

**MINISTRY OF EDUCATION AND TRAINING  
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**JOB SATISFACTION OF LECTURES AT PUBLIC  
UNIVERSITIES IN HANOI CITY**

Specialized HR

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**SUMMARY OF THE THESIS OF DOCTORS IN ECONOMICS**

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The research was completed at: University of Labor and Social Affairs

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## HEADING

### 1. Reason for choosing the topic

Job satisfaction is a special topic in scientific research and practical applications. Although this topic has been discussed a lot, the models often follow a certain path about a group of influencing factors (*employees' income, nature of work, working environment, leadership style, training opportunities, opportunities for promotion and career development, relationships with colleagues*) and have not been explored in depth and detail about the role of influencing factors in the development of society.

In higher education, the most important resource is lectures, which not only determines the development of a university but also determines the quality of human resources provided to a country. Currently, educational innovation is an urgent issue in order to improve the quality of the education system to meet the needs of social resources. Therefore, the topic of lecturer job satisfaction is raised as an objective necessity affecting the quality of the education system.

In fact, the teaching profession was previously considered a profession with little pressure. However, in the new socio-economic context and in the face of increasing demands and requirements for the quality of education as well as professional qualifications, teaching capacity, and research capacity to meet international standards. As a result, the nature of the work of the lecturers has gradually changed and is under more pressure (Le Minh Toan, 2018), thereby having certain effects on the satisfaction of the lecturers. In addition, the Vietnam's Ministry of Education and Training has launched a policy

of giving autonomy to public universities. Public university faculty are moving to private and international schools, as well as out of industry, which is directly related to satisfaction. This is a very contemplative problem and needs a solution to be found.

Therefore, the author proposes the research topic "*Job satisfaction of lecturers at public universities in Hanoi city*".

## **2. Research objective**

(1) Building a research model on factors affecting lecturer's job satisfaction. (2) Analyze the current status of lecturer's job satisfaction based on descriptive statistics of survey data. (3) Consider the influence of factors on a lecturer's job satisfaction. (4) Give recommendations to improve the lecturer's job satisfaction and suggest future research directions.

Based on the research objectives, the author formulated the following research questions:

(1) What is the level of lecturer's job satisfaction at public universities in Hanoi? (2) How do the factors affect a lecturer's job satisfaction? (3) How to improve a lecturer's job satisfaction at a public university?

## **3. Object and scope of research**

- Research object: The thesis studies lecturer's job satisfaction of public universities; The factors that directly affect (perceived organizational support, work stress) and the moderating role (organizational trust) on lecturer's job satisfaction.

- Research scope:

+ Spatial scope: The research thesis focuses on public universities in Hanoi city.

+ Time range: From 2020-2022.

#### **4. Research Methodology**

To achieve the above research objectives, the author uses a combination of both qualitative and quantitative research methods.

#### **5. Dissertation contributions**

*In theory:* Firstly, the thesis describes the degree and mechanism that directly affects a lecturer's job satisfaction with two factors: perceived organizational support, work stress. Secondly, the thesis has clarified the extent and mechanism of influence of the regulatory role of the organizational trust on the two relationships from perceived organizational support to job satisfaction and work stress to job satisfaction.

*On practice:* From the main results of the thesis, the author has: (1) assessed the status of lecturer job satisfaction of public university in Hanoi city, (2) confirmed the impact positive influence of perceived organizational support factor on job satisfaction, (3) confirm the negative impact of work stress factor on job satisfaction, (4) confirm the moderating effect of organizational trust factor to the two relationships from perceived organizational support to job satisfaction and from work stress to job satisfaction, (5) make recommendations to improve lecturer job satisfaction. The thesis has proposed three new scales: (1) The university always considers me as an important member, (2) There are many arising jobs, short completion time

causes pressure in work, ( 3) I am satisfied with the material and immaterial benefits from my work.

## **6. Dissertation layout**

In addition to the introduction and conclusion, the thesis is structured into 5 chapters.

### **CHAPTER 1: RESEARCH OVERVIEW**

#### **1.1. An overview of lecturer job satisfaction**

##### ***1.1.1. Employee's job satisfaction***

The author has synthesized a number of studies on employee's job satisfaction in general. Research on employee's job satisfaction is divided into two main groups:

First, studying job satisfaction in terms of aspects. Second, studying overall job satisfaction. This is a general measure of satisfaction that covers all aspects of work (Spector, 1997).

Research works on job satisfaction mainly focus on the economic field, each researcher has a different approach, comes to different conclusions, but we can find common ground between the studies considering job satisfaction as an attitude variable. And both of these approaches are perfectly suited for measuring employee job satisfaction.

##### ***1.1.2. Leture's job satisfaction***

In this issue, the author has presented the researches of several authors on the topic of lecturer job satisfaction: Shila and Sevilla (2015), Mirzaii et al (2014), Tomazevic et al. 2014), Kumari et al (2014), Nyamubi (2017), Yayla et al (2017), Majid and James (2021), Amel et al (2021), Nguyen Thi Thu Hang (2013), Tran Minh Hieu

(2013), Tu Thao Huong Giang (2020). Most of these authors affirmed that research on lecturer's job satisfaction is necessary and should be carried out in a methodical and large scale because the work of lecturers affects the quality of education, the quality of human resources provided to society.

## **1.2. Overview of the criteria for assessing the lecturer's job satisfaction**

There are two ways to measure lecturer's job satisfaction:

- Measuring job satisfaction in one-way
- Measuring the duplicity in multi-dimensional work

Both of these approaches build theoretical and practical systems to measure job satisfaction. The authors included a single overall item for each aspect of job satisfaction into the measurement model and balanced each subscale of the measurement method by including at least two items specific to each measure each aspect.

Leading scientific journals implicitly require published studies to be performed using multi-item scales (Majid and James, 2021). Nobile & McCormick (2005) used a 9-item scale to measure satisfaction, which is: (1) Satisfied with immediate superiors; (2) Satisfaction with colleagues; (3) Satisfied with the business leadership; (4) Satisfied with working conditions; (5) Satisfied with the work itself; (6). Satisfied with responsibilities at work; (7) Satisfied with diversity in work; (8). Satisfied with the feedback at work; (9) Satisfied relationship with students. The scale used is a 5-point Likert scale. This author's scales have fully reflected all aspects of job satisfaction and have been applied by many researchers.

### **1.3. Overview of factors affecting the lecturer job satisfaction**

The author has summarized there are 3 main groups of studies as follows:

- A group of studies shows that organizational factors have the greatest influence on job satisfaction.

- A group of studies shows that personal factors have the greatest influence on job satisfaction.

- A group of studies show that job-related factors have the greatest influence on job satisfaction.

Each study considers different perspectives on the factors affecting the lecturer's job satisfaction. Common factors include wages and benefits, work stress, facility-related working conditions, advancement opportunities, perceived organizational support, relationships with colleagues and job characteristics. In addition, there are a number of specific factors such as job security, relationships with leaders, training and learning opportunities, organizational trust, communication environment and organizational supervision. Besides, many researchers show that the lecturer's job satisfaction in higher education institutions is also influenced by factors such as regulations and institutions, leadership style, and relationship with students. faculty and communication in the university environment, social assessment (industry location), climate characteristics and local university culture (Majid and James, 2021). In Vietnam, especially for lecturers, that are rarely mentioned when studying the job satisfaction



of this group are: perceived organizational support, work stress and the moderating factor is organization trust.

#### **1.4. Research gap**

The research gap that the author found after doing an overview was identified as:

(1) The topic of lecturer's job satisfaction has not been evaluated extensively and in detail in the context of educational innovation and financial autonomy of public universities, especially in Hanoi city.

(2) Two factors that directly affect job satisfaction are work stress and perceived organizational support, which are rarely mentioned in the research topics. In particular, the factor of organizational trust as a moderating variable has not been mentioned in any research in the field of education in Vietnam.

(3) The scope of research on the topic of job satisfaction has not been carried out on a large scale.

### **CHAPTER 2: THEORETICAL BASIS AND RESEARCH MODEL**

#### **2.1. Some concepts**

- Lecturer; Public university; Lecturer's Job satisfaction

#### **2.2. Researching theory**

For the study of lecturer's job satisfaction, the theoretical basis as the selected theoretical foundation includes: social exchange theory, Herzberg's two factor theory (1968), organizational support theory and organizational trust theory.

#### **2.3. Factors affecting job satisfaction**

##### **2.3.1. *Perceived Organizational Support (POS)***

Perceived organizational support (POS) is "the degree to which employees believe that the organization values their contributions and is concerned with their well-being and meeting social needs" (Eisenberger, 2002). POS is identified as a factor that directly and positively affects job satisfaction.

### 2.3.2. Work Stress (WS)

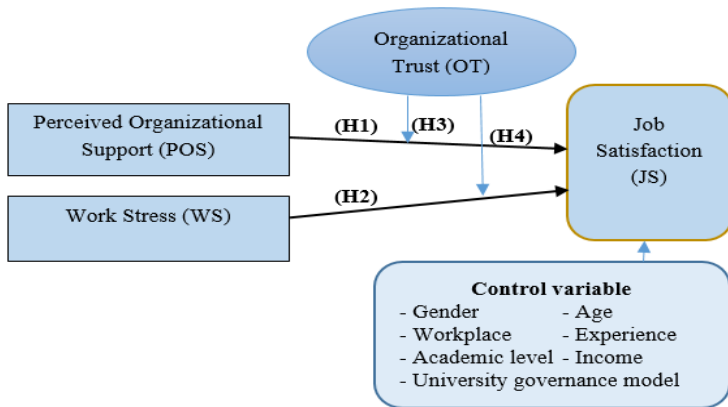
According to Nobile and McCormick (2005), work stress (WS) is “an employee's feeling of work-related hardship, such as anxiety, frustration, emotional exhaustion and distress”. There is a negative relationship between job stress and job satisfaction.

### 2.3.3. Organizational Trust (OT)

Organizational trust (OT) is the belief of an individual or a group that the organization will do its best, express or implied, to act in accordance with its commitments (Khwein, 2015). Organizational trust has a moderating effect on the relationship from perceived organizational support and work stress to job satisfaction.

## 2.4. Research model and hypotheses

Research models:



**Figure 2.2: Proposed research model**

(Source: Compiled by the author)

Hypothesis 1 (H1): Perceived organizational support has a positive influence on job satisfaction of lecturers.

Hypothesis 2 (H2): Work stress has a negative effect on lecturer's job satisfaction.

Hypothesis 3 (H3): Organizational trust moderates the relationship from perceived organizational support to job satisfaction. Specifically, as organizational trust increases, the relationship between perceived organizational support and job satisfaction increases.

Hypothesis 4 (H4): Organizational trust moderates the relationship from work stress to job satisfaction. Specifically, as organizational trust increases, the relationship between work stress and job satisfaction weakens.

## CHAPTER 3: RESEARCH METHODS

### 3.1. Research background

In Hanoi, the number of lecturers has fluctuated over the years: in 2019 there were 25306 people and in 2020 there were 26,292 people. The number of lecturers in Hanoi is the largest compared to other provinces in the country, this is because the number of universities concentrated in Hanoi is the largest.

Resolution No. 14/2005 on comprehensive renewal of higher education in Vietnam and the main objective of resolution 77/NQ-CP has clearly stated to "encourage public higher education institutions to actively exploit, rational and efficient use of resources to improve the quality of university training and reduce costs for the state budget". According to the resolution on public universities, there are currently two financial operating mechanisms, which are state control (Not yet autonomous university) and autonomous operation through state supervision (autonomous university).

### 3.2. Research process

**Step 1:** Research the theoretical basis and synthesize previous research results.

**Step 2:** Qualitative research: through collecting available data related to lecturer's job satisfaction and conducting in-depth interviews and discussions with two groups of subjects: group of experts and head of Faculty/Department.

**Step 3:** Preliminary quantitative research: research in 10 public universities in Hanoi city with 135 survey subjects.

**Step 4:** Collect data and conduct formal quantitative research.

**Step 5:** Analyze research results: analyze, synthesize and clarify research results related to lecturer job satisfaction at public universities in Hanoi.

**Step 6:** Discuss study results and recommendations.

### **3.3. Qualitative research**

To accomplish the research objective, the author conducted many interviews with 2 groups of subjects: the group of experts, the group of Faculty/Department's leaders of public universities in Hanoi city. The results of the qualitative study are as follows:

The relevance of social exchange theory, Herzberg's two factor theory (1968), organizational support theory and organizational trust theory in the study of job satisfaction: the results show that all four theories are evaluated as appropriate in considering job satisfaction and factors affecting job satisfaction. The research model of job satisfaction is evaluated as appropriate.

About the appropriateness of the scale: The scales used in the model are suitable. Particularly, the new scale "I am satisfied with the results I receive from my work (compare contributions with the results received)" is not appropriate because the name is not associated with the job satisfaction scales. of Nobile and McCormick (2005) earlier, experts have suggested to rewrite it as "I am satisfied with the material and immaterial benefits from work".

Regarding the structure of the questionnaire, language, and semantics of the scales: It is recommended to use the name of the Board of Directors and School (instead of the Board of Directors and Organization), the author has adjusted some sentences and words to

clarify the meaning of some statements in the official survey questionnaire.

### **3.4. Preliminary quantitative research**

The author conducts preliminary quantitative research based on a survey of 135 managers and lecturers. The author tests the scale by checking the unidirectionality, reliability, convergence value and discriminant value of the scale.

The scales used are:

- Scale of perceived organizational support :

In this study, the author uses the scale of Eisenberger and Rhoades (2002) with 8 items: (1) The organization values my opinion. (2) The organization really cares about my health. (3) The organization is always attentive to my goals and work results. (4) The organization is always ready to help when I have a problem. (5) The organization will forgive the mistake when I honestly admit it and correct it. (6) When the right opportunity arises, the organization will give it to me. (7) The organization paid very little attention to me – inquired, got feedback. (8) The organization is ready to help when I need special help.

The author adds a new scale that the university always considers me an important member.

- Scale of work stress:

The author uses the scale of Nobile and McCormick (2005) to measure work stress with 4 dimensions: From students' side; from the information side, working environment; from the work and management of universities; from the employee's side. The author

adds a new scale that many jobs arise, short completion time causes pressure at work.

- Scale of job satisfaction:

The author uses the scale of job satisfaction of Nobile & McCormick (2005). They are: Satisfied with immediate superiors; Satisfied with colleagues; Satisfied with the Board of Directors; Satisfied with working conditions; Satisfied with the work itself; Satisfied with responsibilities at work; Satisfied with diversity in work; Satisfied with the feedback at work; Satisfied with relationship with students

The author adds a new scale: I am satisfied with material and immaterial benefits from work.

- Scale of organizational trust:

The author uses Khwein's scale (2015) to measure organizational trust using a five-point Likert scale: Trust in immediate superiors; Trust in colleagues; Trust in the Board of Directors; Trust in the organization's working environment

The results after conducting the step of testing the reliability of the scale (Cronbach's alpha) and the results of exploratory factor analysis (EFA), the number of observed variables measuring the research factors has changed is the type 1 observation of the POS scale is that the school is very relevant to me because cronbach's alpha coefficient is unsatisfactory.

### **3.5. Formal quantitative research**

According to statistics released by the General Statistics Office in the Statistical Yearbook 2021 (as of September 30, 2021): in 2020,

there will be 242 universities and 76.6 thousand lecturers in the whole country. Among them, 176 public universities and 58338 lecturers work in public universities. Compared to the previous year, the number of universities nationwide increased by 2.1%; public universities increased by 2.3%; public university lecturers increased by 2.4%. During the period from 2015-2020, the whole country had 19 new higher education institutions opened, including 13 public schools and 6 non-public schools. In the period from 2015-2017, the number of newly opened higher education institutions increased the most (13).

According to Bollen (1989 – quoted from Nguyen Khanh Duy, 2009), the author's theoretical model has 44 parameters to be estimated, and the research is conducted to compare with two groups: the group of lecturers from different universities and groups of lecturers belonging to non-autonomous universities. Therefore, the sample size required for the study is 704 ( $8 \times 44 \times 2 = 704$ ).

The questionnaire was built in the following order:

1. Determine the theoretical concept of variables and how to measure the variables in the theoretical model on the basis of previous studies.

2. Develop a Vietnamese version of the questionnaire by translating the scales from English to Vietnamese.

3. The Vietnamese questionnaire was sent to 135 officials and lecturers of 10 universities in Hanoi in an online form to verify the reliability of the scales. At the same time, to evaluate and comment to



ensure there is no misunderstanding about the words and content of the questions.

#### 4. Final correction to complete the official questionnaire.

Through the results of data collected from a total of 748 faculty members of 21 public universities in Hanoi, the mean value of the variable (with a 5-level Likert scale, a score of 3 is intermediate). if biased towards 3-5 means agree with the point of view of the given variable. Conversely, if biased 1-3, disagree with the view of the variable.

## **CHAPTER 4: RESEARCH RESULTS**

### **4.1. Descriptive statistics of the study sample**

The author conducted the survey by sending questionnaires directly and online to 900 lecturers working at autonomous and non-autonomous public universities in Hanoi. The survey period was from August 2020 to September 2021. The number of tickets distributed was 900 votes, the number of votes collected was: 783 votes (accounting for 87%). The number of valid votes is: 748 votes (reaching 95.5%). Of which, 70 votes were cast (accounting for 9.36%), online votes were 678 votes (accounting for 90.64%). There were 748 lecturers from 21 autonomous and non-autonomous public universities participating in the survey.

### **4.2. Current status of lecturer's job satisfaction at public universities in Hanoi city**

Collected data survey the opinions of 748 lecturers of 21 autonomous public universities and non-autonomous public universities in Hanoi city. The overall mean of the dependent variable

on lecturer job satisfaction in public university in Hanoi is 3.27. The average value of the group of lecturers of the autonomous universities is 3.10, lower than that of the non-autonomous universities is 3.4. In the autonomous field group, the JS6 variable (I am satisfied with my work responsibilities) has the smallest mean value (2.45), the JS2 variable (I am satisfied with my colleagues) the largest (3.37). In the group of non-autonomous universities with the largest and smallest mean values similar to the total data, the variable JS1 (I am satisfied with my immediate superiors) is the largest (3.66 and 3.49), and the variable JS1 (I am satisfied with my immediate supervisor) is the largest (3.66 and 3.49). JS6 (I am satisfied with the responsibilities at work) is the smallest (3.01 and 2.74).

### **4.3. The results of testing the research hypotheses**

#### ***4.3.1. Check the reliability of the scale (Cronbach's alpha)***

The test results show that all observed variables have a suitable total correlation coefficient ( $\geq 0.3$ ) and Cronbach's Alpha coefficient  $> 0.6$ . Thus, the reliability requirement is met.

#### ***4.3.2. Exploratory Factor Analysis - EFA***

The results of EFA exploratory factor analysis for the independent, regulatory and dependent variables all show that the loading coefficients of the variables are satisfactory, the KMO coefficient is consistent with the data, Bartlett's test shows that the variables are important, correlated with each other and the results of factor analysis are consistent.

#### ***4.3.3. Pearson correlation analysis in SPSS***

**Table 4.15: Correlations**

		JS	POS	WS
JS	Pearson Correlation		<b>.535**</b>	<b>-.442**</b>
	Sig. (2-tailed)		<b>.002</b>	<b>.001</b>
POS	Pearson Correlation	.535**		-.094*
WS	Pearson Correlation	-.442**	-.094*	

*(Source: Author compiled from survey results)*

The sig value of the dependent variable of job satisfaction (JS) with two independent variables, the perceived organizational support and the work stress, respectively 0.002 and 0.001, is less than 0.05, so there is a correlation relationship between two independent variables perceived organizational support and work stress with dependent variable job satisfaction. Pearson's correlation coefficient  $r$  of these two independent variables is 0.535 and - 0.442, respectively, which shows that there is a positive linear correlation between perceived organizational support and job satisfaction and a positive correlation negative linearity between work stress and job satisfaction. The coefficient  $r = -0.094 < 0.5$  so there is no doubt about multicollinearity between two independent variables.

#### ***4.3.4. Impact of perceived organizational support, work stress on job satisfaction***

- Corrected R-squared value:

**Table 4.16: Corrected R2 Table and Durbin-Watson**

Model	Adjusted R Square	Durbin-Watson
1	.672	1.880

*(Source: Author compiled from survey results)*

The adjusted R-squared value of 0.672 shows that the perceived organizational support (POS), work stress (WS) and control variables included in the regression analysis affect 67.2% of the variation bias of the dependent variable JS, the remaining 32.8% is due to variables outside the model and random error.

- The sig value of the F-test:

<b>Bảng 4.17: ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	524.392	8	65.549	824.905	.000 <sup>b</sup>
	Residual	58.723	739	.079		
	Total	583.115	748			

*(Source: Author compiled from survey results)*

The value  $\text{sig} = 0.000 < 0.05$  shows that the multiple linear regression model fits the data set and can be used.

- Variance magnification factor (VIF):

In Table 4.18, the variance magnification factor (VIF) of all variables is less than 2, so no multicollinearity occurs.

The normalized regression equation is defined as follows:

$$\text{JS} = 0.481 \times \text{POS} + 0.038 \times \text{Thunhap} + 0.034 \times \text{Gioitinh} + 0.024 \times \text{VTCV} + 0.021 \times \text{Mohinhquantridaihoc} + 0.012 \times \text{Dotuoi} - 0.023 \times \text{Trinhdohocvan} - 0.047 \times \text{Kinhnghiem} - 0.303 \times \text{WS} + \varepsilon$$

- The sig value of the T test:

Mô hình	Unstandardized Coefficients		Standardized Coefficient s	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	.653	.066		9.950	.000		
	Gioitinh	.079	.023	.034	3.445	.001	.819	1.020
	Dotuoi	.062	.011	.012	2.231	.002	.763	1.012
	VTCT	.023	.012	.024	1.854	.003	.837	1.095
	Kinhnghiem	-.049	.013	-.047	-3.858	.002	.913	1.085
	Trinhdohocvan	-.025	.015	-.023	-1.700	.003	.774	1.091
	MHQTDH	.036	.013	.021	2.776	.002	.820	1.020
	Thunhap	.033	.011	.038	-2.858	.001	.854	1.071
	POS	.335	.026	.481	12.816	.003	.154	1.023
	WS	-.496	.025	-.303	-9.034	.002	.151	1.043

*(Source: Author compiled from survey results)*

The standardized regression coefficient of the perceived organizational support (POS) is  $0.481 > 0$ , so the perceived organizational support has a positive influence on job satisfaction. The normalized regression coefficient of the work stress (WS) is  $-0.303 < 0$ , which means that the work stress has a negative effect on job satisfaction. From that, it can be concluded that Hypothesis H1, H2 is accepted.

***4.3.5. Moderating effect of organizational trust on the relationship between perceived organizational support and job satisfaction***

**Table 4.19: Moderating effect of organizational trust on the relationship between perceived organizational support and job satisfaction**

Model	coeff	se	t	p	LLCI	ULCI
constant	4.2548	.1254	33.9402	.0000	4.0085	4
POS	-.0225	.0594	-.3785	.7052	-.1393	
OT	-.0561	.0247	-2.2714	.0235	-.1046	-
Int_1	.0279	.0124	2.2543	.0246	.0036	

Product terms key:  
Int\_1 : POS x OT

(Source: Author compiled from survey results)

The P coefficient of interaction = 0.0246 < 0.05 shows that organizational trust has a moderating impact on the relationship from perceived organizational support to job satisfaction. Coeff coefficient = 0.0279 > 0 shows that when the moderating organizational trust increases, the relationship of perceived organizational support and job satisfaction is stronger. Therefore, hypothesis H3 is accepted.

#### ***4.3.6. Moderating effect of organizational trust on the relationship between work job and job satisfaction***

P coefficient of interaction = 0.0242 < 0.05, this shows that organizational trust has a moderating effect on the relationship from work stress to job satisfaction. And the Coeff coefficient = - 0.0160 < 0, so when the moderating organizational trust increases, the relationship from work stress to job satisfaction decreases. Therefore, hypothesis H4 is accepted.

**Table 4.20: Moderating effect of organizational trust on the relationship between work stress and job satisfaction**

Model	coeff	se	t	p	LLCI	ULCI
constant	1.5700	.2618	5.9959	.0000	1.0556	2.0844
WS	-.0453	.0762	-.5941	.5527	-.1950	.1045
OT	.6408	.0712	8.9937	.0000	.5008	.7807
Int_1	-.0160	.0223	-.7163	.0242		

Product terms key:  
Int\_1 : WS x OT

(Source: Author compiled from survey results)

#### 4.3.7. Effect of control variables on job satisfaction

- Gender has the value  $\text{sig} = 0.057 > 0.05$ , so there is no difference in satisfaction level between lecturers of different genders.

- Age has sig value =  $0.002 < 0.05$ , so there is a difference in satisfaction level between lecturers of different ages.

- The job position has the value  $\text{sig} = 0.003 < 0.05$ , so there is a difference in satisfaction level between lecturers with different job positions.

- Experience has a value of  $\text{sig} = 0.002 < 0.05$ , so there is a difference in the level of satisfaction between trainers with different experiences.

- Qualification has sig value =  $0.003 < 0.05$ , so there is a difference in satisfaction level between employees with different qualifications.

- The university model has a value of  $\text{sig} = 0.002 < 0.05$ , so there is a difference in the level of satisfaction between lecturers in different university governance models (autonomous and non-autonomous).

- Income has sig value =  $0.001 < 0.05$ , so there is a difference in satisfaction level between lecturers with different incomes.

**Table 4.21: Impact of control variables on job satisfaction**

Dependent Variable: JS					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	417.894 <sup>a</sup>	138	3.028	11.162	.000
Intercept	2794.458	1	2794.458	10300.259	.000

Gioitinh	.619	1	.619	2.283	.057
Dotuoi	3.121	2	1.471	5.032	.002
VTCT	5.188	4	1.297	4.780	.003
Kinhnghiem	4.923	3	1.641	6.049	.002
Trinhdohocvan	1.196	2	.598	2.204	.003
MHQTDH	.046	2	.023	.084	.002
Thunhap	8.736	3	2.912	10.734	.001

*(Source: Author compiled from survey results)*

## **CHAPTER 5: DISCUSSION OF RESEARCH RESULTS AND RECOMMENDATIONS**

### **5.1. Summary of research results**

The research results of the thesis have clarified the current status of job satisfaction of lecturers at public universities in Hanoi city; confirm the influence of perceived organizational support, work stress on job satisfaction. Moreover, this study also continues to confirm the moderating role of organizational trust to the relationship between perceived organizational support and job satisfaction and work stress and job satisfaction.

### **5.2. Discussing research results**

- The author's research results have shown that there is a positive relationship between perceived organizational support and job satisfaction (hypothesis H1 has been confirmed). That is, when the perceived organizational support increases, job satisfaction will increase. This conclusion is consistent with the views of Eisenberger and Rhoades (2002), Singh et al (2015), Rai (2017), Meiske (2018), Karim et al (2020), Annum et al (2020), Supriadi et al (2020).

- The work stress has a negative impact on job satisfaction



(hypothesis H2 has been confirmed to be statistically significant). That is, when work stress increases, job satisfaction will decrease and vice versa, when work stress is reduced, job satisfaction will increase.

The results of this study are similar to those of Nobile and McCormick (2005), Chen et al. (2006), Singh et al (2015), Wang et al (2020).

- Research results have shown that the coefficient  $P = 0.0246 < 0.05$  and Coeff coefficient =  $0.0279 > 0$  This means that the organizational trust has a moderating effect on the relationship from perceived organizational support to job satisfaction when organization trust increases, the relationship between perceived organizational support and job satisfaction is stronger and when the modifier organizational trust increases, the relationship between perceived organizational support and job satisfaction is stronger. The coefficient  $P = 0.0242 < 0.05$ , this shows that the organizational trust has a moderating effect on the relationship from work stress to job satisfaction. Coeff coefficient =  $- 0.0160 < 0$ , so when the moderating organizational trust increases, the relationship from work stress to job satisfaction decreases (Hypothesis H3, H4 are accepted).

- Survey results on job satisfaction of university lecturers in Hanoi city show that the average value of the scale I am satisfied with my immediate superiors is the highest (3.49). ), then I am satisfied with the response at work (3.44), I am satisfied with the relationship with students (3.44). And the average value of the two smallest scales is that I am satisfied with the material and immaterial benefits from the job (2.93), I am satisfied with the responsibilities at work (2.74).

### **5.3. Some recommendations**

Based on the research results showing that the factors studied in this thesis affect the job satisfaction of lecturers at public universities in Hanoi, the author makes some recommendations:

Firstly, raise awareness of organizational support.

Secondly, reduce work stress

Thirdly, enhance organizational trust

### **5.4. Some limitations and directions for further research**

The present study has several limitations that need to be addressed. First, the study used a homogenous sample of faculty members. Secondly, the study only focuses on lecturers of public universities in Hanoi city, so the research results are difficult to generalize to private universities. Third, this study focuses on the factors affecting job satisfaction, which are perceived organizational support, work stress, and the moderating factor is organizational trust. Currently, all factors affecting job satisfaction are synthesized in the context of educational autonomy.

Further research direction: Future research can expand and focus on a number of issues: (a) study of job satisfaction of university lecturers in Vietnam, (b) comparison of job satisfaction among university lecturers in Vietnam. satisfaction in the work of lecturers and other workers.

## **CONCLUSION**

Research topic of job satisfaction of lecturers is important and necessary. In this thesis, the author has reflected the reality of the satisfaction of lecturers of public universities in Hanoi city,

confirming the positive impact of the cognitive perceived organizational support factor, the opposite effect of work stress and the role of the regulatory factor is organizational trust.

**LIST OF RESEARCH WORKS RELATED TO THE  
AUTHOR'S THESIS THEME**

No	Article title	Name of journal, conference/topic management level	Year of publication /testing	ISSN/ISBN index	Note
1	FACTORS AFFECTING JOB SATISFACTION OF TEACHERS OF HANOI COLLEGE OF INDUSTRIAL ECONOMICS	15th NEU-KKU INTERNATIONAL CONFERENCE: SOCIO-ECONOMIC AND ENVIRONMENTAL ISSUES IN DEVELOPMENT, 2022	2022	978-604-79-3205-4	Author
2	Improving job satisfaction for lectures of public universities in Hanoi city	5th International Conference of Digital Innovation - Supply Chain	2022	2976-2200	Author
3	The characteristics of enterprises affect the development of the labor market in ethnic minority and mountainous areas	Industry and Trade Magazine	2021	0866-7756	Co-author
4	Green human resource management: Approaching and assessing the current situation at Hanoi College of Industrial	National scientific conference: Green human resource management - opportunities and challenges for Vietnamese enterprises	2021		Co-author

	Economics				
5	Opportunities and challenges for Vietnamese human resources in the period of industrial revolution 4.0	Asia-Pacific Economic Review	2019	0868-3808	Author