

DETERMINANTS AFFECTING LECTURERS' JOB SATISFACTION AT THE PRIVATE UNIVERSITIES IN VIETNAM

Dr. Phan Thanh Tam

Lecturer of Lac Hong University (LHU)

ABSTRACT: *Vietnam education system now has 60 the private universities (non-public universities), accounting for 25% of universities (235 universities) and has more than 20 years of development. The private universities have the number of student's accounts for 13.6% of the total number of students (232.367 students). In 2015, the private universities have paid the tax nearly 111 billion of VND for the country development; this proves that despite many problems, non-public universities have made active contributions to the Vietnamese education system. Besides, the study results showed that there were 600 lecturers of the private universities who interviewed and answered about 27 questions. The Data collected from December 2015 to April 2017. This study had been analyzed Cronbach's Alpha, KMO testing and the result of KMO testing used for the next research of the regression. Lecturers' responses measured through an adapted questionnaire on a 5-point Likert scale (Conventions: 1: Completely disagree, 2: Disagree, 3: Normal; 4: Agree; 5: completely agree). Hard copy and online questionnaire distributed among 20.500 lecturers of the private universities. In addition, seven components affecting the affecting the lecturers' job satisfaction at the private universities in Vietnam with significance level 5 percent and then the researchers have policies improving the lecturers' job satisfaction of the private universities in the future.*

KEYWORDS: Non-Public Universities, Lecturers, Teaching Job And LHU

INTRODUCTION

Lecturer is the professional of teacher who teaches at universities and colleges. In the world, university teachers are often associated with academic positions or promoted or government-appointed universities. In Vietnam, according to the Law on Higher Education 2005, teachers are teachers who teach at universities and colleges and are divided into classes of lecturers, main lecturers and senior lecturers. Higher Education System is foremost a lecturer, so the quality of the team at Higher Education be evaluated primarily through the basic standards of lecturer, including qualities (virtues) and capacity (resources) are two parts to create the personality structure of each lecturer. Qualities of lecturers are their world view (or, in other words, the political qualities of teachers), the foundation of attitude and behavior of lecturer. Besides, the virtue and humanity of the lecturer manifested through loving students. Lecturer competence is the pedagogical capacity including: professional competence; Teaching capacity; Organizational capacity; ability; Communication capacity; Capacity for examination and evaluation; Educational capacity.

In addition, we have the criteria of quality assessment through the general standards of lecturers, derived from characteristics of higher education (tertiary education), the quality of the teaching staff is considered through three aspects of the mechanics. The University is the quality of human resource training; capacity and efficiency of scientific activities; quality of social services. Besides, lecturer satisfaction is of utmost importance for lecturers to remain

happy and also deliver their level best. Satisfied lecturers are the ones who are extremely loyal towards their organization and stick to it even in the worst scenario. They do not work out of any compulsion but because they dream of taking their organization to a new level. Lecturers need to be passionate towards their work and passion comes only when lecturers are satisfied with their job and organization on the whole. Lecturer satisfaction leads to a positive ambience at the workplace. People seldom crib or complain and concentrate more on their work.

Moreover, we have many the benefits of lecturer satisfaction following: (1) the first benefit of lecturer satisfaction is that individuals hardly think of leaving their current jobs. Lecturer satisfaction in a way is essential for employee retention. Organizations need to retain deserving and talented lecturers for long term growth and guaranteed success. (2) Lecturer satisfaction is essential to ensure higher revenues for the organization. No amount of trainings or satisfaction would help, unless and until individuals develop a feeling of attachment and loyalty towards their organization. (3) Satisfied lecturers tend to adjust more and handle pressure with ease as compared to frustrated ones. Lecturers who are not satisfied with their jobs would find a problem in every small thing and be too rigid. They find it extremely difficult to compromise or cope up with the changing times. The above mentioned things, the researchers had chosen topic “*Determinants affecting lecturers’ job satisfaction at the private universities in Vietnam*” as a paper. This paper helps managers of the private universities who apply the research results for improving policy on the lecturers’ job satisfaction in the future.

LITERATURE REVIEW

Job satisfaction: Spector, P.E., Job satisfaction: Application, assessment, causes, and consequences, London: Sage, (1997). Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees. Job satisfaction falls into two levels: affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is a person's emotional feeling about the job as a whole. Cognitive job satisfaction is how satisfied employees feel concerning some aspect of their job, such as pay, hours, or benefits.

In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working conditions. In addition, the extent to which work outcomes meet or exceed expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work. Taber and Alliger found that when employees of an American educational institute rated how much they enjoyed individual tasks within their role, their scores were moderately correlated to satisfaction with the work itself, and associated (although weakly) with global job satisfaction. Taber and Alliger also found that other measures (such as, level of concentration required for the job, level of supervision, and task importance) all had no impact on satisfaction. This study demonstrates that the accumulating enjoyment of work tasks added up to overall job satisfaction. However, the low relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

Interesting work: According to Hackman & Wageman (1995), a job will bring employees general satisfaction and create good work efficiency. To have satisfaction, employees have to get a job that is appropriate to their ability. A job being suitable to ability represents diversification, creativeness to create the chance for employees to use and prove their ability as well as personal skills. Besides, Pearson (1991) believed that a job is able to build satisfaction if it has the variety of skills, comprehension about missions, the importance of missions, autonomy and feedback, and continuous work challenges; all will build satisfaction in work. Research of Oosthuizen (2001) stated, "Managers have to make work interesting so as to build work satisfaction at the higher degree". The nature of work should be seen as challenges and pleasures in work. Therefore, work variety and flexibility of employees are also important. Furthermore, Analoui (2000) defined that "work nature" is the core origin producing the satisfaction of senior managers, especially if this work is full of challenges and prove the power to employees.

Appreciation of work done: Appreciation is to recognize, certify the contribution of one person through high evaluation or award for completing missions or to recognize good achievements (Oosthuizen, 2001). Stroh (2001) added that when a person is awarded for his achievements, appreciation factor must be presented.

Whereas some researchers found out that employees hope their leaders or colleagues acknowledge their achievements, Analoui (2000) stated that good work or doing work with high quality is not often recognized. According to Analoui (2000), it is resulted from traditional management, bureaucracy system, lack of interpersonal skills in management.

Income: Income includes salary and financial benefits. This factor refers to all kinds of bonuses that a person can get when exchanging his labor power (Nguyen Huu Than, 2009). Work satisfaction of employees enhanced quickly through administration policies and compensation policies. Arnolds & Boshoff (2001) discovered that senior managers boost their employees strongly by financial rewards. Their researches affirmed that high income of employees has connection to work satisfaction. Therefore, when senior managers have effective salary and compensation policies, it will largely contribute to increasing working satisfaction of employees. Consequently, good wages factor is indispensable one in components affecting satisfaction of employees at researched unit. However, this research will change the name of variable from "good wages" to "good income" in accordance with the feature of salary payment of corporation. Income includes salary and other bonuses.

Promotion and development: Job promotion is a crucial need to any kinds of organizations. The fact that whether a society exists or not depends on its meet to the change.

In accordance to Oosthuizen (2001), promotion in work means the development. It is the factor to create working satisfaction, and therefore it seemed as the factor forming satisfaction at high degree. His research depicts that this factor combines meaningfully to dissatisfaction of employees. According to Arnolds & Boshoff (2001) quoted by Alpaender (1990), Cranny, Smith and Stone (1992), McCambell (1996), both the satisfaction of work position and promotion chance affect the working process of employees, especially in case of senior managers. In accordance to Steyn (2002) quoted by Wever (2000), most educators stated that the promotion to higher position is one of their targets.

Working conditions: Good working conditions represent good working environment, full equipment of devices to support work, safety condition, labor hygiene, no risks and necessary

labor protections. Along with Kruger (1996) and Oosthuizen (2001), working material conditions accompanied to the number of works, the usability of sources such as machines and tools, ventilation, lights, working space and air conditioning. The more and modern facilities are, the higher working efficiency is. They will free manual labor and help employees feel comfortable when working. Besides, Singleton (1989) also stated that weather condition has different roles towards working proceedings. Moreover, Pearson (1991) identified that value of organization, leadership style and material conditions are factors related to working environment. On the other hand, the relationship between colleagues also plays an important role in creating working environment for employees. Good working conditions/environment will build satisfaction, impulse employees to work better.

Commitment of leaders: The adherence between leaders and employees is shown as employees are respected and trusted as well as treated as an important member of corporation. Employees will feel comfortable with a friendly leader, they are eager to listen and care about their interests. Employees will always feel respected and trusted as an important member of company. Leaders play an essential role in building satisfaction to encourage employees to work. Words, actions of leaders are appropriate to each kind of employees, meaning leadership style of managers in each level suitable to features and qualifications of employees will directly influence their working efforts. On the opposite side, if actions of leaders are not suitable, it will make unpleasantness of employees in working and take off their satisfaction.

Welfare policy: Among ten motivators related to job characteristics creating satisfaction for employees of Kenneth A. Kovach, there is no company welfare factor. However, regarding to the sector of telecommunications service in Vietnam, company welfare plays an important role as well in builds employee satisfaction because this will bring benefits to employees working at the company. Company welfare includes benefits, insurances, medical fees, travel, holidays... When employees feel that company welfare is good, it will be the factor to make them work better. Therefore, it is necessary to take company welfare into testing the design of factors affecting employee satisfaction.

METHODS OF RESEARCH

Research processing for factors affecting lecturers' job satisfaction at the private universities

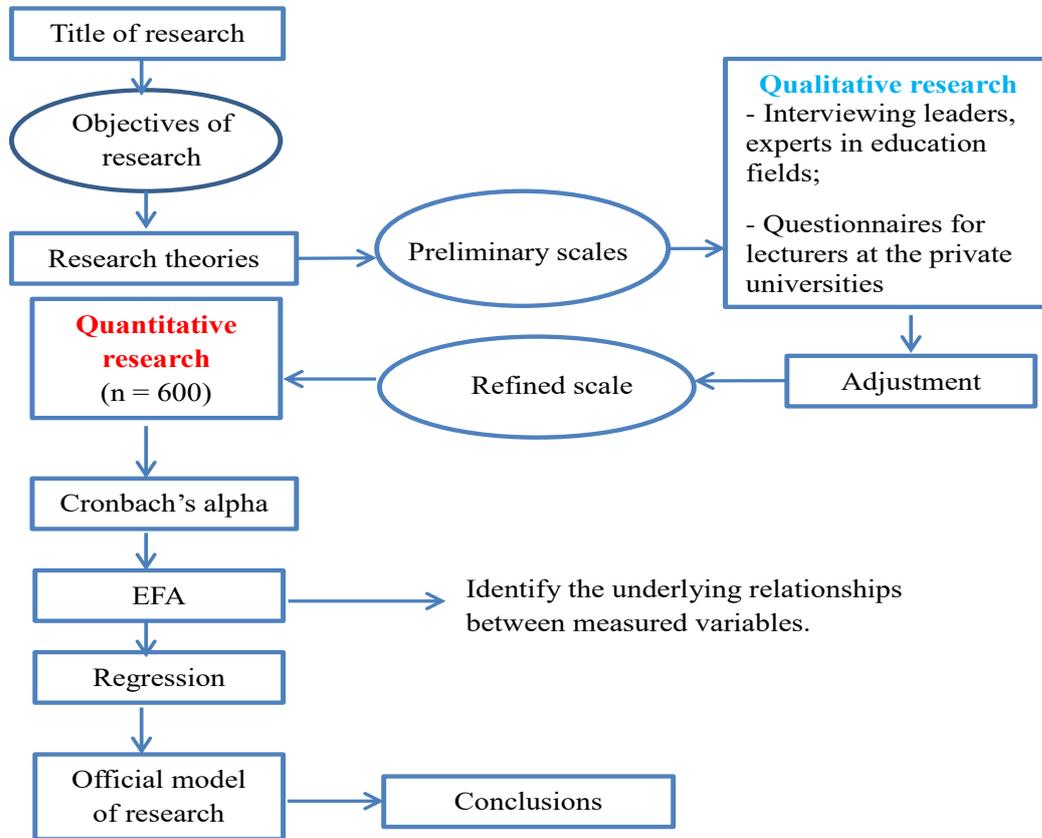


Figure 1: Research processing for factors affecting lecturers' job satisfaction at the private universities

After preliminary investigations, formal research is done by using quantitative methods questionnaire survey of 600 lecturers who related and answered nearly 27 questions. The reason tested measurement models, model and test research hypotheses. Data collected were tested by the reliability index (excluding variables with correlation coefficients lower < 0.30 and variable coefficient Cronbach's alpha < 0.60), factor analysis explored (remove the variable low load factor < 0.50). The hypothesis was tested through multiple regression analysis with linear Enter method. Conventions: 1: Completely disagree, 2: Disagree, 3: Normal; 4: Agree; 5: completely agree. Data collected were tested by the reliability index (excluding variables with correlation coefficients lower < 0.30 and variable coefficient Cronbach's alpha < 0.60), factor analysis explored (remove the variable low load factor < 0.50).

The data collected by the researcher and be analyzed by SPSS 20.0. Before having analyzed, the data screened to delete outliers to secure reliability. Creative research systems offers complete data processing services. I provide presentation-quality tables, text reports and graphics. In addition to or instead of paper copies, the researcher can provide the tables, reports and graphics on disk, ready for you to incorporate into a document or research presentation. the researcher can enter data from paper questionnaires or use a data file you provide. Most interviewing, scanning and database packages can produce a data file we can use. If you use

the survey system, interviewing and tabulation software, the researcher can provide instruction files you can use for further analysis.

Research model for factors affecting lecturers' job satisfaction at the private universities

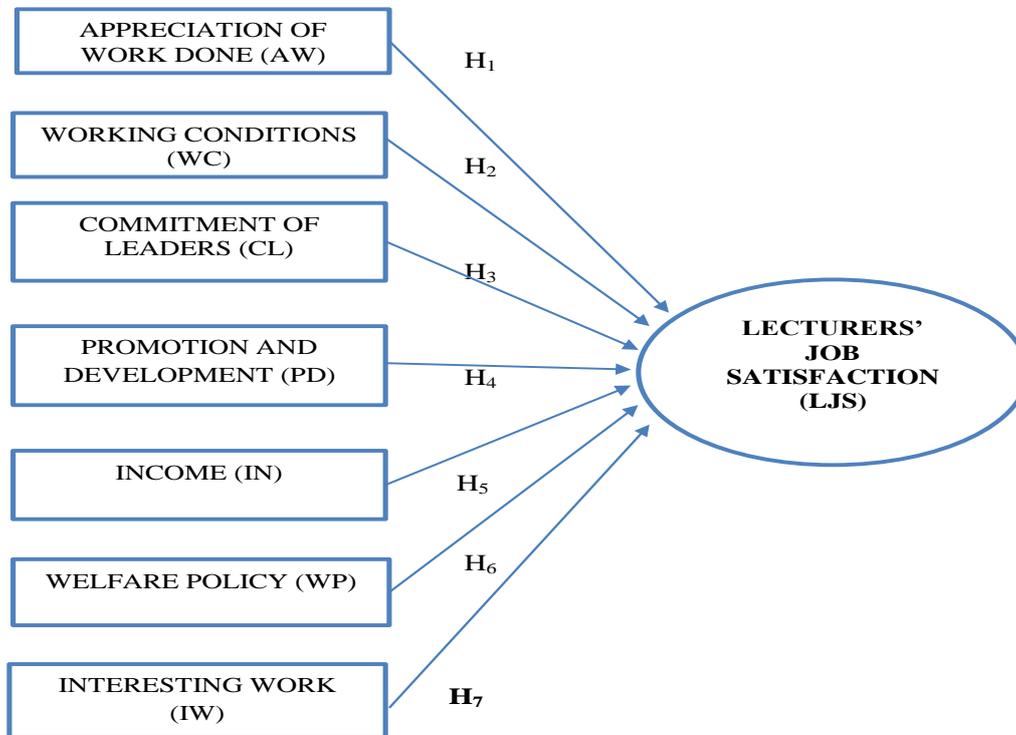


Figure 2: Research model for lecturers' job satisfaction at the private universities

Figure 2 showed that the lecturers' job satisfaction is the dependent variable but we had seven various factors that mentioned are independent variables. There are all of seven factors that have positive with the lecturers' job satisfaction at the private universities.

RESEARCH RESULTS

Table 1: Descriptive Statistics and Cronbach's Alpha for factors affecting the lecturers' job satisfaction

APPRECIATION OF WORK DONE (AW); Cronbach's Alpha is 0.920	Mean	S.D
AW1: You usually get compliment when having the work done well	3.9601	.95287
AW2: During your work at the private university, your achievement is recognized	3.3472	1.10379
AW3: You know the exact work expectation from higher management and the superior gives credit to your work	3.6059	1.30653
AW4: You are contributing to the success of the private university	3.2969	1.36429

PROMOTION AND DEVELOPMENT (PD); Cronbach's Alpha is 0.754		
PD1: You have many opportunities to be trained for necessary knowledge for your job at the private university	2.9896	.86672
PD2: You know clearly university's conditions to be promoted in teaching and researching	2.6215	1.57342
PD3: Promotional chance is equal among everyone at the private university	2.8958	1.47781
PD4: The private university helps you to build a specific training and career development plan in the future	3.3316	1.27972
WORKING CONDITIONS (WC); Cronbach's Alpha is 0.890		
WC1: Working environment of the private university is a good, safe place for you to teach and science research	3.1354	.94679
WC2: Your colleagues are funny, friendly and helpful with colleagues	3.2795	1.01124
WC3: Working environment is a clean, non-toxic for you to work, to teach and to create in science research	3.3368	.91619
WC4: Working facilities and equipment are adequate; reasonable working time	3.2552	.92453
COMMITMENT OF LEADERS (CL); Cronbach's Alpha is 0.992		
CL1: The private University's leaders consider you as an important member of the organization	3.5295	1.10768
CL2: Lecturers of the private university are respected and trusted	3.5469	1.10708
CL3: The superiors are always try to protect the legitimate rights of lecturers	3.5330	1.11384
WELFARE POLICY (WP); Cronbach's Alpha is 0.770		
WP1: The private University's welfare policy is good for you to teach and science research	2.8819	.87673
WP2: You are satisfied with the periodic medical examination of the private university	2.9132	.74093
WP3: The private university gives you annual travel	2.7465	.94638
INCOME (IN); Cronbach's Alpha is 0.812		
IN1: The salary can guarantee personal living and remuneration is equivalent to work performance	3.2934	1.05782
IN2: You get bonuses or pay raise upon good work performance and salary raise decision at the private university is fair	3.3299	.95401
IN3: Basic salary and overtime pay are reasonable for your life and family	3.0313	.95956
INTERESTING WORK (IW); Cronbach's Alpha is 0.731		
IW1: Teaching work at the private university helps you to promote your personal capability and majors	2.9219	1.38908
IW2: Researching work at the private university is diversified and requires creativity	2.9618	1.03096
IW3: You can finish the job without depending on others and you are proud to talk about your work	3.0799	1.30172

Table 1: continued

LECTURERS' JOB SATISFACTION (LJS); Cronbach's Alpha is 0.716	Mean	S.D
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LJS1: You always feel excited with the current job	3.319	.6623 8
LJS2: You always work with the best results as possible as	3.243	.7494 1
LJS3: You will continue working at the private university for long run	3.359	.6634 5

(Source: The researcher's collecting data and SPSS)

Table 1 showed that there were 600 lecturers who interviewed and answered about 27 questions but 576 samples processed and 24 samples lack of information. Data collected from December 2015 to April 2017. Std. Deviation (S.D) is around 1.00. Table 1 showed that all of Cronbach's Alpha is high > 0.6 ; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

Table 2: KMO and Bartlett's Test for factors affecting the lecturers' job satisfaction

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.799
Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.
	10529.271 276 .000

Total Variance Explained

Com.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.188	21.618	21.618	5.188	21.618	21.618	3.459	14.414	14.414
2	4.382	18.260	39.878	4.382	18.260	39.878	3.074	12.808	27.221
3	2.421	10.088	49.966	2.421	10.088	49.966	3.011	12.546	39.767
4	2.159	8.996	58.962	2.159	8.996	58.962	2.621	10.922	50.689
5	1.877	7.823	66.784	1.877	7.823	66.784	2.173	9.055	59.744
6	1.170	4.876	71.661	1.170	4.876	71.661	2.132	8.882	68.625
7	1.105	4.606	76.267	1.105	4.606	76.267	1.834	7.641	76.267
8	.761	3.171	79.438						
9	.664	2.766	82.204						
10	.567	2.361	84.566						
11	.505	2.102	86.668						

12	.477	1.986	88.654					
13	.420	1.748	90.402					
...					
24	.019	.077	100.000					

(Source: The researcher's collecting data and SPSS)

Table 2 showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy was statistically significant and high data reliability (KMO = 0.799 > 0.6). This result was very good for data analysis. Table 2 showed that Cumulative percent was statistically significant and high data reliability was 76.267 % (> 60 %). There are 24 items for the factors that affecting the lecturers' job satisfaction.

Table 3: Structure Matrix for factors affecting the lecturers' job satisfaction

Code	Component						
	X1	X2	X3	X4	X5	X6	X7
AW1	.927						
AW4	.915						
AW3	.866						
AW2	.832						
WC3		.870					
WC2		.853					
WC4		.798					
WC1		.780					
CL1			.964				
CL2			.963				
CL3			.961				
PD2				.815			
PD3				.807			
PD1				.707			
PD4				.664			
IN1					.883		
IN2					.776		
IN3					.730		
WP2						.882	
WP3						.811	
WP1						.776	
IW3							.864
IW2							.802
IW1							.518

(Source: The researcher's collecting data and SPSS)

Table 3 showed that Structure Matrix had seven Components. Component 1 was appreciation of work done (X1), Component 2 was working conditions (X2), Component 3 was commitment of leaders (X3), Component 4 is promotion and development (X4), Component 5 was income (X5), Component 6 was welfare policy (X6) and Component 7 was interesting work (X7). There are seven factors that affecting the lecturers' job satisfaction.

Table 4: KMO and Bartlett's Test for the lecturers' job satisfaction

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.652
Bartlett's Test of Sphericity	Approx. Chi-Square	351.752
	df	3
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.916	63.859	63.859	1.916	63.859	63.859
2	.648	21.616	85.475			
3	.436	14.525	100.000			

Extraction Method: Principal Component Analysis.

(Source: The researcher's collecting data and SPSS)

Table 4 showed that the result was very good for data analysis. The lecturers' job satisfaction showed that cumulative percent was statistically significant and high data reliability was 63.859 % (> 60 %). Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization. KMO and Bartlett's Test for the sustainability showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy was statistically significant and high data reliability (KMO = 0.652 > 0.6). Y: The lecturers' job satisfaction.

Table 5: Factors affecting the lecturers' job satisfaction**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.879 ^a	.773	.770	.26475	1.701

a. Predictors: (Constant), X7, X2, X6, X3, X4, X1, X5

b. Dependent Variable: Y

Bootstrap for Model Summary

Model	Durbin-Watson	Bootstrap ^a			
		Bias	Std. Error	95% Confidence Interval	
				Lower	Upper
1	1.701	-.546	.076	1.011	1.302

a. Unless otherwise noted, bootstrap results are based on 3000 bootstrap samples

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135.581	7	19.369	276.323	.000 ^b
	Residual	39.814	568	.070		
	Total	175.395	575			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.110	.087		1.272	.204		
X1	.185	.012	.359	16.035	.000	.797	1.255
X2	.232	.017	.346	13.860	.000	.643	1.556
X3	.052	.011	.104	4.734	.000	.832	1.202
X4	.164	.012	.300	13.393	.000	.798	1.253
X5	.130	.016	.199	8.210	.000	.678	1.475
X6	.096	.016	.124	5.941	.000	.919	1.089
X7	.139	.013	.254	10.659	.000	.704	1.421

Bootstrap for Coefficients

Model	B	Bootstrap ^a				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
(Constant)	.110	-.001	.078	.159	-.044	.259
X1	.185	2.464E-005	.012	.000	.162	.207
X2	.232	.001	.014	.000	.205	.261
X3	.052	.000	.011	.000	.030	.073
X4	.164	-9.637E-005	.011	.000	.142	.187
X5	.130	4.484E-005	.015	.000	.101	.161
X6	.096	-5.711E-005	.015	.000	.066	.126
X7	.139	-2.549E-005	.013	.000	.113	.166

(Source: The researcher's collecting data and SPSS)

Table 5 showed that Adjusted R Square (= 0.770) was statistically significant and high data reliability. In addition, Adjusted R Square reached 77.0 %. The results showed that all t value > 2 was statistically significant and high data reliability. Besides, the regression coefficients were positive. Multicollinearity (MC): Variance Inflation Factor (VIF) and Tolerance are two measures that can guide a researcher in identifying MC. $VIF < 10$ ($1 < VIF < 10$). This showed that there was not Multicollinearity. All factors affecting the lecturers' job satisfaction with significance level of 5%. Besides, $F = 276.323$, $sig = 0.00$. This model is very good for policies improving the lecturers' job satisfaction. Besides, bootstrap results are based on 3000 bootstrap samples, bias is around 0.00.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This paper discusses the effect of various factors on job satisfaction of lecturers at the private universities in Vietnam. The sample consisted of 600 respondents. The instruments used in the study were the teacher job satisfaction questionnaire. Structural equation modeling was used to determine the effect of various factors on the lecturers' job satisfaction. The study results showed that there were 576 lecturers who processed and answered about 27 questions. Data collected from December 2015 to April 2017. This study had been analyzed Cronbach's Alpha, KMO testing and the result of KMO testing used for the next research of the regression. Lecturers' responses measured through an adapted questionnaire on a 5-point Likert scale. Conventions include: 1: Completely disagree, 2: Disagree, 3: Normal; 4: Agree; 5: completely agree. Hard copy and online questionnaire distributed among 20.500 lecturers. In addition, seven components affecting the lecturers' job satisfaction with significance level 5 percent. They include: Component 1 was appreciation of work done (X1), Component 2 was working conditions (X2), Component 3 was commitment of leaders (X3), Component 4 is promotion and development (X4), Component 5 was income (X5), Component 6 was welfare policy (X6) and Component 7 was interesting work (X7) and then the researchers have recommendations improving the lecturers' job satisfaction following.

RECOMMENDATIONS

Recommendation for appreciation of work done (X1)

The private Universities leaders need to be specific in expressing lecturers' appreciation so that it reinforces behaviors through positive feedback for the lecturers. Instead of a generic 'great job,' be specific for example, 'I really like how you've pulled the discussion back together you're an exemplary collaborator.' Being specific also adds meaning and inspires the lecturers to further develop their skills in that particular area.

Recommendation for working conditions (X2)

The private Universities leaders need to make the office comfortable, beyond cultural changes, there are other, simpler solutions that can improve how the office operates. Working in a clean, attractive office can have tremendous effects on co-worker and manager relationships. Besides, leaders need to make an effort to provide a relaxing atmosphere with comfy furniture, working equipment and a few 'extra-mile'.

Recommendation for commitment of leaders (X3)

The private Universities leaders need to be better understand the value of workplace engagement and are able to commit to specific objectives. The advice provided is not meant as a panacea to the employee engagement dilemma but simply a starting point to developing or being part of a more engaged workforce. Being part of an organization means that it is everyone's responsibility to make things better and to resolve issues. There is no one solution to get people more committed. Engagement is about ongoing dialogue and continuous improvement.

Recommendation for promotion and development (X4)

The private Universities leaders need to provide flexible learning options. Telling lecturers they need to engage in more learning and development activities with their already heavy workload often leaves them feeling overwhelmed and consumed by the question, “When and how will I find the time?” The private Universities leaders must respond by adopting on-demand and mobile solutions that make learning opportunities more readily accessible for people. As leaders, we know the value our learning and development programs bring to our organizations. But we also want to ensure we’re receiving a high return on investment. By clearly understanding the trends emerging in our learning and development programs, we’ll better position our Universities to select the right targeted solutions to drive results, increase employee engagement, and increase innovation and productivity.

Recommendation for income (X5)

The private Universities leaders need to provide competitive benefits - Fair wages are important, but competitive benefits are also critical to keeping the workforce satisfied. If your benefits package is thin, lecturers may look for other opportunities with firms that are more generous. Beyond insurance, benefits such as flex time, paid holidays, extra working time, and personal days are important factors to lecturers’ satisfaction.

The private Universities leaders do not waste time on useless things. The manager should adjust the time for work, reduce the number of meetings and spend time with the lecturers to focus on work. One of the first seemingly absurd ideas, but very effective, is the standing meeting. The meeting will end quickly and efficiently.

Recommendation for welfare policy (X6)

The private Universities leaders need to develop stably and sustainably in the context of integration. The private Universities should pay attention to improving the working environment while offering appropriate welfare policies to retain talents as well as improve the quality of science research. Welfare policy is always one of the most important things for a private university lecturer and is also a top concern for businesses. One of the most common types of complaints from lecturers is their lack of satisfaction with the private Universities’ welfare policy.

Recommendation for interesting work (X7)

The private Universities lecturers need to always explore and learn new things. The private Universities lecturers just hang around inside the engine work too familiar are also a main cause leading to boredom and emotional saturation. Work can be almost unchanged, but you absolutely can make it more interesting by changing the operating mode. Such as learn about some new computer software, a new application that replaces the old software, old applications to cater to your work. Science and technology background of the world developed very quickly, always have new ones better than the old, more convenient than the old ones waiting for you to explore. Many people have concerns psychological change and challenge; gradually they become lazy in acquiring new technologies. Sooner or later this will cause them to be framed in the old process repeats itself regularly every day.

Finally, the next study should survey more than 600 lecturers of others in the public universities in Vietnam. Besides, the next research should survey more than 27 items affecting lecturers' job satisfaction at the private and public universities of others provinces in Vietnam.

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