



JOB SATISFACTION AMONG ELEMENTARY SCHOOL TEACHERS: A CASE REPORT FROM KIEN GIANG, VIETNAM*

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ABSTRACT

This article presented the findings of a study in which the Teachers' Job Satisfaction Scale (JSS) was adapted to Vietnamese educational context in order to examine the Job Satisfaction as perceived by 655 Vietnamese elementary school teachers in Kien Giang province in the 2014-2015 school year. The findings reported that the elementary school teachers were moderately satisfied with their job. There were significant differences in the perceptions of elementary school teachers about the dimensions of job satisfaction, according to their gender, school size, and school location.

Keywords: elementary school teacher, job satisfaction, teachers' job satisfaction scale, Vietnam.

TÓM TẮT

***Sự hài lòng công việc của giáo viên tiểu học:
Báo cáo trường hợp tại Kiên Giang, Việt Nam***

Bài viết trình bày kết quả nghiên cứu về sự hài lòng công việc của 655 giáo viên ở các trường tiểu học tại Kiên Giang, năm học 2014 – 2015. Công cụ nghiên cứu là thang đo JSS được hiệu chỉnh cho phù hợp với bối cảnh giáo dục Việt Nam. Kết quả nghiên cứu cho thấy giáo viên ở các trường tiểu học có sự hài lòng công việc ở mức trung bình. Kết quả cũng cho thấy các yếu tố giới tính, quy mô trường học và vị trí nhà trường có ảnh hưởng đến một số khía cạnh của sự hài lòng công việc của giáo viên tiểu học.

Từ khóa: giáo viên tiểu học, sự hài lòng công việc, thang đo sự hài long công việc của giáo viên, Việt Nam.

1. Introduction

As early as 1888, studies of work attitudes emerged (Wright, 2006). Early work attitude research concentrated on workplace efficiency and highlighted the idea that work performance had physical and mental aspects (Wright, 2006). Pioneers of workplace efficiency research such as Fredrick Taylor and Frank Gilbreth found that workers who understood workplace efficiency methods, and who were paid the highest wages and

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experienced the least amount of exhaustion would be the most satisfied with work situations (Wright, 2006). Kirby (2011) noted that the repetitious tasks with low intellectual stimulation were likely to cause intense feelings of boredom. Researchers proposed the hypothesis that the more monotonous and boring the work, the more dissatisfied the worker (Wright, 2006). Over time, the influence of how a person feels about his or her job and how a person performs his or her job was identified in research (Kirby, 2011). The “happy/productive worker” (p. 263) has become the general focus of most contemporary job satisfaction research and at the center of the reported article here (Wright, 2006). In the case of teachers, teachers’ job satisfaction impacts significantly to teachers’ work performance, including teachers’ involvement, commitment, and motivation on the job (Ma & MacMillan, 1999). Therefore, teachers’ job satisfaction is the key factor of the successful implementation of educational reforms in schools (Ma & MacMillan, 1999). In other words, studies on teachers’ job satisfaction are required for educational change at the school level. In the context of the undergoing comprehensive renovation of education system in Vietnam, exploring teachers’ job satisfaction is likely to propose strategies to improve their work performance, in turn, results in success in the educational reform.

2. Job satisfaction

Job satisfaction is one of the most researched features of organizational behavior and it has been defined as the “feelings and beliefs people have about their current jobs” (George & Jones, 2005, p.75). Workers may base feelings and beliefs about work situations on personal and professional values. Values help define how a person behaves in work situations (Kirby, 2011). Job satisfaction is considered as basically a measurement of how well a person likes or dislikes his or her job but in a complex measurement since a person can like certain aspects of his or her job, and at the same time, dislike other aspects of his or her job (George & Jones, 2005).

There are several factors impact on job satisfaction such as values (comprising ethical values), work situation, equity, and social influence (McShane & Von Glinow, 2005). Before beginning a job, employees make choices regarding whether to remain in the organization and whether to perform the prescribed work tasks at a high level (Kirby, 2011). Decisions of employees may depend on how they are affected by the factors of job satisfaction (McShane & Von Glinow, 2005).

Workers hold values, or convictions, regarding the outcomes of work and of work behaviors for themselves and for others (McShane & Von Glinow, 2005). These values comprise of extrinsic values (e.g., return for expended effort at work) and intrinsic values (e.g., personal satisfaction for high-quality work) (Kirby, 2011). Particularly, people who are positive work values tend to have more positive job satisfaction and those who are negative work values tend to have more negative job satisfaction (McShane & Von Glinow, 2005).

Employee satisfaction is affected by equity which is defined as “those things that an employee feels he or she is receiving from the employment relationship” (Jex & Britt, 2008). A feeling of fair treatment at work is highly linked to positive job satisfaction (Jex & Britt, 2008). McShane and Von Glinow (2005) noted that leaders who create environments which include appropriate recognition and meaningful rewards directed at reinforcing the value of an employee to the organization may positively impact his overall job satisfaction.

Furthermore, colleagues can have impact on the level of worker job satisfaction, especially in the case of new workers, which reflects social influence at work (Jex & Britt, 2008). The organizational culture can affect the attitudes and opinions one develops about his or her work and about the organization itself. An employee is more likely to be satisfied if he or she is surrounded by satisfied coworkers; an employee is more likely to be dissatisfied if he or she is surrounded by dissatisfied coworkers (George & Jones, 2005; Jex & Britt, 2008).

According to Kirby (2011), there are three main theories of job satisfaction: (a) the facet model of job satisfaction, (b) Herzberg’s motivator-hygiene theory of job satisfaction, and (c) the discrepancy model of job satisfaction.

The facet model of job satisfaction splits jobs into various facets, or categories (Kirby, 2011) such as ability utilization, achievement, authority, company policies and practices, compensation, co-workers, core values of organisations, social service and social relationship, and other working conditions (George & Jones, 2005). Kirby (2011) reported that employees may feel satisfied with several facets of a job but feel dissatisfied with other facets. An employee may feel satisfied with the responsibility and independence of his or her job, but feel dissatisfied with the poor physical working conditions of his or her office (Kirby, 2011).

Herzberg’s motivator-hygiene theory of job satisfaction is linked to the facet theory of job satisfaction, but concentrates on the influences of certain types of facets on job satisfaction (Kirby, 2011). Herzberg reported that there are two types of needs linked to the various facets of work environments: motivator needs and hygiene needs. Motivator needs are linked to the types of work and the challenges kept company with the work types (such as responsibility); hygiene needs are related to the physical and psychological environment in which the types of work are executed (such as temperature) (Russell & Van Gelder, 2008). Herzberg had put forward two theoretical relationships between these needs: (1) when employees meet motivator needs, they will be satisfied; when employees do not meet these needs, they will be dissatisfied, (2) when employees meet hygiene needs, they will be satisfied; when employees do not meet these needs, they will not be satisfied (George & Jones, 2005).

Based on Herzberg's model, satisfaction and dissatisfaction are separate aspects; an employee can be satisfied and dissatisfied with his or her job at the same time (Russell & Van Gelder, 2008). Employees often compare their present job with an ideal image of a job to ascertain the level of satisfaction (George & Jones, 2005). According to Kirby (2011), the comparison and the discrepancy that comes from the comparison is the basis for the discrepancy model of job satisfaction. An employee will exhibit low job satisfaction if he or she has high expectations for a job and receives a low degree of expectation fulfillment; an employee will display high job satisfaction if he or she has high expectations for a job and receives a high degree of expectation fulfillment (Jex & Britt, 2008).

The discrepancy model of job satisfaction is a comparative model which can be combined with the facet model of job satisfaction (George & Jones, 2005). Use of the models in combination may help leaders gaining a deeper understanding what ideal work situations look like (in terms of the various facets) and make reasonable adjustments to the organization (George & Jones, 2005). Understanding the working environment, an organization may be better equipped to impact employees' job satisfaction (Jex & Britt, 2008).

3. Methodology

3.1. Sampling

The study employed convenient sampling strategy. 1000 official questionnaires were distributed to 28 elementary schools in six school districts in Kien Giang. There were 655 valid responses returned. 60.3% (n=395) were females and 39.7% (n=260) were males. Respondents' teaching experience ranged from 1 to 40 years. As for highest degree earned, 76.3% (n=500) of the respondents held university's degree (4-year), 17.7% (n=116) held college's degree (3-year), and 6.0% (n=39) were diploma's degree (2-year). In relation to grade taught, 19.7% (n=129) of respondents taught grade one, 18.6% (n=122) taught grade two, 21.5% (141) taught grade three, 21.7% (n=142) taught grade four, and 18.5% (n=121) taught grade five. Of those who responded, 49.5% (n=324) worked in the large schools, 42.4% (n=278) worked in the medium-sized schools and 8.1% (n=53) worked in the small schools. Regarding to respondents' school location, 69.6% (n=456) taught in a rural area and 30.4% (n=199) taught in an urban area.

3.2. Instrument

The self-report research instrument with 32 items was designed to examine job satisfaction of Vietnamese elementary school teachers. The instrument was adapted from the Job Satisfaction Survey (JSS) of a 36-item scale developed by Spector (1994) to measure a cluster of evaluative feelings about the job of the participants. The original version of Job Satisfaction Survey (JSS) is a 36-item, nine-facet self-report scale that designed to measure employee attitudes about the job and various aspects of the job (Spector, 1994). The nine facets are (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent

rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication.

The JSS is scored on a 6-point Likert scale format. The JSS has some items stated in a positive and some in a negative direction. Positively directed items indicate job satisfaction and negatively directed items indicate job dissatisfaction. The score can range from 4 to 24 for each of the nine facet dimensions with 4 items, while the overall satisfaction score is calculated for 36 items and range from 36 to 216 if each item is scored from one to six when the original response choices are used. Since high scores represent job satisfaction, so negatively worded items including 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36 must be scored in reverse order before summing to the score of the positively worded items (e.g., 1 = 6, 2 = 5, 3 = 4, 4 = 3, 5 = 2, 6 = 1) (Spector, 1999).

The validity of the JSS reported by Spector (1985) was indicated through a multitrait-multimethod analysis of the JSS and Job Descriptive Index. The validity correlational analysis of the five equivalent dimensions (i.e., work, pay, promotion, supervision, and coworkers) were significantly reasonable magnitude ranging from .60 to .81. These values revealed there were high correlations between the dimensions that proved the validity of the instrument. Furthermore, the interrelationships among dimensions of JDI and the JSS were reasonably consistent with all dimensions excepting for one interrelationship between the dimensions ranged from .20 to .37 (Spector, 1985). The Cronbach alpha coefficient was used by Spector (1985) to assess the internal consistency of the JSS. Internal consistency reliability of the nine facets was computed for a sample of 2,870. Reliabilities for each of the dimensions were reported ranging from .60 to .82 and overall scale $\alpha = .91$. Since each of the dimensions scored above Nunnally's (1967) suggested minimum of .50, the JSS is assumed to be a reliable instrument (Spector, 1985). The correlation coefficients of the nine dimensions ranged from .37 (benefits) to .74 (operating procedures).

The JSS was originally developed for employing in human service organizations, but it is now widely used across multiple organizations (Spector, 2001) that range from education to retail. The JSS has been tested and re-tested by a number of researchers (Astrauskaite, Vaitkevicius, & Perminas, 2011; Smyth et al., 2011; Thomas, 2014) and it has been set up accepted validity, reliability, and normative data.

In this study, the questionnaire was modified from the Job Satisfaction Survey. The response format employed a 5-point Likert scale with the following categories: (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, (5) strongly agree. Additionally, the nine facets in the original version of Job Satisfaction Survey were revised as eight facets, the pay facet (items 1, 10, 19, 28) was removed since salary was almost not in control of the principal but instead of a school board pay scale of government. Thus, the overall

satisfaction can be summed only 32 items and eight facets instead of the original scale consists of 36 items and nine facets.

The adapted 32-item Job Satisfaction Survey comprise of eight dimensions as described in Table 3.1. High scores represent a high level of job satisfaction. These negatively worded items including 1, 3, 5, 7, 10, 12, 14, 16, 18, 20, 21, 23, 25, 27, 28, 30, and 32 were scored in reverse order before summing to the score of the positively worded items (e.g., 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1). For this study, the means that scores with an average item mean of 3.60 or more represents satisfaction, whereas average item mean of 2.49 or less represents dissatisfaction. Mean scores from 2.50 to 3.59 are moderate.

Table 3.1. Description of the 32-item Job Satisfaction Survey

Scale	Description	Items
Promotion	Promotion opportunities	1, 8, 17, 29
Supervision	Immediate supervisor	2, 10, 18, 26
Fringe Benefits	Monetary and nonmonetary fringe benefits	3, 11, 19, 25
Contingent Rewards	Appreciation, recognition, and rewards for good work	4, 12, 20, 28
Operating Procedures	Operating policies and procedures	5, 13, 21, 27
Coworkers	People you work with	6, 14, 22, 30
Nature of Work	Job tasks themselves	7, 15, 24, 31
Communication	Communication within the organization	8, 16, 23, 32
Total		32 items

In this study, internal consistency reliability was estimated for the overall JSS and each of the three dimensions using coefficient alpha. The internal consistency reliability of the adapted 32-item Job Satisfaction Survey was estimated using Cronbach's alpha. The coefficient alpha reported for elementary school teachers' overall JSS was .895. According to Field (2013), the scale had a coefficient alpha greater than 0.7, indicating satisfactory

reliability. No item needed to be deleted to increase Cronbach's alpha. The findings suggested that there is satisfactory reliability and stability in the 32-item JSS.

The internal reliability was measured on the eight dimensions of the 32-item JSS using Cronbach's alpha. The coefficient alpha reported for each of the dimensions of elementary school teachers' job satisfaction survey ranged from 0.711 to 0.847. According to Field (2013), the scale had a coefficient alpha greater than .70 indicating satisfactory reliability. Alphas did not improve if an item was deleted. The findings suggested that there is satisfactory reliability and stability in the dimensions of the 32-item JSS. Thus the overall JSS and its dimensions were used to answer research questions and to test hypotheses. The coefficient alpha for the dimensions of the 32-item JSS is presented in Table 3.2.

Table 3.2. *Coefficient Alpha for the Dimensions of Job Satisfaction Survey*

Dimension	Coefficient Alpha (α)
Promotion (PR)	.711
Supervision (SU)	.704
Fringe Benefits (FB)	.847
Contingent Rewards (CR)	.847
Operating Procedures (OP)	.708
Coworkers (CW)	.719
Nature of Work (NW)	.768
Communication (CO)	.741

3.3. Data Analysis

The Statistical Package for Social Sciences (SPSS), version 20 were used to analyze the data collected from the survey, to examine the reliability and validity of the scales. Descriptive statistics were conducted to measure mean scores, frequency distributions, the percentage of responses, and variability (range and standard deviations). The independent *t*-test was used for two group comparisons (gender, school location) and multiple ANOVA tests followed by Scheffé post-hoc test were used for three or more group comparisons (teaching experience, degree, grade taught, and school size) to examine differences in the level of job satisfaction.

4. Finding and Discussions

4.1. Overview of Vietnamese Elementary School Teachers' Job Satisfaction

Descriptive statistics were used to describe the basic characteristics of the survey data. Descriptive statistics, including the average item mean, standard deviation for each of the individual items of the JSS grouped by dimensions are presented in Table 4.1.

The average item mean score of the 32-item JSS dimensions were ranked from high to low as follows: nature of work 4.10 (SD = .62), coworkers 3.84 (SD = .60), supervision 3.80 (SD = .75), communication 3.62 (SD = .74), fringe benefits 3.21 (SD = .82), promotion 3.14 (SD = .58), contingent rewards 2.95 (SD = .74), and operating procedures 2.84 (SD = .66). Overall job satisfaction mean of 3.44 indicated that the study participants were moderately satisfied with their work as teachers. The mean for total scale and dimensions of job satisfaction is presented in Table 4.1, which can be explained as follows: 1.00 to 2.49 (= dissatisfaction); 2.50 to 3.59 (= moderate); and 3.60 or higher (= satisfaction).

Table 4.1. Average Item Mean and Standard Deviation (SD)
for Job Satisfaction Survey Grouped by Dimensions

Dimensions and Items Content	Average Item Mean	SD
Promotion (PR)	3.14	.58
J1. There is really too little chance for promotion on my job.	2.73	.79
J9. Those who do well on the job stand a fair chance of being promoted.	3.56	.79
J17. People get ahead as fast here as they do in other places.	3.10	.85
J29. I am satisfied with my chances for promotion.	3.17	.76
Supervision (SU)	3.80	.75
J2. My supervisor is quite competent in doing his/her job.	4.29	.79
J10. My supervisor is unfair to me.	3.56	1.19
J18. My supervisor shows too little interest in the feelings of subordinates.	3.33	1.14
J26. I like my supervisor.	4.02	.92
Fringe Benefits (FB)	3.21	.82
J3. I am not satisfied with the benefits I receive.	2.96	.94
J11. The benefits we receive are as good as most other organizations offer.	3.22	1.06
J19. The benefit package we have is equitable.	3.50	.97
J25. There are benefits we do not have which we should have.	3.16	.99
Contingent Rewards (CR)	2.95	.74
J4. When I do a good job, I receive the recognition for it that I should.	3.15	.71
J12. I do not feel that the work I do is appreciated.	2.93	.93
J20. There are few rewards for those who work here.	2.80	.95

J28.I don't feel my efforts are rewarded the way they should be.	2.94	.95
Operating Procedures (OP)	2.84	.66
J5.Many of our rules and procedures make doing a good job difficult.	2.65	.90
J13.My efforts to do a good job are seldom blocked by red tape.	3.12	.81
J21.I have too much to do at work.	2.87	.97
J27.I have too much paperwork.	2.73	.94
Coworkers (CW)	3.84	.60
J6.I like the people I work with.	4.07	.71
J14.I find I have to work harder at my job because of the incompetence of people I work with.	3.50	.89
J22.I enjoy my coworkers.	4.01	.71
J30.There is too much bickering and fighting at work.	3.76	.90
Nature of Work (NW)	4.10	.62
J7.I sometimes feel my job is meaningless.	3.92	.89
J15.I like doing the things I do at work.	4.23	.76
J24.I feel a sense of pride in doing my job.	4.25	.79
J31.My job is enjoyable.	3.98	.78
Communication (CO)	3.62	.74
J8.Communications seem good within this organization.	4.03	.83
J16.The goals of this organization are not clear to me.	3.71	1.01
J23.I often feel that I do not know what is going on with the organization.	3.42	1.02
J32.Work assignments are not fully explained.	3.33	1.05
Overall Scale	3.44	.44

Table 4.1. (continued). *Average Item Mean and Standard Deviation (SD) for Job Satisfaction Survey Grouped by Dimensions*

Dimensions and Items Content	Average Item Mean	SD
Nature of Work (NW)	4.10	.62
J7.I sometimes feel my job is meaningless.	3.92	.89
J15.I like doing the things I do at work.	4.23	.76
J24.I feel a sense of pride in doing my job.	4.25	.79
J31.My job is enjoyable.	3.98	.78

Communication (CO)	3.62	.74
J8.Communications seem good within this organization.	4.03	.83
J16.The goals of this organization are not clear to me.	3.71	1.01
J23.I often feel that I do not know what is going on with the organization.	3.42	1.02
J32.Work assignments are not fully explained.	3.33	1.05
Overall Scale	3.44	.44

The highest average promotion score was item “Those who do well on the job stand a fair chance of being promoted” at 3.56 (SD = .79). The lowest average promotion score was 2.73 for item “There is really too little chance for promotion on my job.” The highest average supervision score was 4.29 for item “My supervisor is quite competent in doing his/her job.” The lowest average supervision score was item “My supervisor shows too little interest in the feelings of subordinates” at 3.33. The highest average fringe benefits score was item “The benefit package we have is equitable” at 3.50. The lowest average fringe benefits score was 2.96 for item “I am not satisfied with the benefits I receive.” The highest average contingent rewards score was 3.15 for item “When I do a good job, I receive the recognition for it that I should.” The lowest average contingent rewards score was item “There are few rewards for those who work here” at 2.80. The highest average operating procedures score was item “My efforts to do a good job are seldom blocked by red tape” at 3.12. The lowest average operating procedures score was 2.65 for item “Many of our rules and procedures make doing a good job difficult.” The highest average coworkers score was 4.07 for item “I like the people I work with.” The lowest average coworkers score was item “I find I have to work harder at my job because of the incompetence of people I work with” at 3.50. The highest average nature of work score was item, “I feel a sense of pride in doing my job” at 4.25. The lowest average nature of work score was 3.92 for item “I sometimes feel my job is meaningless.” The highest average communication score was 4.03 for item “Communications seem good within this organization.” The lowest average communication score was item “Work assignments are not fully explained” at 3.33.

The highest average item mean score was 4.10 for the nature of work dimension. The lowest average item mean score was 2.95 for the contingent rewards dimension. The average item mean score for the overall scale was 3.44. The dimension mean scores were: promotion 3.14, supervision 3.80, fringe benefits 3.21, contingent rewards 2.95, operating procedures 2.84, coworkers 3.84, nature of work 4.10, and communication 3.62. A job satisfaction mean of 3.44 indicated that the study participants were moderately satisfied with their work as teachers.

4.2. Differences in Elementary School Teachers' Job Satisfaction according to Demographic Characteristics

For comparison of teacher's job satisfaction, multiple one-way ANOVA and independent *t*-tests were performed using the adapted 32-item Job Satisfaction Survey (JSS). The adapted JSS included of eight dimensions, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Reverse scoring was used for the negative items comprising 1, 3, 5, 7, 10, 12, 14, 16, 18, 20, 21, 23, 25, 27, 28, 30, and 32. Higher scores indicate a high job satisfaction and lower scores represented a low job satisfaction.

* By Gender

Independent *t*-tests were performed for two group comparisons for differences in dimensions of job satisfaction according to gender. There were significant differences in job satisfaction with the nature of work between genders ($t = 2.27$, $p < 0.5$). The results showed that male teachers ($M = 4.17$, $SD = .59$) were more satisfied than female teachers ($M = 4.05$, $SD = .64$). There were no significant differences in job satisfaction with seven other dimensions, including promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, and communication between male and female teachers ($p > .05$). Also for the overall job satisfaction, no significant difference could be found between male and female teachers ($p > .05$). This indicates that male and female teachers would be similar in their level of job satisfaction. Based on the *t*-test analysis, hypothesis 3-1 was partially accepted. Results of data analysis about differences in the dimensions of job satisfaction according to gender are presented in Table 4.2.

Table 4.2. Independent *t*-Test of Differences in the Dimensions of Job Satisfaction According to Gender

Dimension	Male(n=260)		Female(n=395)		<i>t</i> (653)	<i>p</i>	95%CI	
	M	SD	M	SD			LL	UL
PR	3.15	0.59	3.13	0.58	0.41	.678	-0.07	0.11
SU	3.80	0.74	3.79	0.75	0.14	.885	-0.11	0.13
FB	3.20	0.85	3.22	0.80	-0.39	.696	-0.15	0.10
CR	2.94	0.73	2.96	0.74	-0.28	.779	-0.13	0.10
OP	2.84	0.65	2.84	0.67	-0.04	.970	-0.11	0.10
CW	3.83	0.57	3.84	0.61	-0.15	.880	-0.10	0.09
NW	4.17	0.59	4.05	0.64	2.27*	.023	0.02	0.21
CO	3.59	0.73	3.65	0.74	-0.97	.331	-0.17	0.06
Overall JSS	3.44	0.43	3.44	0.44	0.11	.910	-0.06	0.07

Note. * $p < .05$. PR = Promotion; SU = Supervision; FB = Fringe Benefits; CR = Contingent Rewards; OP = Operating Procedures; CW = Coworkers; NW = Nature of Work; CO = Communication; JSS = Job Satisfaction Survey. CI = confidence interval; LL = lower limit; UL = upper limit.

** By Teaching Experience*

Multiple ANOVA test followed by Scheffé post-hoc test were conducted for three or more group comparisons for differences in dimensions of job satisfaction according to teaching experience. There were no significant differences in the job satisfaction with eight dimensions, including promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication among the eight groups of teaching experience. Also for the overall job satisfaction, no significant differences among the eight groups of teaching experience were found ($p > .05$). This indicates that teachers who had a different teaching experience would be similar in their level of job satisfaction. Based on the One-way ANOVA analysis, hypothesis 3-2 was rejected. Results of data analysis about differences in the dimensions of job satisfaction according to teaching experience are presented in Table 4-2-22 and 4-2-23.

** By Degree*

Multiple ANOVA test followed by Scheffé post-hoc test were measured for three or more group comparisons for differences in dimensions of job satisfaction according to degree. There were no significant differences in the job satisfaction with all eight dimensions, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication among the three groups of degree ($p > .05$). Also for the overall job satisfaction, no significant differences among the three groups of degree were found ($p > .05$). This shows that teachers who held a different degrees would be similar in their level of job satisfaction.

** By Grade Taught*

Multiple ANOVA test followed by Scheffé post-hoc test were conducted for three or more group comparisons for differences in dimensions of job satisfaction according to grade taught. There were no significant differences in the job satisfaction with all eight dimensions, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication among the five groups of grade taught. Also for the overall job satisfaction, no significant differences among the five groups of grade taught were found ($p > .05$). This reveals that teachers who taught at different grades would be similar in their level of job satisfaction

** By School Size*

Results of data analysis about differences in the dimensions of job satisfaction according to school size are presented in Table 4.3.

Table 4.3. One-way ANOVA of Differences in the Dimensions of Job Satisfaction according to School Size

Dimension	SV	SS	df	MS	F	p	Scheffé Test	η^2	1- β
PR	Between Gs	2.34	2	1.17	3.46*	.032	n.s.	.01	.648
	Within Gs.	220.10	652	0.34					
	Total	222.44	654						
SU	Between Gs	3.30	2	1.65	2.98	.051	--	--	--
	Within Gs.	359.90	652	0.55					
	Total	363.20	654						
FB	Between Gs	1.87	2	0.93	1.39	.251	--	--	--
	Within Gs.	439.47	652	0.67					
	Total	441.33	654						
CR	Between Gs	1.08	2	0.54	1.00	.370	--	--	--
	Within Gs.	354.67	652	0.54					
	Total	355.75	654						
OP	Between Gs	2.23	2	1.12	2.56	.078	--	--	--
	Within Gs.	283.60	652	0.43					
	Total	285.83	654						
CW	Between Gs	2.22	2	1.11	3.14*	.044	3>1	.01	.603
	Within Gs.	230.35	652	0.35					
	Total	232.57	654						
NW	Between Gs	2.92	2	1.46	3.82*	.022	3>1	.01	.694
	Within Gs.	249.08	652	0.38					
	Total	252.00	654						
CO	Between Gs	0.69	2	0.35	0.64	.527	--	--	--
	Within Gs.	352.79	652	0.54					
	Total	353.48	654						
Overall	Between Gs	1.00	2	0.50	2.60	.075	--	--	--
	Within Gs.	124.58	652	0.19					
	Total	125.57	654						

Note. * $p < .05$. PR = Promotion; SU = Supervision; FB = Fringe Benefits; CR = Contingent Rewards; OP = Operating Procedures; CW = Coworkers; NW = Nature of Work; CO = Communication; JSS = Job Satisfaction Survey. Smaller school = ≤ 12 classes; Medium-Sized school = 13-24 classes; Larger school = ≥ 25 classes. n.s. = No Significant.

Multiple ANOVA test followed by Scheffé post-hoc test were run for three or more group comparisons for differences in dimensions of job satisfaction according to school size. There were no significant differences in the job satisfaction with promotion, supervision, fringe benefits, contingent rewards, operating procedures, and communication among the three groups of school size ($p > .05$). But there was a significant difference in the job satisfaction with coworkers, ($F = 3.14, p < .05$), and nature of work ($F = 3.82, p < .05$). The results indicated that teachers who taught at larger schools were more satisfied about the coworkers, and nature of work ($M = 3.86, SD = .60; M = 4.14, SD = .64$, respectively) than those teachers who taught at smaller schools ($M = 3.64, SD = .54; M = 3.88, SD = .62$, respectively). For the overall job satisfaction, no significant differences among the three groups of school size were observed ($p > .05$). This implies that teachers who taught at different groups of school size would be similar in their level of job satisfaction.

* *By School Location*

Results of data analysis about differences in the dimensions of job satisfaction according to school location are presented in Table 4.4.

Table 4.4. Independent *t*-Test of Differences in the Dimensions of Job Satisfaction according to school location

Dimension	Urban area (n=199)		Rural area (n=456)		<i>t</i> (653)	<i>p</i>	95%CI	
	M	SD	M	SD			LL	UL
PR	3.18	0.63	3.12	0.56	1.26	.208	-0.03	0.16
SU	3.80	0.82	3.80	0.71	0.03	.977	-0.12	0.13
FB	3.19	0.85	3.22	0.81	-0.50	.619	-0.17	0.10
CR	2.91	0.72	2.97	0.74	-0.91	.364	-0.18	0.07
OP	2.68	0.69	2.92	0.64	-4.28*	.000	-0.35	-0.13
CW	3.91	0.64	3.80	0.57	2.08*	.038	0.01	0.20
NW	4.07	0.65	4.11	0.61	-0.81	.416	-0.15	0.06
CO	3.68	0.74	3.60	0.73	1.28	.202	-0.04	0.20
Overall JSS	3.43	0.49	3.44	0.42	-0.41	.681	-0.09	0.06

Note. * $p < .05$. PR = Promotion; SU = Supervision; FB = Fringe Benefits; CR = Contingent Rewards; OP = Operating Procedures; CW = Coworkers; NW = Nature of Work; CO = Communication; JSS = Job Satisfaction Survey. CI = confidence interval; LL = lower limit; UL = upper limit.

Independent *t*-tests were performed for two group comparisons for differences in dimensions of job satisfaction according to school location. There were no significant differences in job satisfaction with six dimensions, including promotion, supervision, fringe benefits, contingent rewards, nature of work, and communication between the two groups of school location ($p > .05$). But there were significant differences in job satisfaction with the operating procedures, and coworker between the two groups of school location ($t = -4.28, p < 0.5$; $t = 2.08, p < 0.5$, respectively). The results showed that teachers who taught at rural area ($M = 2.92, SD = .64$) were greater in operating procedures than those taught at urban area ($M = 2.68, SD = .69$) but teachers who taught at urban area ($M = 3.91, SD = .64$) were more satisfied about the coworker than those taught at rural area ($M = 3.80, SD = .57$). For the overall job satisfaction, no significant differences between the two groups of school location were found ($p > .05$). This indicates that teachers who taught at different school location would be similar in their level of job satisfaction. Based on the *t*-test analysis, hypothesis 3-6 was partially accepted.

5. Discussions

The results of this study showed that male teachers were more satisfied with nature of work than female teachers. A possible explanation for this might be due to the fact that education is considered the first national policy to promote socio-economic development in Vietnam. The teaching profession is still respected by society. Traditionally, male played the main role in education while female undertook household tasks. This thought may still exist more or less in the present society in Vietnam. Hence, it is possibly the fact that the majority of male teachers is more appreciating nature of education. Seven other dimensions of JSS were insignificant differences between male and female teachers. This indicates that male and female teachers would be similar in their level of job satisfaction with promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, and communication. Also for the overall job satisfaction, no significant difference could be found between male and female teachers. This finding differs from the completed study of Mabekoje (2009) in which none of the nine dimension of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication) and the overall job satisfaction were found to be significant differences between male and female teachers.

The results also indicated that there were no significant differences in the job satisfaction with eight dimensions of job satisfaction among teachers who had different teaching experience. As for teachers's job satisfaction by their held degree, the results indicated that none of dimensions of job satisfaction were significant differences between teachers who held a different degrees. This shows that teachers who held a different degrees would be similar in their level of job satisfaction. Also for the overall job satisfaction of teachers, no significant differences could be found among the three groups of degree. Such results replicated among teachers who taught at different grades. There

were no empirical studies regarding differences in teachers' teaching experience, degree and grade that they were teaching and dimensions of job satisfaction in Vietnam.

Regarding school size, the results showed that teachers who taught at larger schools were more satisfied about the coworkers, and nature of work than those teachers who taught at smaller schools. A possible reason for this might be due to the fact that teachers who taught at large schools were more provided with the opportunity to cooperate with each other and work together in common school mission. Furthermore, they had possibly appreciated the lasting values of education, and less affected by immediate economic benefits than those who taught at small schools.

Furthermore, the results of this study also showed that teachers who taught at rural area had significantly higher level of job satisfaction with operating procedures than those taught at urban area, while teachers who taught at urban area were more satisfied about the coworker than those taught at rural area. It might be due to the fact that elementary school teachers who taught at rural area were more treated with an intimate relationship than that with the relationship of superior to subordinate in terms of expertise. Besides, teachers who taught at urban area were more provided with the opportunity to cooperate with each other and work together in common school mission than those who taught at rural area.

5. Conclusions

The findings in this study provide quantitative data that reflect the elementary teachers' level of job satisfaction. Based on these findings, conclusions can be drawn that elementary school teachers were moderately satisfied with their job. There were significant differences in the perceptions of elementary school teachers about the dimensions of job satisfaction, according to their gender, school size, and school location. Male teachers were more satisfied with nature of work than female teachers. This suggested appropriate support to female teachers so that they are likely to improve their job satisfaction and in turn, their work performance and commitment. Teachers who taught at large schools were more satisfied about the coworkers, and nature of work than those teachers who taught at small schools. This means that the relationship among teachers in small school should be drawn more attention to build up. Moreover, teachers' beliefs in values of education in small schools should also be enhanced so that they would stay longer with teaching profession. Teachers who taught at rural area had higher satisfaction in operating procedures dimension while teachers who taught at urban area were more satisfied with their coworkers. In other words, operating procedures in urban schools were required to improve while social relationship dimension in rural schools should be developed. In general, strategic actions should be implemented to enhance elementary school teachers' satisfaction in Vietnam.

❖ **Conflict of Interest:** Authors have no conflict of interest to declare.

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