still in the school's chair.

Keywords: satisfaction of lecturers, teaching entrepreneurship, Vietnamese universities

1. Introduction

1.1 Urgency of the topic

In the context of innovation of higher education in Vietnam in general and Nguyen Tat Thanh University in particular, the implementation of the topic is really necessary, this is reflected in the following aspects: a) Information about Instructor satisfaction is recognized as one of the bases for improving the quality and value of educational activities in universities around the world.

b) Studies on lecturer satisfaction in Vietnamese universities so far have not reached consensus on methods of implementation, analysis and use of results in teaching quality management. university education. This raises the need for further research in this area.

c) The inevitable need of Nguyen Tat Thanh University in assessing "faculty satisfaction" about higher education activities.

In the period from now to 2035, the set goal of Nguyen Tat Thanh University is " Nguyen Tat Thanh University to become a multidisciplinary, multi-disciplinary applied university with high integration, training human resources associated with with domestic and foreign needs, meet the industrial revolution 4.0, meet regional and international standards" to achieve these achievements, it is necessary to "assess the satisfaction and satisfaction of customers (lecturers) and use it as a necessary basis for innovation and continuous quality improvement". This is one of the important reasons promoting the research and implementation of the topic.

1.2. Research purpose of the topic

- Analyze the evaluation of the quality, value and satisfaction of lecturers of the Faculty of Business Administration about the university's higher education activities.
 - Quantitative measurement and testing of hypotheses about the relationship between teacher satisfaction with quality components and perceived value;
 - Propose recommendations related to the quality and value of higher education in order to ensure and maintain long-term faculty satisfaction.
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1.3. Object and scope of research

- The object of the research is issues related to the quality, value and satisfaction of lecturers in higher education activities.
- The scope of the study is the lecturers of the Faculty of Business Administration who are teaching at Nguyen Tat Thanh University in the period from September 5 to October 10, 2022.

1.4. Research Methodology

- Qualitative research through group discussion activities, in order to build a scale and support the analysis in the topic.
- Quantitative research is carried out based on information collected from survey forms.
- Research tools include "group discussion outline", "faculty survey form"

1.5. Scientific and practical significance of the topic

- Scientific significance: the topic has certain scientific contributions, expressed through a new approach to quality scales and research models.
- Practical significance, necessary research results for the management, as well as the implementation of the strategic goals of the University.

2. Theoretical and practical basis of the topic

2.1. Service and Customer Satisfaction

2.1.1. The concept and characteristics of the service

2.1.1.1. Concept

Service is the result of a process that transforms inputs into required outputs for the customer. That process includes behind-the-scenes (inside) and front-end activities, where the customer and the service provider interact with each other to satisfy the customer's needs in the way the customer wants, and ultimately creating value for customers.

2.1.1.2. Features of the service

Services have four characteristics: (1) Intangibility; (2) Inseparability (between production and consumption); (3) Heterogeneity (or non-standardization); (4) Non-permanent (also called non-storable). With these characteristics, to be successful in service delivery, appropriate management solutions are required.

2.1.1.3. Impact of technology on service characteristics

With the support of technology, service delivery becomes more uniform, accurate, standardized and flexible. Technology is being seen as an important solution to satisfy more and more customer needs and increase the competitiveness of the organization.

2.1.2. Customer satisfaction

2.1.2.1. The importance and concept of satisfaction

Satisfaction will influence customer behavior, it increases the probability of next purchase, sets the stage for loyalty and affects word of mouth of customers to others. Satisfaction is a form of emotion or attitude, formed on the basis of customers comparing and evaluating what they expect with what they receive from the organization and from specific products and services. It is the psychological state that occurs during and/or after consumption.

2.1.2.2. Factors affecting customer satisfaction

All studies show that "customer satisfaction" is a dependent variable of 3 main components: "customer expectations", "perceived quality" and "perceived value".

2.1.3. Customer Expectations

Expectations are understood as what a potential buyer thinks or feels, needs, wants, and ideas that form in a customer's mind about a product or service before consuming it. Use it. Expectations are seen as the "standard" of customers when evaluating an organization's products and services in terms of quality and value.

2.1.4. Service quality, perceived quality and measurement

1.1.4.1. The concept of service quality and perceived quality

Researchers and administrators support the view of service quality from the customer's perspective. For customers, "service quality is a comparative perception between their expectations of a service and what they receive from the service provided".

Service quality is objective, each customer will have different perceptions, so it is also called "perceived quality".

2.1.4.2. Measuring perceived quality

Essentially, the measurement of service quality needs to be based on the gap between "customers' expectations of quality" and "their perception of the level of quality performed". However, some researchers have demonstrated that it is possible to measure directly through "perceived quality" (also known as performance measurement – or service performance). This argument is the basis of the "measure only performance" model widely used today

2.1.4.3. Service quality scale

Depending on the type of service, the construction of the scale may vary. However, the service quality scale tends to focus on two main groups of factors:

(1) Referring to the quality of the basic attributes of the service, it is the factor that meets the main needs of the customer, it answers the question what does the customer get from that service?

(2) Referring to the quality of the factors related to the interaction process to receive the service between the customer and the provider, it answers the question how does the customer receive the service?

2.1.5. Customer value, perceived value and measurement

1.1.5.1. The concept of customer value and perceived value

Similar to quality, "value" is also considered from the customer's point of view. "Customer value" is formed on the basis of comparing what customers expect, with what customers receive, in relation to situational factors and what customers have to give up. out in the consumption of that service. Value is the customer's subjective perception and is also known as "perceived value".

2.1.5.2. Measuring customer value

Measuring customer value is basically done through a comparison between "what the customer spends" and "what they expect" with "what they get". However, studies also show a direct method of measuring value through "perceived value" without comparing expectations and costs.

2.1.5.3. Customer value scale

Compared with quality, the scale of perceived value has a higher consistency. Some of the commonly used components to measure guest value in studies are:

- (1) Functional value;
- (2) Economic value;
- (3) The value of convenience;
- (4) Social values;
- (5) Emotional value;
- (6) Conditional value;
- (7) Cognitive value.

2.2. Higher education and faculty satisfaction

2.2.1. Some issues about higher education

2.2.1.1. University performance, stakeholders and quality models

The main activities of a university include: "research, education and social service".

These activities support and interact with each other in satisfying stakeholders. The quality model in the university is a close connection between the mission, goals and objectives with plans, policies, management activities and resources towards the satisfaction of stakeholders.

2.2.1.2. The concept, functions and goals of higher education a. Concept

Education is the impact that changes people's perception and behavior. Higher education is considered a continuation of general education, aiming to develop a comprehensive human being both in terms of knowledge, expertise, ideology and morality.

b. Functions of higher education

In order to train the whole person, the function of education is quite broad, including:

- (1) Training function;
- (2) Cultural function;
- (3) Thought function;
- (4) Function development;
- (5) Purpose function.

c. Objectives and methods of higher education

The objective of higher education is "To train learners with political and moral qualities, with a sense of service to the people, with knowledge and professional practice capacity commensurate with the training level, and have the ability to serve the people. health, meeting the requirements of national construction and defense".

In order to achieve the goal, higher education activities must emphasize the assurance of a certain condition in terms of facilities, equipment, and capacity for students to achieve their goals and acquire knowledge.

2.2.1.3. Special features of higher education services

Higher education is a special type of service with a high time and high level of interaction between providers and customers, and an integrated service of many different activities. In the study, the satisfaction of lecturers needs to focus on this characteristic.

2.2.2. Research on teacher satisfaction

2.2.2.1. Methods, content and principles in studying lecturer satisfaction through survey

In the method of surveying the satisfaction of teachers, the

design of the questionnaire usually includes two contents: "the importance of each factor related to the teaching process" and "the satisfaction of the lecturers about the teaching process". those factors".

In terms of content, it usually covers a fairly wide range of topics related to lecturers. In processing and using the results, it must be derived from the research objectives, but statistical description is a mandatory requirement. Some studies conducted model building, factor analysis and regression to summarize data and evaluate the influence of each factor on the satisfaction of lecturers.

2.2.2.2. Model for measuring teacher satisfaction

Studies on lecturer satisfaction have mentioned many influencing factors, of which two important groups of factors have emerged: the quality and value of higher education services provided by the school. Therefore, the satisfaction measurement model is built with two components: "perceived quality" and "perceived value".

2.2.2.3. Measuring the perceived quality of lecturers about higher education

The quality scale of students' perception of higher education services is quite diverse. There are 3 main trends:

- (1) Using the same scale as other common services, most commonly SERVQUAL (same or adjusted);
- (2) Developing a new scale but still on the basis of SERVQUAL, typically the model "measure only performance in higher education" (HeDPERF);
- (3) The scale is designed according to the school's activities related to teaching at the university (teaching and learning activities; supporting factors; environment; teaching service; life support lecturers).

2.2.2.4. Scale of students' perceived value of higher education

Basically, there is not much difference in the approach to customer value problem in the field of higher education. Studies on the "perceived value" of lecturers for university teaching often focus on five main types of values: functional, social, knowledge, emotional and economic values.

In the study, only three components are most used in the research: functional, social and knowledge values.

2.2.2.5. Measuring the satisfaction of lecturers about teaching at universities learn

The satisfaction of lecturers about higher education is influenced by the perceived quality and perceived value of education-related activities at the university, so the satisfaction scale often focuses on the following factors: factors involved in this process (students, staff, programs, training processes, IT operations, infrastructure, social value, knowledge value, functional value)

3. Research Methods

The research was conducted in two steps: qualitative research and quantitative research. Qualitative research was carried out through group discussion method.

Group 1 (lecturer group) consists of lecturers who are teaching at the Faculty of Business Administration, Nguyen Tat Thanh University.

Group 2 (second-year and final-year students) includes students who are studying in their second and final years at the Faculty of Business Administration at Nguyen Tat Thanh

University.

The group discussion aims to recalibrate the scales so that they are easy to understand and suitable with the characteristics of Nguyen Tat Thanh University. Contributions are noted, combined with the original objective and theoretical basis to build a questionnaire for the research topic.

The questionnaire was built based on the results of the group interview analysis and the research results of some authors related to the satisfaction of lecturers.

The survey questionnaire consists of three parts:

- (i) Introduction;
- (ii) official statements regarding the satisfaction of lecturers of the Faculty of Business Administration with the quality of study at Nguyen Tat Thanh University. All scales are 5-point Likert scale with 1 (Very Dissatisfied) to 5 (Very Satisfied).
- (iii) Questions about the characteristics of the respondents. The survey subjects of this study are lecturers working at the Faculty of Business Administration, Nguyen Tat Thanh University.

3.1. Qualitative research methods:

Primary data used in the study was collected on the basis of convenient sampling from 174 lecturers working at the university. Preliminary research results using qualitative method are carried out through group discussion method. Consult with 5 experts with experience in teaching in particular and in higher education in general and a discussion group consisting of 30 lecturers from the Faculty of Business Administration at Nguyen Tat Thanh University.

3.2. Quantitative research methods

The formal research phase is carried out through the data collection method through the use of a survey questionnaire. This research step aims to evaluate the scales, the relationships between factors, measure customer satisfaction for each related factor, predict the influence of the factors in the model.

The survey questionnaire consists of 6 components with 30

3.3. General analysis of the survey sample

Table 1: Characteristics of respondents through the survey sample (2021)

Targets	Characteristic	Quantity (N=174)	Ratio (%)
Year old	22 – 24	8	4.6
	25 - 34	66	37.9
	35 - 44	55	31.6
	45 - 54	29	16.7
	Above 54	16	9.2
Sex	Male	92	52.9
	Female	82	47.1
Experience	Less than 5 years	34	19.5
	5 - 10 years	93	53.4
	Over 10 years	47	27.0

3.3.1. Level of satisfaction of lecturers with the nature of the work: (Including issues related to the challenges of the

observed variables and satisfaction factor with 4 observed variables. The observed sample in this study was selected according to the convenience (non-probability) method. Instructor information is obtained from survey data in 2022, collected through meetings and exchanges.

The observed sample size is determined according to the study of Hair et al. (2006) for the discovery factor (EFA), the minimum number of samples is guaranteed according to the formula $n \geq 5 * x$ (n is the sample size, x is the total number of observed variables).

The official research questionnaire includes 30 observed variables for service quality and 4 observed variables for customer satisfaction, so the minimum sample size is: $n \geq 5 * 34 = 170$ observations. To ensure a valid number of observations for the collection of over 170 observations and to ensure a high representativeness of the study, the author collected 200 observations.

The collected survey questionnaires are checked, screened and unsatisfactory ones are eliminated. From 200 observations sent, 200 observations were recovered, there were 26 invalid votes, 174 observations were coded, entered, data cleaned and processed by SPSS 16.0 software.

Implementation steps

Step 1: Test the scale with the proposed theory and use descriptive statistics with indicators such as mean, frequency.

Step 2: Evaluate the reliability of the data used in the scale, using Cronbach's alpha analysis method to eliminate inappropriate variables.

Step 3: Exploratory Factor Analysis (EFA) is used to reduce a set of many interdependent observed variables into a more meaningful set of variables (called factors).

Step 4: Correlation analysis, linear regression analysis to determine the relationship between groups of factors affecting the satisfaction of lecturers of the Faculty of Business Administration, Nguyen Tat Thanh University, with satisfaction of the lecturer, the author builds the model:

$$HL = \beta_0 + \beta_1 TC + \beta_2 DU + \beta_3 NLPV + \beta_4 HH + \beta_5 SCT$$

job, the suitability of personal capacity and comfort in the work).

Table 2: Instructor's assessment of the Job Nature Factor (2021)

Observed variables	Number of Observations	The average value	Standard deviation	Level
The job allows teachers to make good use of their personal abilities	174	3.72	0.77	Satisfied
Very interesting work	174	3.71	0.76	Satisfied
The job has many challenges	174	3.71	0.80	Satisfied
The work you are doing is in line with your profession	174	4.06	0.74	Satisfied
Work needs your own creativity	174	3.88	0.75	Satisfied

3.3.2. Level of satisfaction of lecturers with remuneration and allowances: (Relating to fairness in paying staff salaries and commensurate with their positions, work results; welfare

issues good benefits in addition to salary and reward policies that are reasonable, timely, fair and commensurate with work results).

Table 3: Instructor's assessment of the Factor of Salary, Bonus and Allowance

Observed variables	Number of observations	The average value	Standard deviation	Level
Teachers are well-paid	174	3.34	0.81	Medium
Teachers can live entirely on income from school	174	2.96	0.99	Medium
Salary commensurate with work results	174	3.24	0.93	Medium
Wages and incomes are paid fairly	174	3.40	0.92	Medium
Clear and transparent salary and benefit policy	174	3.79	0.81	Satisfied

3.3.3. Level of satisfaction of lecturers with relation with colleagues: (These are feelings related to behaviors,

relationships with colleagues at work at work, coordination and helping each other at work. with the colleagues).

Table 4: Teacher's assessment of the Factor of Relationship with Colleagues

Observed variables	Number of observations	The average value	Standard deviation	Level
Teacher's colleagues are comfortable and pleasant	174	3.82	0.83	Satisfied
Teachers and colleagues work well together	174	3.74	0.82	Satisfied
The people you work with are very friendly	174	3.71	0.79	Satisfied
The people you work with often help each other	174	3.77	0.81	Satisfied
When working with colleagues professional level is enhanced	174	3.83	0.75	Satisfied

3.3.4. The level of lecturers' satisfaction with the interest of leadership: (issues related to the relationship between

superiors and subordinates such as leadership support, leadership style, management ability of leader).

Table 5: Instructor's assessment of the Leadership Interest Factor

Observed variables	Number of observations	The average value	Standard deviation	Level
The superiors always pay attention to the teacher	174	3.69	0.79	Satisfied
You receive the leadership's listening to your personal views	174	3.56	0.88	Satisfied
Leaders are polite and gentle	174	3.83	0.84	Satisfied
Teachers are treated fairly and without discrimination by leaders	174	3.67	0.91	Satisfied
Leaders always appreciate the capacity of teachers	174	3.79	0.85	Satisfied

3.3.5. Level of satisfaction of lecturers with training and promotion opportunities: (Issues related to the perception

of lecturers with training opportunities, self-development, and promotion opportunities in the school).

Table 6: Evaluation of trainers on the Factor of Training and Promotion Opportunities

Observed variables	Number of observations	The average value	Standard deviation	Level
Teachers have many opportunities for advancement	174	3.53	0.87	Satisfied
The school regularly trains and trains teachers on the job	174	3.60	0.78	Satisfied
Fair school promotion policy	174	3.59	0.81	Satisfied
The school provides teachers with many opportunities for personal development	174	3.52	0.81	Satisfied
Teachers are trained for work and professional development	174	3.65	0.81	Satisfied

3.3.6. Level of satisfaction of lecturers with the working environment and conditions: (Is the issues related to employees' perception of workplace safety and hygiene:

office, desk, chair, room, etc.) Meetings, medical rooms must ensure hygiene; machinery and equipment to support the work ...).

Table 7: Instructor's assessment of Environmental Factors and working conditions

Observed variables	Number of observations	The average value	Standard deviation	Level
Teachers are not under too high work pressure	174	3.26	0.92	Medium
The workplace is very hygienic, clean and spacious	174	3.33	0.79	Medium
You don't have to worry about losing your job	174	3.67	0.80	Satisfied
Advanced tools for work on the market	174	3.44	0.80	Satisfied
The school ensures good conditions for safety and labor protection	174	3.59	0.84	Satisfied

4. Research Results

4.1. Sample Descriptive Statistics

The author collected 174 answer sheets. All receipts are valid, reaching 100%. Thereby, the average age of public

employees is 25-44 years old, the proportion of public employees aged 25-44 years old accounts for 69.5%. The characteristics of the study sample are presented in Table 1.

Table 8: Basic characteristics of respondents through the survey sample

Targets	Characteristic	Quantity (N=174)	Ratio (%)
Year old	22 – 24	8	4.6
	25 - 34	66	37.9
	35 - 44	55	31.6
	45 - 54	29	16.7
	Above 54	16	9.2
Sex	Male	92	52.9
	Female	82	47.1
Experience	Less than 5 years	34	19.5
	5 - 10 years	93	53.4
	Over 10 years	47	27.0

(Source: Survey data in 2021)

4.2. Check the reliability and validity of the scale and research model

The reliability test of the scale is tested by the reliability coefficient to assess the suitability of the scale as the factors affecting the alpha presented in Table 2 as follows: job satisfaction of lecturer at Nguyen Tat Thanh University and the scale.

The results of the Cronbach alpha test on the scale of the

lecturer's job satisfaction scale in Table 2 show that the scale has a Cronbach alpha coefficient of 0.914 much higher than the standard (0.60). The correlation coefficients of variables - total are all high (the smallest is the variable *Teacher is satisfied with the environment and working conditions* = 0.742). Therefore, these observed variables (4 variables) were used in the next multiple regression analysis.

Table 9: Cronbach alpha test results of the scales

Variable	Scale average if variable type	Scale variance if variable type	Standard deviation	Level
Nature of work - BCCV, Cronbach alpha = 0.846				
The job allows teachers to make good use of their personal abilities	15.37	5.92	0.67	0.81
Very interesting work	15.37	5.97	0.67	0.81
The job has many challenges	15.37	6.03	0.60	0.83
The work you are doing is in line with your profession	15.02	6.10	0.65	0.81
Work needs your own creativity	15.21	6.02	0.67	0.81
Salary, bonus and allowance - TLU, Cronbach alpha = 0.867				
Teachers are well-paid	13.38	8.86	0.73	0.83
Teachers can live entirely on income from school	13.76	8.11	0.69	0.84
Salary commensurate with work results	13.49	8.09	0.77	0.82
Wages and incomes are paid fairly	13.99	8.06	0.79	0.81
Clear and transparent salary and benefit policy	12.94	9.89	0.48	0.88
Relationship with colleagues - GE, Cronbach alpha = 0.918				
Teacher's colleagues are comfortable and pleasant	15.05	7.772	0.78	0.90
Teachers and colleagues coordinate	15.13	7.653	0.82	0.89
The people you work with are very friendly	15.16	7.739	0.83	0.89
The people you work with often help each other	15.10	7.707	0.82	0.89
When working with colleagues professional level is enhanced	12.91	5.507	0.47	0.72
Leadership interest - LADO, Cronbach alpha = 0.920				
The superiors always pay attention to the teacher	14.85	9.57	0.76	0.90
You receive the leadership's listening to your personal views	14.98	8.83	0.83	0.89
Leaders have a polite and gentle manner.	14.71	9.38	0.75	0.91
Teachers are treated fairly and without discrimination	14.87	8.70	0.82	0.89
Leaders always appreciate the capacity of teachers	14.75	9.13	0.79	0.90
Training and promotion opportunities - CDT, Cronbach alpha = 0.887				
Teachers have many opportunities for advancement	14.36	7.48	0.68	0.87
The school regularly trains and trains teachers on the job	14.29	7.69	0.72	0.86
Fair school promotion policy	14.30	7.54	0.73	0.86
The school provides teachers with many opportunities for personal development	14.37	7.48	0.75	0.85
Teachers are trained for work and professional development	14.24	7.51	0.74	0.85
Working environment and conditions - MTDK, Cronbach alpha = 0.821				
Teachers are not under too high work pressure	14.04	6.62	0.56	0.80
The workplace is very hygienic, clean and spacious	13.97	6.95	0.61	0.78

You don't have to worry about losing your job	13.63	7.11	0.55	0.80
Advanced tools for work on the market	13.86	6.58	0.71	0.75
The school ensures good conditions for safety and labor protection.	13.71	6.65	0.63	0.77
Job satisfaction of lecturers - HALO, Cronbach alpha = 0.914				
Are you satisfied with your current job?	11.30	4.54	0.82	0.88
Teachers are satisfied when working at the school	11.25	4.48	0.83	0.87
Are you satisfied with the working environment and conditions?	11.38	4.80	0.74	0.90
Teachers are satisfied with the relationship in teaching work at the school	11.26	4.49	0.80	0.88

(Source: Survey data in 2021)

4.3. The results of exploratory factor analysis EFA

Table 3 shows that there are 5 factors gathered from 28

observed variables, observed variables with factor loading coefficients greater than 0.55 are accepted.

Table 10: Exploratory factor analysis results

Symbol	Variable	Factor				
		1	2	3	4	5
LADO4	Teachers are treated fairly and without discrimination by leaders	0.82				
LADO 2	You receive the leadership's listening to your personal views	0.78				
LASER 1	The superiors always pay attention to the teacher	0.77				
5 . LASER	Leaders always appreciate the capacity of teachers	0.74				
Investor3	Fair school promotion policy	0.72				
Investor 1	Teachers have many opportunities for advancement	0.71				
Investor2	The school regularly trains and trains teachers on the job	0.68				
LADO3	Leaders are polite and gentle	0.68				
Investor4	The school provides teachers with many opportunities for personal development	0.64				
Investor5	Teachers are trained for work and professional development	0.63				
TLU3	Salary commensurate with work results		0.82			
TLU1	Teachers are well-paid		0.80			
TLU2	Teachers can live entirely on income from the School		0.79			
TLU4	Wages and incomes are paid fairly		0.79			
DNH3	The people you work with are very friendly			0.78		
DNH1	Teachers' colleagues are comfortable and easy bear			0.77		
DNH2	Teachers and colleagues work well together			0.77		
DNH4	The people you work with often help each other			0.74		
BCCV5	Work needs your own creativity				0.75	
BCCV4	The work you are doing is in line with your profession				0.75	
BCCV1	The job allows teachers to make good use of their personal abilities				0.67	
BCCV3	The job has many challenges				0.67	
BCCV2	Very interesting work				0.60	
MTDK5	The school ensures good conditions for safety and labor protection					0.68
MTDK4	Advanced tools for work on the market					0.68
MTDK3	You don't have to worry about losing your job					0.66
MTDK2	The workplace is very hygienic, clean and spacious					0.57
MTDK	Teachers are not under too high work pressure					0.52
KMO		0.91				
Bartlett's Test		Sig. =0.0000				
Total variance extracted		68.99				

(Source: Survey data, 2021)

4.4. Multivariate regression analysis and hypothesis testing

In order to estimate the research model by multivariable regression analysis, the participating variables in the multivariable regression model must be quantitative variables. Therefore, it is necessary to calculate the values of the independent and dependent variables. The value of the independent variables is calculated by the average value of the observations belonging to those factors, and the value of the dependent variable is measured by calculating the average

of 4 observed variables based on the scale of overall satisfaction with the teachers' work. The independent variables are included in the model by the Enter method. The regression model has the following form:

- HALO = 0.182 (Policies and opportunities) + 0.059 (Salary) + 0.243 (Co-workers) + 0.248 (Nature of work) + 0.385 (Working environment and conditions) + (-0.279). In order for the regression model to be reliable and effective, the analysis process takes the following steps:

Table 11: Results of multivariable regression model

Factor	Unnormalized regression coefficients	Standard Error	Normalized regression coefficient	Value t	Sig.	Variance magnification factor
(Constant)	-0.279	0,200		-1.393	0.165	
Policy and opportunity (F1)	0.182	0.070	0.168	2,614	0.010***	2.517
Salary (F2)	0.059	0.046	0.066	1,284	0.201	1.624
Colleagues (F3)	0.243	0.055	0.252	4,396	0.000***	2.006
Nature of work (F4)	0.248	0.064	0.212	3,876	0.000***	1.825
Working environment and conditions	0.385	0.065	0.349	5,885	0.000***	2,150
coefficient of determination R ²				0.726		
Sig. of the F . test				0.000		
The coefficient d of the Durbin-Watson test			2.240			

(Source: Survey data, 2021)

Note *: significance level 10% **: significance level 5% ***: significance level 1%

The coefficient of determination $R^2 = 0.726$. Thus, 72.60% satisfaction in the work of lecturers of Nguyen Tat Thanh University is explained by the linear relationship of the independent variables, the rest is due to other factors that have not been included in the research model. - Testing the fit of the model: The model is considered unsuitable when all regression coefficients are zero (assumption H_0). sig value. of the F-test (ANOVA table) sig. = 0.000 < 0.01 (significant level of 10%). Thus, rejecting the hypothesis H_0 , the regression model has statistical significance between the job satisfaction of lecturers at Nguyen Tat Thanh University and at least one of the factors is an independent variable. Autocorrelation: The value of d checked in the Durbin – Watson table with 5 independent variables and 174 observations is ($d_L = 1,557$; $d_U = 1.693$), the calculated d value falls in the acceptable domain, so there is no autocorrelation. ($d_U = 1.693 \leq 2,240 \leq d - d_U = 2,307$). - Test of multicollinearity: The analysis results in Table 12 show that the variables included in the model all have VIF (Varian Inflation Factor) much smaller than 10, so there is no phenomenon. multicollinearity among the independent

variables.

4.6.1. Comparison of satisfaction levels among lecturers of different ages

Table 12: Results of ANOVA analysis for teachers of different ages

	Standard level	Level of significance
Levene Stats	1.332	0.101
Anova test (F)	1.012	0.465

According to the above analysis results, we see that: Levene test has a standard level of 1.332 and a significance level (Sig.) = 0.101 > 0.05, so we can confirm that the variances of different age groups are equal., satisfying the Anova analysis condition. Therefore, we have the Anova test $F = 1,012$ and $P_value = 0.465 > 0.05$, so we have no basis to reject the hypothesis H_0 that the variances of 5 age groups are equal. The difference in job satisfaction among the 5 age groups is not significant.

4.6.2. Comparison of satisfaction level between male and female lecturers

Table 13: Results of ANOVA analysis for lecturers of different genders

	Standard level	Level of significance
Levene Stats	0.188	0.66
Anova test (F)	0.510	0.47

According to Levene test with significance level of 0.66 > 0.05, it can be said that the variance on job satisfaction of lecturers for both sexes is the same. So the Anova analysis method is used meaningfully. The Anova test with the standard level of 0.51 and the significance level of 0.47 > 0.05 shows that there is no difference in the level of satisfaction assessment between the two sex groups (male and female). thought. So there is no difference in satisfaction between the group of male and female lecturers.

4.7. Management Implications

For the working environment and conditions : To improve the organization of the workplace according to the requirements of the job, to create a favorable psycho-physiological environment for the lecturers. Building a school cultural environment, creating distinctive marks for the school such as democracy, collective sense, concern and sense of responsibility for each other at work. That has contributed to improving the quality of training and the sense

of responsibility of teachers.

For Salary : Salary policy is a particularly important policy of the socio-economic policy system. Wages must really be the main source of income to ensure the lives of workers and their families; Paying the right salary is an investment in human resource development, creating a motivation to improve labor productivity and working efficiency of employees, making an important contribution to social progress and justice, ensuring stability. political - social; promote and improve the quality of growth and sustainable development. Salary must ensure the overall, systematic, synchronous, inherit and promote the advantages, effectively overcome the limitations and inadequacies of the current salary policy; adhere to the principle of distribution according to labor, taking increased labor productivity as the basis for salary increase; meet job integration requirements; have a roadmap suitable to the development conditions of the School.

For the nature of work : The working position is a driving

force that motivates employees to apply their intellectual abilities to the work they are undertaking. Therefore, after completing the selection of lecturers, the Board of Directors must arrange and assign jobs to suit the new lecturers, contribute to promoting their existing strengths, and create comfort, love the assigned work. This is the first job, but it has a great effect on the working process and affects the attachment to the school.

For Building Colleagues : Leaders should make a policy of reward and discipline that must be clear, transparent, open and fair among members, because if this is not done well, it will affect great to the solidarity among the staff. Besides, conducting exchange activities to enhance mutual understanding, reduce stress and fatigue among lecturers of faculties, departments and centers in the University through the program of picnics and tours. calendar, and cultural activities.... take advantage of this opportunity to learn the good points of colleagues

To reward and improve training and promotion opportunities for the school's lecturers : The school creates favorable conditions for lecturers to have the opportunity to develop their own capacity such as being appointed to a position suitable to their capacity. expertise, facilitate scientific research and study to improve qualifications,... Creating promotion opportunities for staff and lecturers can help them realize new opportunities for professional development . The arrangement and use of cadres must be in the direction of taking capacity and work efficiency as the main. Arrange the right people, the right jobs, create conditions to supplement the strengths, overcome the limitations for the school to develop more and more perfect.

5. Conclusion

Studies on education show that teacher satisfaction is considered an indicator of the image, quality and value of higher education activities that schools bring to teachers.

The study was conducted to study the influence of two main factors, namely perceived quality and perceived value, on the satisfaction of students studying at undergraduate and regular level at Nguyen Tat University. Wall.

Limitations of the topic

First, limitations in the connection between theory, practice and research content in the topic:

1. Focusing on assessing the actual situation, not paying attention to detecting the causes;
2. The content related to the curriculum and procedures is not clear;
3. The value category has not been studied deeply;
4. The distinction between quality and value in questions is unclear and consistent;
5. The "image" factor has not been considered in the research;
6. Not considering the teacher's preference in the relationship to satisfaction;

Second, technical limitations of questionnaire design

1. The design of the 5-point scale is not suitable;
2. The questionnaire does not have items for teachers to choose when "not enough information to evaluate" causes difficulty in analysis;
3. The common use questionnaire for teachers of all courses is not really reasonable;
4. Some questions are duplicated or placed in inappropriate

positions in the questionnaire.

Third, survey data has not been exploited effectively.

Further research directions

Although there are many limitations, it is also the basis of suggestions for further research directions:

- First, correct the shortcomings in this topic by a more complete study.
- Second, develop methods and procedures to survey the satisfaction of stakeholders with the operation of universities in Vietnam.
- Third, testing on a broader scale to approach the ability to build "satisfaction index" of teachers of business administration faculty of universities

6. Solution

6.1. For the leadership element

The management board must listen to and give suggestions and criticisms to teachers and staff in a constructive spirit so that teachers have the orientation to adjust and change in a positive direction, create a feeling of closeness, and promptly grasp their thoughts. The teachers' aspirations will create the motivation and close solidarity of the group. When the school's management board makes a fair assessment, the evaluated teachers will be excited, collectively united and united. Excitement helps teachers work tirelessly, productively and effectively. The school's management board makes the evaluation and commendation must be democratic, timely, and in accordance with the criteria, but always encourages advanced examples to have creativity and innovation in management.

6.2. Coupled with the co-worker element

Build mass movements, praise, organize emulation in schools to create cohesion among teachers. Further improve the mass activities, emulation movements, art movements, physical training and sports... because these activities have a great stimulating effect on the spirit of teachers. emulation needs to be directed to teaching work and life; must have specific objectives, targets, organizational forms and measures. At the same time, emulation movements must be practical and supported by the collective of teachers. Schools need to diversify forms of emulation, enrich (emulation contents. Not only that, movements need to have stimulating rewards, and results also need to be evaluated. fairly and openly.

6.3. As for the working condition factor

The pedagogical education environment is very sensitive and the teacher has to bear all the pressure around. Therefore, working conditions are always concerned and valued by teachers, because this is a factor that helps teachers complete their assigned tasks well. Working conditions include the infrastructure conditions and the workers surrounding the environment. Only when teachers have expertise and have material conditions will they be able to perform well the assigned work. In addition, deploying sharing conferences close to actual needs and in line with the set goals. Design trainings and training in a scientific way and follow the sequence of steps: correctly identify the training needs of each teacher, ensure that all teachers are trained, in which priority is given to important stages. There is a shortage, priority is given to young, healthy, job-loving, ethical and responsible teachers. Every year, there is a plan to organize a training session on skills in using educational equipment,

teaching aids, technical means, and new Early Childhood Education software to create conditions for the team to innovate methods and forms. how to organize effective educational activities.

6.4. Coupled with the element of recognition

To step up the training and fostering of management capacity for management staff to meet the implementation of innovation in educational methods. Well organize the implementation of the Education program, improve the quality of teaching, Strengthen the organization of training courses on soft skills for teachers. In addition to training courses for professional and professional work. From there, helping teachers complete their current work well and equip them with the necessary knowledge in the future

6.5. For salary and benefits factors

Salary and benefits are the top concern and the main source of income for teachers working at the school. The current salary system of teachers is still low, and teachers' lives are still difficult. Some teachers are also not very satisfied with the salary policy, the work results have not received a commensurate salary. Therefore, the salary policy must ensure that the living standards of teachers must be above the average level of the society so that they can stick with the industry and fulfill their responsibilities, which is the foundation for professional development, contributing to improving the quality of life. high teaching work

7. Conclusion

- This result shows that at Nguyen Tat Thanh University, among the regimes, the salary and bonus system is an outstanding issue that needs to be considered. Lecturers are not really satisfied with the current salary and bonus system. The question is, whether this is the general situation of lecturers across the country or a particular case of Nguyen Tat Thanh University. Regardless of the answer, managers also need to take measures to improve the collection of lecturers on the one hand, and on the other hand, develop a compensation policy that meets more than the requirements of lecturers. This requires managers to find out more details through qualitative research, by in-depth interviews to clearly determine the requirements and aspirations of the lecturers.

- The satisfaction of lecturers is common in all schools, not only Nguyen Tat Thanh University in general, the factors that make lecturers feel satisfied are the nature of the job, salary and bonus, income level, leadership interest in lecturers and opportunities for promotion, so the research topic on the satisfaction of lecturers at Nguyen Tat Thanh University, there are also many studies showing that The satisfaction of teachers is also a part of the success in teaching because when teachers are satisfied, they will be comfortable and happy and do their job well and create great motivation in their teaching. Therefore, the satisfaction of faculty members is extremely important because teachers are an important resource in creating the training quality of Nguyen Tat Thanh University.

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