FACTORS INFLUENCING JOB SATISFACTION AND WORK MOTIVATION AMONG HIGH SCHOOL TEACHERS IN HAI PHONG CITY, VIETNAM

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Abstract

In order to understand the fundamentals of how to satisfy and motivate teacher to work better at high schools in Hai Phong City in particular, and in Vietnam general, management should know that not all motivating factors are monetary based. This study was conducted in Hai Phong City, at 8 selected high schools, from both private and public. The research finding showed that all 7 factors in our model found to have significant influence on job satisfaction and work motivation. Based on research findings, some recommendations were proposed. School leaders and management of the Hai Phong City may look at these findings to have insight picture of the high school teachers' job. In addition, they can refer the recommendations of this study to take an appropriate action to improve teachers' job satisfaction and work motivation.

Keywords: Job satisfaction, Work motivation, High school teachers, Vietnam

INTRODUCTION

Theories and practicality of education development has shown that teachers are one of the most important factors in improving the quality of tertiary education. Teachers are persons who directly convey knowledge and experience to students. Thus, ability to convey the knowledge, and teachers' knowledge, experience and enthusiasm, dedication has a huge impact on the ability to perceive and apply knowledge of students. The empirical studies have shown that job satisfaction has a positive impact on the labor efficiency. Vroom (1967) has stated that: "Job satisfaction is a status when employees have clear and effective direction for work in the

organization, really excited about their work". Spector (1997) and Kneitner and Kinicki (2007) defined: "Job satisfaction is reactions about the emotions and feelings towards different aspects of the job". Thus, enhancing the job satisfaction and motivating to work for teachers will contribute to improve the teaching quality, thereby improve the quality of education.

Hai Phong City is one of the big economic - cultural - social centers in Vietnam. Education and Training of Hai Phong City is always in the forefront all over the country. Currently, Hai Phong has 233 kindergartens, 216 primary schools, 195 secondary schools and 40 high schools. Total number of students and teachers at all levels respectively are 375,870 students and 29,813 teachers. Recognizing the role of education for the economic - cultural – social development, Hai Phong City has policies to promote the development of the education sector. However, tertiary education in Hai Phong hasn't caught up with the advanced education of the other countries in the region as well as the world yet. One of the causes of this problem comes from the teaching staff of the city. They do not really fall in love and passion with their job due to the fact that they are not satisfied with their jobs and thus, do not dedicate as well as motivate them to work harder. Understanding this problem, the Department of Education and Training in Hai Phong has been promulgating many different policies to motivate teachers, but these policies are not really effective. Therefore, the problem of identifying and assessing the factors affecting job satisfaction and motivating teachers at their work in Hai Phong is essential issues to make contributions to improving the education quality of the city, thereby take city's education integration, and catch up with education of other countries in the region and the world.
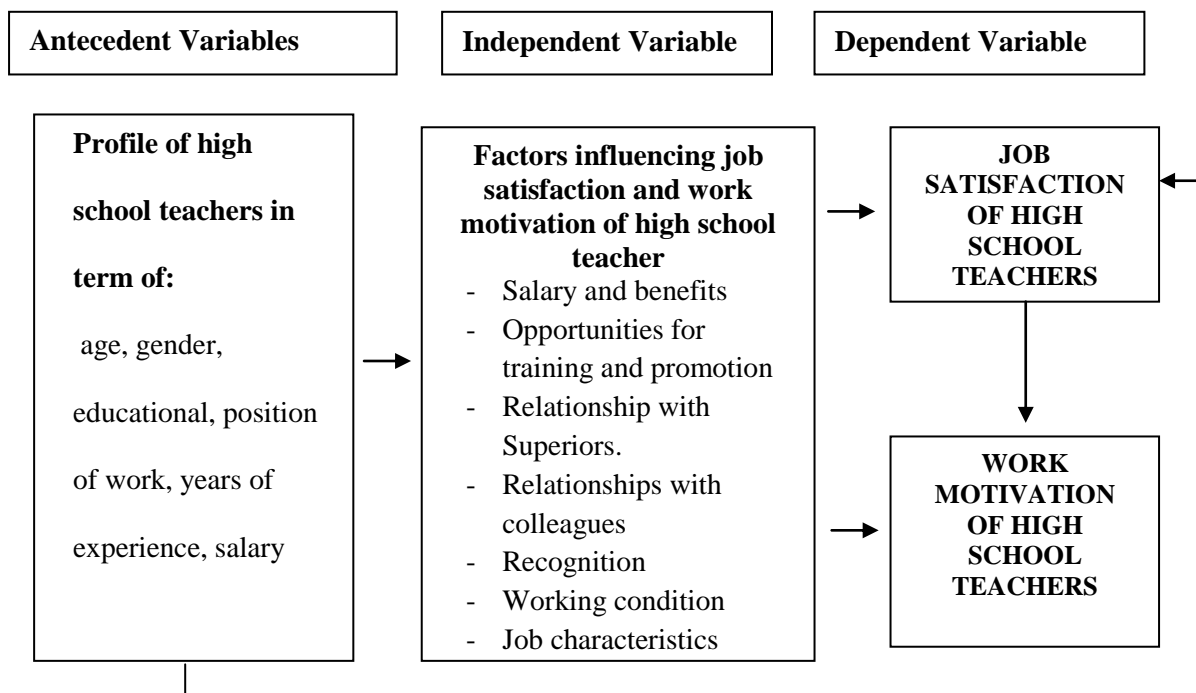
LITERATURE REVIEW

So far, there have been many studies in the world about evaluating the factors affecting job satisfaction and motivation to work. Luddy (2005) emphasized the factors affecting job satisfaction including: job placement, superior supervision, relationships with colleagues, job content, the treatment and the rewards (promotion, physical conditions of the workplace, organizational structure). Herzberg et. al. (1959) pointed out that there were two - factor groups relating to job satisfaction. They were motivation factor group and maintenance factor group. Motivation factor group included: (1) achievement, recognition, (2) the challenging work, (3) the progress, growth in jobs. Maintenance factor group included: (1) policies and company management (2) the supervision of their leaders, (3) salary, (4) the relationships between individuals, (5) working conditions, (6) the individual lives, (7) a guarantee for the work. Between these two groups only motivation factors could bring satisfaction to employees, and if not done well, the maintenance factors would cause discontent among employees. The model "work

features" of Hackman and Oldham's (1976) provided 5 core characteristics: 1) the diversity of skills, (2) understanding the work, (3) significant work, (4) the autonomy at work, (5) feedback. These characteristics made up three psychological states: understanding the meaning of work and responsibility for the results of work and awareness of the work results. From psychological states would produce the results of their work. Smith (1967) argued that there were five factors affecting job satisfaction: satisfaction with work, satisfaction with supervision, satisfaction with salary, satisfied with opportunities for advancement and satisfaction with colleagues. The Job Descriptive index (Job Descriptive Index (JDI) by Smith (1969) used five factors: job characteristics, superior, salaries, training opportunities - advancement, and colleagues. In Vietnam, Tran Kim Dung (2005) conducted the research about measuring job satisfaction by using JDI scale, Maslow's hierarchy of needs (1943) and added two new factors: the welfare and working conditions.

Thus, previous studies pointed out the factors affecting job satisfaction and work motivation of employees in general. Some studies have researched job satisfaction of teachers, but there are no studies on job satisfaction and work motivation for teachers in general as well as high school teachers in Hai Phong in particular. Therefore, the author has chosen to research on the factors affecting job satisfaction and work motivation of high school teachers in Hai Phong City.

RESEARCH METHODS

Figure 1. Research framework

Hypotheses of the Study

H1: Salary and benefits has an impact on job satisfaction and work motivation of high school teachers.

H2: Opportunities for training and promotion has an impact on job satisfaction and work motivation of high school teachers.

H3: Relationship with leaders has an impact on job satisfaction and work motivation of high school teachers.

H4: Relationships with colleagues have an impact on job satisfaction and work motivation of high school teachers.

H5: Recognitions has an impact on job satisfaction and work motivation of high school teachers.

H6: Working condition has an impact on job satisfaction and work motivation of high school teachers.

Data Collection

The study mainly used the quantitative data. However, for better analyzing job satisfaction and work motivation, qualitative data also were used. Secondary data were collected from different sources on reports of Hai Phong Department of Education and Training, High schools in Hai Phong City, etc and publication, books, websites, etc.

For the purpose of data analysis, primary data were used to evaluate the level of agreement on the variables in the model as well as to identify the factors that influenced the high school teacher's job satisfaction and work motivation. In order to collect data for the study, a survey used. Prepared questionnaires were delivered to target teachers. Besides this, observation was used to have a broader perspective of High schools offering to teachers.

The study distributed questionnaires to 415 teachers in 8 high schools of 6 districts of Hai Phong City in May 2019. The objects of the study were teachers who work at the high schools at least 2 years and work as the full time teachers.

Data Processing and Data Analysis

SPSS software 20.0 was used to code data and to analyze the data. Standard editing and coding procedure was utilized. The regression model was used to test the proposed hypotheses. The statistical methods utilized in this study for analyzing the collected data were reliability analysis, descriptive statistics, and standard multiple regression analysis. Descriptive analysis was used to analyze mean, frequency, maximum point, minimum point, range (max – min) ... of variables. Factor analysis was used to reduce and combine data. Regression was used to define effect on each independent variable with dependent variable.

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Job satisfaction

$$SAT = a_0 + B_1X_1 + B_2X_2 + ... + B_nX_n + e_i$$

Work motivation

$$MOT = a'_0 + B_1'X_1 + B'_2X_2 + ... + B'_nX_n + e_i$$

Where:

- X_1: Salary and benefits
- X_2: Training and promotion
- X_3: Relationship with leaders.
- X_4: Relationships with colleagues
- X_5: Working condition
- X_6: Recognition
- X7: Job characteristics

$$MOT = b_0 + b_1SAT + e_i$$

RESULTS AND DISCUSSION

Overview of the high school teachers in Hai Phong City

With advantages of being a city directly under the Central Government, Hai Phong is a major education center of Vietnam. The schools in Hai Phong have not only a very good and comprehensive facilities but also better quality of high school teachers as compared those in other provinces of Vietnam.

Table 1. The demographics of the high school teachers in Hai Phong City

	Categories	2017		2018		2019	
		Quantity	%	Quantity	%	Quantity	%
	Total	**3405**		**3334**		**3248**	
1	*By gender*						
	Male	1064	**31.25**	1033	**30.98**	1002	**30.85**
	Female	2341	**68.75**	2301	**69.02**	2246	**69.15**
2	*By work experience*						
	Under 1 year	35	**1.03**	22	**0.66**	28	**0.86**
	1-5 years	119	**3.49**	113	**3.39**	105	**3.23**
	6-10 years	769	**22.58**	598	**17.94**	482	**14.84**
	11-15 years	1149	**33.74**	1221	**36.62**	1216	**37.44**
	16-20 years	820	**24.08**	859	**25.76**	892	**27.46**
	Over 20 years	513	**15.07**	521	**15.63**	525	**16.16**

Table 1…

3	**By academic qualification**						
	Graduate or higher	833	**24.46**	910	**27.29**	912	**28.08**
	Undergraduate	2572	**75.54**	2424	**72.71**	2336	**71.92**
4	**By type of high school**						
	Public high school	2859	**83.96**	2778	**83.32**	2692	**82.88**
	Private high school	546	**16.04**	556	**16.68**	546	**16.82**
5	**By Location**						
	An Duong District	250	**7.34**	250	**7.50**	245	**7.54**
	An Lao District	224	**6.58**	214	**6.42**	182	**5.60**
	Cat Hai District	71	**2.09**	68	**2.04**	63	**1.94**
	Do Son District	85	**2.50**	81	**2.43**	81	**2.49**
	Duong Kinh District	85	**2.50**	85	**2.55**	90	**2.77**
	Hai An District	298	**8.75**	292	**8.76**	292	**8.99**
	Hong Bang District	144	**4.23**	141	**4.23**	146	**4.50**
	Kien An District	174	**5.11**	172	**5.16**	170	**5.23**
	Kien Thuy District	243	**7.14**	233	**6.99**	226	**6.96**
	Le Chan District	333	**9.78**	330	**9.90**	330	**10.16**
	Ngo Quyen District	336	**9.87**	337	**10.11**	338	**10.41**
	Thuy Nguyen District	536	**15.74**	527	**15.81**	501	**15.42**
	Tien Lang District	264	**7.75**	260	**7.80**	251	**7.73**
	Vinh Bao District	362	**10.63**	344	**10.32**	333	**10.25**

(Source: Hai Phong City Department of Education and Training, 2017, 2018, 2019)

In 2017 the total high school teachers was 3405 and in 2018, this number was 3334 teachers, decreasing 71 teachers (accounted for 2.09%). In 2019 this number was 3248, decreasing in 2.59%. So during the period from 2017-2019, the total high school teachers decreased in 4.61%. For the last 3 years, the total number of high school teachers slightly decreased due to restructure of the whole country system. In addition, teaching is very pressure work while payment is low as compared to other industries.

By work experience, most of the teachers have work experiences between 11-20 years, accounted for 64.90%. For those who have from less than one year to 5 years also accounted 4.09%. With such long time of teaching experiences, the high school teachers in Hai Phong City were qualified for new requirement of the educational system in terms of quality assurance.

By academic qualification, the percentage of the high school teachers who hold master degree or higher was accounted for 24.46%, by 2019 this number of 28.08 percent. This means

that from 2017-2019, the number of teachers who hold master degree of higher were 79 teachers. However, every summer before new academic year stated, most of the teachers have training.

By types of schools, as mentioned above, Hai Phong City has 59 schools offer high school education, of which 43 were public schools and 16 were non-public, herein called private schools (including private, and international schools). By 2019, 2,692 teachers (accounted for 82.88%) were working at public schools and remaining 546 teachers (accounted for 16.82%) were working at private schools.

Description of the respondents' profile

In order to collect data for this research, 415 teachers at 8 schools in Hai Phong City were selected. These schools were representative for the schools in Hai Phong City. 445 structural questionnaires were delivered to all teachers working at the selected high schools in May 2019. All the teachers at the selected high schools were surveyed. The teachers were requested to fill in the questionnaires and returned back to the researcher. 445 responses were returned. Of which 415 responses were used for the analysis. 30 responses were missing lots data and were removed from the data set.

Table 2 presents the descriptive analysis of the respondents profile . 25.1% percent of the respondents was male, accounted for 104 female teachers and 74.9 % was female, accounted for 311 female teachers. This amount was reasonable, since the teachers in Vietnam are mainly female.

Table 2: Respondents' profile

	Profile	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	**Male**	104	25.1	25.1	25.1
	Female	311	74.9	74.9	100.0
Age	**Under 35 years old**	128	30.8	30.8	30.8
	35 - 45 years old	226	54.5	54.5	85.3
	Over 45 years old	61	14.7	14.7	100.0
Work position	**Principal/ Vice principal**	17	4.1	4.1	4.1
	Head/ vice head of the Department	60	14.5	14.5	18.6
	Teacher	336	81.0	81.0	99.5
	Other	2	.5	.5	100.0

Length of service	Less than 10 years	96	23.1	23.1	23.1
	From 10 to 20 years	245	59.0	59.0	82.2
	Over 20 years	74	17.8	17.8	100.0
Educational background	Bachelor degree	280	67.5	67.5	67.5
	Master degree	129	31.1	31.1	98.6
	Ph.D. degree	2	.5	.5	99.0
	Others	4	1.0	1.0	100.0
Salary	Below 5 mil VND	106	25.5	25.5	25.5
	From 5 to 7 mil VND	210	50.6	50.6	76.1
	From 7 to 9 mil VND	67	16.1	16.1	92.3
	Over 9 mil VND	32	7.7	7.7	100.0
Total		415	100.0	100.0	

Regarding the *ages*, the main respondents in this study were at ages between 35 to 45 years old, accounted for 54.5 percent. Less than 35 years old respondents accounted for only 30.8 percent, while the respondents who were over 45 years old accounted for only 12.7 percent.

Regarding the *work position,* among 415 teachers involved in this study, 336 respondents were teachers, accounted for 81.0%, 17 respondents were the high school principals or vice principals, accounted for 4.1 % and 60 respondents were the head of the   departments and vice head of the department accounted for 14.5%.

Regarding to *length of service*, 96 respondents had been working for less than 10 years, accounted for 23.1%, 245 respondents had been working for about 10 to 20 years, accounted 50.0%. Only 74 teachers had been working more than 20 years, accounted for 17.8%. With this working experience, the teachers were qualified to the survey and were able to answer all the questions in our study.

In terms of *educational background*, it was interesting to know that, there were 2 Ph.D. holders working at high schools in Hai Phong City. Before, teaching at high schools were the teachers who hold bachelor degree. Recently, many teachers hold Master degrees.   This means that the qualification of the teachers in Hai Phong City is changing to a positive way. Among 415 teachers, 129 of them hold master degrees, accounting for 31.1%. However, there were 280 teachers had bachelor degrees, accounted for 67.5%.

In terms of *salary*, most of teachers had salary from 5.000.000VND to 7.000.000 VND per month, accounted for 50.6%. There were 106 teachers who received monthly less than 5.000.000 VND, accounted for 25.5%. we also found that 16.6% of the respondents received

monthly from 7.000.000VND to 9.000.000VND. Only 7.7% of the respondents received monthly more than 9.000.000VND. This means that with this amount of money they receive every month, they would find difficult to afford their family.

Hypotheses testing

In order to determine the influencing factors, regression models were examined to identify the influence of the independent variables (salary and benefits, training and development, relationship with leaders, relationship with colleagues, working condition, recognition and job characteristics) on dependent variables (job satisfaction, and work motivation).

Factors influencing job satisfaction

The following table, labeled model Summary, showed that the R-square for this combine model is 0.674. Acceding to statistics, R-square figure showed the percentages of variation in one variable that is explained by or accounted for by other variable. In this model, job satisfaction of the high school teachers in Hai Phong City accounted for 67.4 percent of the total variation in 7 variables (salary and benefits, training and development, relationship with leaders, relationship with colleagues, working condition, and recognition and job characteristics.

Durbin-Watson coefficient is 1.807, in between 1<D<3, thus there is no problem of multicolinearity in this model regression

Table 3: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.821[a]	.674	.668	.57611679	1.807

a. Predictors: (Constant), Nature of work, Salary and benefits, Relationship with colleagues, Training and development, Working conditions, Relationship with leader, Recognition

b. Dependent Variable: Job satisfaction

The ANOVA table below shoed the F-ratio for the regression model that indicated the statistical significance of the overall regression model. The F-ratio is the results of comparing the amount of explained variance to the unexplained variance. The larger the F-ratio is, the more variance in the dependent variable that is associated with the independent variable. The regression model results in the ANOVA table below showed that the overall model is significantly different from 0 (the F-ratio = 120.046 which is significant at the 0.00 level.

Table 4: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	278.912	7	39.845	120.046	.000[a]
	Residual	135.088	407	.332		
	Total	414.000	414			

a. Predictors: (Constant), Job characteristics, Salary and benefits, Relationship with colleagues, Opportunities for training and development, Working conditions, Relationship with supervisor, Recognition

b. Dependent Variable: Job satisfaction

Table 5: Coefficients[b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-1.802E-16	.028		.000	1.000		
Salary and benefits	.100	.037	.100	2.712	.007	.585	1.711
Training and development	.106	.049	.106	2.167	.031	.338	2.957
Relationship with leaders	.092	.049	.092	1.869	.062	.329	3.043
Relationship with colleagues	-.003	.042	-.003	-.070	.944	.454	2.202
Working conditions	.244	.047	.244	5.192	.000	.363	2.753
Recognition	.129	.049	.129	2.605	.010	.329	3.043
Job characteristics	.303	.047	.303	6.380	.000	.357	2.804

a. Dependent Variable: Job satisfaction

To determine if any of the independent variables in the model were significant predictors of job satisfaction, the table of coefficient is examined. Looking at the Standardized coefficients column revealed that *salary and benefits* have a beta coefficient of .100 which is significant at 0.05. *Training and development* have a beta coefficient of .106 and significant level at the 0.05 level. Similar, working *conditions, recognition and job characteristics* have beta coefficients of 0.244, 0.129 and 0.303 and significant level at the 0.00, 0,05 and 0.00 levels, respectively. However, *relationship with leaders has* a beta coefficient of 0.094 and is not significant

(probability of 0.062); and *relationship with colleagues* found no significance, since beta coefficient of is -0.003 and p-value is 0.944 (not significant at 0.05).

This means that we are able to reject the null hypothesis that salary and benefits, training and development, working condition, recognition, and job characteristics are unrelated, and claim with confidence that they are associated with job satisfaction. On the other hand, we cannot reject the null hypothesis that relationship with colleagues and relationship with leader are unrelated to job satisfaction. Thus, H1, H2, H5, H6 and H7 are supported, while H3 and H4 are not supported.

In other words, the results from the regression model revealed that salary and benefits, training and development, working condition, recognition, and job characteristics are a good predicts of job satisfaction of the high school teachers in Hai Phuong City. According to Beta coefficients, every time when salary, allowance and support, relationship with supervisor and working condition increase by one unit, job satisfaction will increase 0.134, 0.192. 0.207 and 0.406 respectively.

Table 6: Strength of influences on job satisfaction

Variables	Beta coefficients	Rank
Salary and benefits	0.100	5
Training and Development	0.106	4
Working conditions	0.244	2
Recognition	0.129	3
Job characteristics	0.303	1

The above table showed that job characteristics has a strongest influence, following by working condition, recognition, training and development, lastly, salary and benefits.

Factors influencing work motivation

The following table showed that the R-square for this combine model is 0.618. This figure means that work motivation of the high school teachers in Hai Phong City accounted for 61.8 percent of the total variation in 7 variables in the model (salary and benefits, training and development, relationship with leaders, relationship with colleagues, working condition, recognition and job characteristics).

Durbin-Watson coefficient is 1.714, in between 1<D<3, thus there is no problem of multicolinearity in this model regression.

Table 7: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.786[a]	.618	.611	.62354308	1.714

a. Predictors: (Constant), Nature of work, Salary and benefits, Relationship with colleagues, Opportunities for training and development, Working conditions, Relationship with leaders, Recognition

b. Dependent Variable: Work motivation

The ANOVA table below showed the F-ratio for the regression model is 93.971. The regression model results in the ANOVA table below also pointed that the overall model is significantly different from 0 (the F-ratio = 94.971 which is significant at the 0.00 level.

Table 8: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	255.756	7	36.537	93.971	.000[a]
	Residual	158.244	407	.389		
	Total	414.000	414			

a. Predictors: (Constant), Job characteristics, Salary and benefits, Relationship with colleagues, Opportunities for training and development, Working conditions, Relationship with supervisor, Recognition   b. Dependent Variable: Work motivation

Table 9: Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	-4.144E-16	.031		.000	1.000		
Salary and benefits	.093	.040	.093	2.326	.021	.585	1.711
Training and development	.143	.053	.143	2.714	.007	.338	2.957
Relationship with leader	.034	.053	.034	.633	.527	.329	3.043
Relationship with colleagues	.105	.045	.105	2.311	.021	.454	2.202
Working conditions	.150	.051	.150	2.942	.003	.363	2.753
Recognition	.212	.053	.212	3.973	.000	.329	3.043
Job characteristics	.208	.051	.208	4.051	.000	.357	2.804

a. Dependent Variable: Work motivation

To examine if any of the independent variables in the model are significant predictors of work motivation of high school teachers in Hai Phong City, the table of coefficient is investigated. Looking at the Standardized coefficients column revealed that *salary and benefits* have a beta coefficient of .0.093 which is significant at 0.05. *Training and development* have a beta coefficient of 0.143 and significant level at the 0.01 level. *Relationship with colleagues* has a beta coefficient of 0.105 and significant level at the 0.05 level. Similar, working *conditions, recognition and job characteristics* have beta coefficients of 0.150, 0.212 and 0.2083 and significant level at the 0.01, 0,00 and 0.00 levels, respectively. However, *relationship with leaders has* a beta coefficient of 0.034 and is not significant (probability of 0.527).

These findings mean that we are able to reject the null hypothesis that salary and benefits, training and development, relationship with colleagues, working condition, recognition, and job characteristics are unrelated, and claim with confidence that they are associated with work motivation of the teachers working at high school, both in private and public schools in Hai Phong City. On the other hand, we cannot reject the null hypothesis that relationship with leader are unrelated to job satisfaction. Thus, H1, H2, H4, H5, H6 and H7 are supported, while H3 is not supported.

In other words, the results from the regression model revealed that salary and benefits, training and development, relationship with colleagues, working condition, recognition, and job characteristics are a good predicts of work motivation of the high school teachers in Hai Phong City. According to Beta coefficients, every time when salary, allowance and support, relationship with supervisor and working condition increase by one unit, job satisfaction will increase 0.093, 0.143. 0.105, 0.150, 0.212 and 0.208, respectively.

Table 10: Strength of influences on job satisfaction

Variables	Beta coefficients	Rank
Salary and benefits	0.093	6
Training and Development	0.143	4
Relationship with colleagues	0.105	5
Working conditions	0.150	3
Recognition	0.212	1
Job characteristics	0.208	2

The above table showed that recognition has a strongest influence, following by job characteristics, working condition, training and development, lastly, salary and benefits.

CONCLUSIONS

Education plays an important role in the destiny of the country key factor and is a driving force for the development of the economy. For decades, Vietnamese Party and State have always considered education to be the top national policy.

The study used 2 main methods which were qualitative and quantitative methods. The qualitative method was conducted through in –depth interviews to explore the main factors affecting job satisfaction and work motivation. For quantitative method, in order to collect data for this study, 8 high schools, both private and public, were selected for this study. Total population of this 8 selected high school was invested. 415 were surveyed. The data obtained were entered into the Statistical Package for Social Science (SPSS version 20). The data were tested for reliability through Cronbach's Alpha coefficients. Validity test was used to check to make sure the data were valid for the further analysis.

The results revealed that high school teachers in Hai Phong City was satisfied with their salary and benefits, training and promotion, relationship with leaders, relationship with colleagues, working condition, recognition and job characteristics. The level of satisfaction was at middle and high range of good level.

A positive relationship exists between a high school teachers' job satisfaction and the variables such as salary and benefits, training and development, work condition, recognition, and job characteristics., while relationship with leaders, and relationship with colleagues could not find any relationship with job satisfaction.

There is a positive relationship between work motivation and   the variables such as salary and benefits, relationship with colleagues training and development, work condition, recognition, and job characteristics., while relationship with leaders could not find any relationship with job satisfaction.

There is a positive relationship between job satisfaction and work motivation of the high school teachers in Hai Phong City.

RECOMMENDATIONS

Salary and benefits

Firstly, in order to increase job satisfaction and work motivation of the high school teachers, Hai Phong Department of Education and Training, as well as school leaders should design a flexible salary and payment mechanism, in which in addition to the basic salary paid by the government, high schools needs to pay salary and benefits based on ability and work performance.

Secondly, the benefits (fringe benefits) should be transparent and fair to all the teachers, and of course in all cases.

Hai Phong Department of Education and Training, as well as school leaders should call for other additional income for the teachers so that teachers have adequate income for living expenditure, so that teachers feel happy with their job and willing to dedicate themselves for their work at high school.

Salary should be competitive among high schools in the same areas to avoid teacher dissatisfaction.

In addition to financial support from the government, high school needs to develop internal spending rules in which provide allowance for individual training and development, rewards for teachers who have training excellent students for national excellent students contest with high prizes.

Training and development

Nowadays, progressive human beings aspire towards an objective of socio-economic development in order to significantly improve the quality of life for human beings in the harmonious combination between physical and spiritual conditions, between high standards of living and a beautiful lifestyle, both safe and sustainable for all people, for today's generation and for generations to come. Therefore, high school have faced with a diversified range of students and parents with varying expectation, learning style, new and growing competition, technological advancement, changing government policies, social demand, etc. This requires high schools to provide their teachers a regular training to enhance professional knowledge and skills to fulfil higher demands of the learners and society. Therefore, high schools in Hai Phong City should:

Plan and provide comprehensive ongoing professional training programs for the teachers on yearly basis. Because ttraining and education motivates people and makes them more productive and innovative.

Give teachers opportunities to study at higher educational level such as master degree or Ph.D. degree. This not only meet the requirement of the country's educational system in the new era, but also well-trained teachers are more capable and willing to assume more control over their jobs. They need less supervision, which frees management for other tasks. Well-trained teachers are more satisfied, and are more motivated. All this leads to better management-teacher relationships.

Take initiative in organizing school – based activities such as coaching, mentoring, sharing experience.

Hold individual professional development programs as well as the activities for professional development of the teachers.

Pay more attention to create a clear career development path for teachers, especially, school leaders should guide their teachers to their career direction of career development opportunity waiting for them at the school.

Improve communication

The research findings showed that both relationship with leaders and relationship with colleagues were not significantly and positively influence job satisfaction. In addition, relationship with leaders did not found to have influence on work motivation at high school in Hai Phong City. Even though, there's no such thing as too much communication. Also, lack of communication is the source of a lot of frustration in the workplace. As mentioned above, in order to increase job satisfaction and work motivation, it is necessary to improve positive communication at the school among school principals, head of department and teachers.

Make sure they talk to their teachers in person and even on a personal level, if possible. Try setting aside some time each day to talk with teachers during monthly meeting, during coffee breaks instead of sitting at your desk or during the break time. By doing so, school leaders actually make teachers feel as though they are part of the team; a leader instead of just the boss.

Work on creating a culture of open and honest communication within your team. Foster relationship at work and at school.

Teachers also want to see the school that they are working for succeed. Many have excellent ideas, ranging from money saving to operational improvements. School leaders must make an effort to take some time to ask and listen to suggestions of the teachers.

Improve working condition

The research findings showed that working condition is significantly and positively influence job satisfaction and work motivation at high school in Hai Phong City. There is a practice, that not only happened in Hai Phong City, but also in a whole Vietnam, that is an over number of students per class. In addition, the facilities in some school were still poor or out of date. Sometimes, the teachers lack motivation and satisfaction because their workplace does not have a positive work environment. Creating job satisfaction and work motivation begins by first providing a positive work environment. A motivating working environment requires going over and beyond the call of duty and providing for the needs of the worker. Therefore, the school

management should pay attention to create a comfortable working environment for their teachers:

Regularly check, repair, and maintain the teaching equipment, projectors, black board, classroom, and library for better performance.

Invest in learning materials, teaching aids and equipment. Invest in more practical rooms in order to create favorable teaching and learning environment for both teachers and students,

Reduce as much as possible administrative tasks and meetings so that teachers can have more time to improve their lectures as well as to improve their qualification.

Look for funds for procurement of teaching materials for the teaching and scientific research.

Find creative ways in which to consistently keep their employees motivated as much as possible.

Improve recognition and rewards

The research findings showed that recognition was significantly and positively influence job satisfaction and work motivation at high school in Hai Phong City. As we know that, personal recognition is a powerful tool in building morale and motivation. A pat on the back, a personal note from a peer or a supervisor does wonders. Small, informal celebrations are many times more effective than a once a quarter or once a year formal event. For many people, the important point is pay and money does not necessarily create job satisfaction. There has to be something more. Recognizing teacher contribution and achievement is one of the easiest and cheapest ways to increase job satisfaction. Therefore, the school management should pay attention to improve recognition and rewards at schools, such as:

Ensure their teachers on how their individual efforts and contribution plays an important part of the high school's overall goals and direction. This is because teachers will take pride and be engaged in their work if they are aware how their efforts create an impact the school, regardless of how big or small their contributions are.

Give compliments timely and properly. Management does not have to reward their employees with gifts every single time they did a good job at a task. At times, a simple "T*hank you*" or "*Great job*" will suffice. These meaningful words acknowledge effort, build loyalty and encourage people to work even harder.

Pay attention to evaluate and acknowledge the contribution of the teachers in a fair and transparent manner.

Improve job characteristics

The research findings showed that job characteristics was significantly and positively influence job satisfaction and work motivation at high school in Hai Phong City. As we know that, teachers are pressured because of a lot of requirements from schools, parents, students and society. So how to make them satisfied and motivated are the hot questions.

Teacher may show up for work, but are they engaged and productive? Teachers are more satisfied and motivated when there is a process for them to contribute their ideas and employee suggestions. This gives them a sense of ownership and pride in their work. Therefore, the school management should pay attention to improve job characteristics at schools, such as:

Design suitable job description and create conditions for teachers to show their creativity. This is because teachers can design jobs using key elements to promote motivation and job satisfaction. Providing these key factors will motivate teachers to see a job through from the beginning to the end.

Reduce number of suddenly checking by the Hai Phong Department of Training and Education. This is because teachers felt very pressure of a lot of checking and inspecting from the management organization.

Allow teachers to have more creativity in the class and lectures, instead to rigidly follow the lesson plans.

Develop teacher professional skills and occupational skills so that they can better contribute for students and high schools.

Delegate the responsibility to teachers so that they can promote their sense of empowerment and satisfaction.

Provide teachers a clear guidance for the results of a task.

Give teachers the autonomy to set schedules and to determine how to break up the workload to finish the job well done and on time.

LIMITATIONS AND FURTHER STUDIES

This study tried to cover important factors that may influence job satisfaction and work motivation of the teachers, but they may have other factors that was not included in this study. In addition, the study conducted a survey at only 8 selected schools in Hai Phong City only.

For the further study, it is recommended to include more other factors in the model and in a larger number of schools and in larger areas of study for more appropriate evaluation of job satisfaction and work motivation of the school teachers.

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