Teaching as a career and the influencing factors to novice teachers’ job satisfaction: Findings from seven provinces in Vietnam

Pham Thi Thanh Haia,[[1]](#footnote-1)\* ,[[2]](#footnote-2), Bui Minh Tranga,1, Nguyen Le Thachb

aUniversity of Education, Vietnam National University Hanoi, Hanoi, Vietnam

bVietnam Institute of Educational Sciences, Hoan Kiem, Hanoi, Vietnam

Highlights

* Novice teachers entered into teaching profession mainly because of enjoying working with children and opportunity for further study
* Satisfaction showed among novice teachers in term of school reputation, recognition, superiors, school leadership and working conditions
* Novice teachers showed less satisfaction with their opportunity for promotion, pay and communication with colleagues
* Satisfaction factors were found varied among different school-location settings (rural, township and inner-city areas)

Abstract

The purpose of the study was to investigate what motivates novice teacher to choose teaching as a career and measuring the factors affect novice teachers’ job satisfaction. Data were collected in seven provinces of Vietnam from 320 novice teachers participated in a survey. Result showed that novice teachers enter teaching mainly because of enjoying working with children and further study opportunity. The findings of the variables associated with job satisfaction found that novice teachers satisfied with school reputation, recognition, superiors, school leadership and work conditions and while less satisfied with promotion, colleagues and pay. The data also discovered that level of satisfaction was varied in different location settings.

*Keywords:* novice teachers; job satisfaction; teaching career; work performance; work motivation

1. **Introduction**

A strong education system is widely viewed as being vital for developing countries. Such a system needs competent teachers at its core. The McKinsey's report titled "How the world's best-performing school systems come out on top" provides ample evidence to suggest that the quality of teachers is fundamental to the performance of students (Barber and Mourshed, 2007). Increasingly many educators and researchers agree. For example, student performance has been shown to be strongly influenced by the professionalism of teachers (Desimone, 2009; Yoon, Ducan, Scarloss & Shapley, 2007), as well as their international competitiveness (Wei & Darling-Hammond, 2009). But perhaps most importantly, a school's accomplishments and the performance of its students are largely determined by how satisfied the teachers are with their job (Pepe, Addimando & Veronese, 2017).

When it comes to job satisfaction, teaching as a profession comes with great challenges (Mansfield, Beltman, Broadley &Weatherby-Fell, 2016). Many factors, including working conditions, status, and accomplishments, affect a teacher's actions and his or her teaching performance (Grion and Varisco, 2007). Teachers also are among professions that report the highest level of stress and dissatisfaction (Lomas, Medina, Ivtzan, Rupprecht, & Eiroa-Orosa, 2017). At a time when other careers offer higher salaries, clearer pathways for development, greater social prestige, and better working conditions (Organization for Economic Cooperation and Development [OECD], 2005; Ramsay, 2000), teaching seems to be less attractive than it was 30 years ago. With increasing shortage of teachers, there has been global interest in understanding what motivates people to choose teaching as a career, and what motivates them to persist in it, especially since the job has become more complex and demanding (OECD, 2005). Entering teaching career, novice teachers have to spend few years to reach to the level of expertise, however ironically before attaining that level approximately 40-50% of teachers quit the profession in the first five years (Fantilli and McDougall, 2009). Several investigates point out the challenges that novice teachers encounter in the transition to be as professionals, including become sole responsibility and independence, deal with praxis shock, reality shock or transfer shock (Chaaban and Du, 2017).

While a large body of research has been conducted in developed countries, little has been done in developing countries (Liu and Onwuegbuzie, 2014). In Vietnam, studies on teachers' job satisfaction are quite limited in scope. For example, Tran and Le (2015) concern only high school level, while Duong (2013) addresses university level. This study, in addressing this gap in research, attempted to build a body of knowledge about teaching career and job satisfaction of the Vietnamese novice teachers. In particular, the study was concerned with understanding why this particular group chooses to become teachers, and factors that affect novice teachers’ job satisfaction. The investigation was carried out through a quantitative research of 320 novice teachers in primary schools across seven Vietnamese provinces, from the North to the South. It is hoped that the findings in this study will contribute to the existing literature, and provide guidance for school management, policy makers, and curriculum developers to improve the working environment and commitment of and the support for novice teachers.

* 1. *Teaching as a career*

The motives of teachers who select teaching as a career fall into three main categories: extrinsic (e.g., salary or lengthy holidays), intrinsic (e.g., interest, personal experience, or intellectual fulfillment), and altruistic (e.g., the desire to contribute to the growth of others) (Moran, Kilpatrick, Abbott, Dallat, & McClune, 2001; Brookhart and Freeman, 1992). Indeed, the OECD report highlighted the motivations in working with children and adolescents, making a social contribution, making a difference, job security, job benefits, enjoyment of teaching, compatibility with other interests and activities, compatibility with family life, and self-education, are the most important reasons shaping the decision of teachers on career selection (OECD, 2005).

Since 1950s, several theories of career choice have been developed. According to one of the earliest theories is Super’s self-concept theory, the question "Who am I?" is a determinative factor in an individual' choice of profession (Super, 1953). Yet Gottfredson claims two variables that form the occupation choice: sex-type rating and prestige level, in which individual select a career through considering its appropriate to gender and its level of prestige (Gottfredson, 1981).

Mainstream of researches, both qualitative and quantitative, finds that the motives behind choosing teaching as a career derive from intrinsic, extrinsic and altruistic attractors. For example, the study of a group of American prospective teachers suggest the altruistic reasons of making a positive change in children's lives are most substantial for entering profession (Hayes, 1990). Similarly, in Canada Stiegelbauer (1992) suggests that the key motives for students becoming teachers are the desire to create a difference in students' lives and in society, as well as to be mentor to students. On the other hand, the study on student teachers in England and Norway place more emphasis on intrinsic reasons (Kyriacou, Hultren, & Stephens, 1999). In their study of Norwegian and British context, majority of the pre-service teachers choose the factor "enjoying teaching" and "enjoying working with children" higher than the others. Yet, Sinclair (2008) finds that primary pre-service teachers assert that work with children are their fundamental motivations besides the work being intellectually encouraging.

It is seemingly difficult to pinpoint the reasons teaching as a career choice. Kyriacou et al. (1999) suggest that the differences in cultural, social, and economic settings, as well as in subjects being taught by the teachers cause the variation in response across the studies. Certainly, motivations for career choice often stem from personal values and expectations, experienced in particular sociocultural settings within the context of different demand and reward structures (Watt et al., 2012).

* 1. *Job satisfaction in teaching*

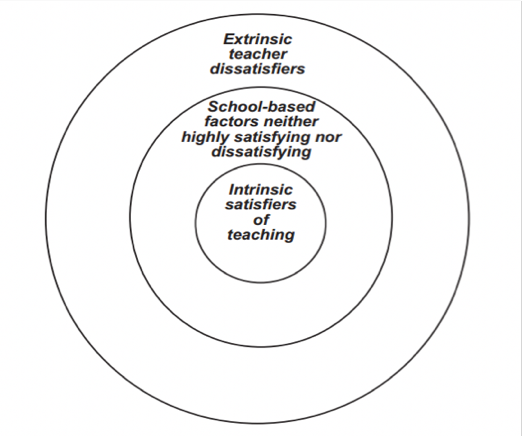
Job satisfaction is considered a motivating factor, and refers to how teachers generally feel about their jobs (Skaalvik and Skaalvik, 2015; Locke, 1976). Job satisfaction stimulates teachers' enthusiasm, teacher-student relationships, and teacher retention (Skaalvik and Skaalvik, 2010). When teachers are motivated and have a high degree of job satisfaction, their students perform better and become more motivated, resulting in the teachers themselves being motivated by their students' success. This positive cycle often continues (Czubaj, 1996).

One of the most well-known theories of job satisfaction in educational settings is that of Herzberg, Mausner and Snyderman's (Dinham and Scott, 2000). Dinham and Scott (1997) claim that different job motivators affect and directly link to job satisfaction. Certainly, job satisfaction has been attempted to explain as a dependent variable described by numerous factors. According Maslow's hierarchy of needs (1943), people have five categories of needs, following a specific order. The theory is common used in comprehending human behavior. While Herzberg’s theory classify two set of job variables affect people's attitudes toward their work: satisfiers include recognition, responsibility for one's work, personal growth, achievement and advancement; and dissatisfiers (hygiene factors) include relationships with colleagues and supervisors, pay, work conditions and security (Herzberg, Mausner, & Snyderman, 1959). The absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. Satisfiers are associated with long-term positive effects in job performance, while hygiene factors consistently produce only short-term changes in job attitudes and performance, which quickly fall back to its previous level. Although Herzberg's two-factor theory has been widely applied, it has also been criticized for being too reliant on a specific methodology and the limitation in the category of satisfiers and dissatisfiers. Vroom (1964) proposes that seven aspects should be considered as the key components of job satisfaction, including: administration, promotion, job nature, superiors, salary remuneration, working conditions, and colleagues (Vroom, 1964).

Findings on job satisfaction of teachers show the positively effect to individuals and schools in several studies (Corbell, Osborne, & Reiman, 2010; Høigaard, Giske, & Sundsli, 2012; Malinen and Savolainen, 2016). Fantilli and McDougall (2009) remark that a large amount of teachers exiting the profession before making the impact on student achievement. Especially, the first year is generally considered the most difficult in a teachers’ career, novice teachers have to involve all the same duty as experienced teachers (Fantilli and McDougall, 2009). Tait (2008) emphasize that despite job demand, novice teachers who have high levels of job satisfaction are more motivated, committed and determined to remain in the profession. Consequence the main attention and energy of novice teachers are paid mainly to the growth of students and their own personal growth (Lam and Yan, 2011), leading to increased efficiency and improved educational outcomes (Moè, Pazzaglia, & Ronconi, 2010). Chaaban and Du (2017) affirm that with job satisfactions, novice teachers form healthier connections among co-workers and collaborate better with supervisors. On the hand, the factors, such as dissatisfaction with teaching environment, hindrance in communicating with others, disappointment with mentoring support, are often find in the novice teachers at threat of quitting their job (Chaaban and Du, 2017).

Because of increasing concern about teacher satisfaction, Dinham and Scott lead project to measure teacher motivation, satisfaction, and health. The findings (Dinham and Scott, 1997) show that most significant aspects in determining teacher satisfaction derived from intrinsic factors of Sergiovanni (1967) and Herzberg et al. (1959). Although a slightly difference from Sergiovanni’s findings, Dinham and Scott see altruism and personal growth to be the most influential intrinsic factors. Other studies have discovered that teachers generally derive job satisfaction from factors integral to the teaching, namely helping children growth, developing good relationships with students, and experiencing self-growth (Lam and Yan, 2011). These studies, similarly to Dinham and Scott (1997), also show slight changes over time in the specific intrinsic factors that influence teachers. Some studies show that hygiene factors, including increasing workloads, the low status in their society, and low salaries (Lam and Yan, 2011) as well as reduced teacher autonomy (Moore, 2012; Shann, 1998) contribute to teacher dissatisfaction. In general, the findings unanimously suggest that intrinsic factors shape teacher job satisfaction.

While the similarities in these findings are significant, there is one major difference. Dinham and Scott (1997, 2000) also identify so-called school-based factors, which fall between the intrinsic rewards and extrinsic hindrances, and which is where there is most variation among schools. School-based factors include school leadership, climate and decision making, and school reputation and infrastructure (Dinham and Scott, 1997). These school-based factors differ from satisfiers because they are not intrinsic to the teacher and they differ from hygiene factors because they have the capacity to increase job satisfaction (Dinham and Scott, 1998). Skaalvik and Skaalvik (2011) find that teachers’ sense of belonging, often associated with job satisfaction, can be connected to supervisory support (Figure 1).



**Figure 1.**A three-domain model of teacher satisfaction.

Reprinted from Dinham & Scott (2000, p. 393).

School working conditions in fact can negatively affect to the job satisfaction of novice teachers (Dinham and Scott, 1997; Lam and Yan, 2011; Rhodes, Nevill, & Allan, 2004). Novice teachers often report that they teach classes in multiple rooms and have inadequate supplies or equipment (Johnson, 2004). A recent research on teacher stress, job satisfaction and teaching efficacy underlines an association between accessibility of resource and job satisfaction (Collie, Shapka, & Perry, 2012). The study of novice teachers show that they have to handle more demanding tasks than their experienced colleagues (Clotfelter, Ladd, & Vigdor, 2005; Johnson, 2004). In the survey of 486 first- and second-year teachers, Kardos and Moore Johnson (2007) reveal that 36% reported that they have heavy workload, and 52% do not have enough time for planning and preparation. Lam and Yan (2011) affirmed that *"when the school environment allows for teachers to focus on the core business of teaching and allows a reasonable work-life balance, teachers are more likely to become engaged in teaching"* (p. 345). To provide the basis for planning and policy decision and enhancing teacher commitment in teaching career, this study investigated specific variables commonly associated with job satisfaction and dissatisfaction.

* 1. *The Vietnamese educational context*

In Vietnam, education has always been a cornerstone of national development, as the Vietnamese government reserves nearly 20 percent of public expenditures for education (OECD, 2011). However, in the era of globalization, there are concerns that the Vietnamese education system falls short to equip its population with necessary skills in a more competitive economy (Bodewig, Badiani-Magnusson, Macdonald, Newhouse, & Rutkowski, 2014). In the Socio-Economic Development Plan (SEDP) for 2011-2015, the government emphasizes that rapid development of a skilled workforce is essential for modernization and development of a knowledge-based economy (General Assembly of the Socialist Republic of Vietnam [GAV], 2010).

In 2013, the Fundamental and Comprehensive Education Reform (FCER) was adopted, which aimed for national education to meet "the requirements of industrialization, modernization, and international integration in a socialist-oriented market economy" (Central Steering Committee [CSC], 2013). At its core, the FCER advocates for learning that focuses more on competency of learners, rather than contents, in general education (grades K-12). It aims to improve students' cognitive and behavioral skills, critical and creative thinking, abilities to apply knowledge from multiple areas in problem solving, teamwork, and communication skills (CSC, 2013). However, the realization of such a reform depends almost exclusively on the preparedness of teachers to adopt the new pedagogical model. Indeed, one of the principles of the FCER stresses that teachers should be more professional and be ready to adapt to different, constantly changing contexts. Hence, teachers are considered the core of the reform process. Teacher training and support activities focus on greater interaction between professionals, reciprocity, hands-on mentorships, and coaching and on-time advice to teachers (World Bank [WB], 2016).

Despite positive results in Vietnamese teacher education, there is a lack of high quality, responsive, and continuous onsite professional development for teachers. One of the biggest challenges is better coordination among all involving actors in teacher education to meet new demands. To address these challenges, the National Teacher Education Program (NTEP), conceived by the Ministry of Education and Training (MOET), contains a comprehensive strategy for teacher education reform (Government Prime Minister [GPM], 2016). It is expected to facilitate necessary changes to meet training objectives in consideration of teachers' needs (WB, 2016).

1. **Methodology and Method**

To investigate job satisfaction of Vietnamese novice teachers in primary school, the authors conducted a survey in the academic year 2016-2017. The survey focused on two main issues: (i) the reason for chosen teaching as career; (ii) the main factors that affect to the job satisfaction.

* 1. *Samples and settings*

The population for this study was novice teachers in public Vietnamese primary school (during the 2016-2017 academic year), with between one and three years of teaching experience.

Schools were selected using random sampling technique from seven provinces across the country, namely (1) northern midlands and mountainous area (Ha Giang province), (2) northern Central area (Nghe An province), (3) Red river delta area (Hai Phong province), (4) coastal province in south central region (Quang Nam province), (5) central highlands region (Gia Lai province), (6) south east region (Tay Ninh province) and (7) Mekong delta region (Can Tho province).

The authors used Yamane Taro’s (1967) simplified formula for proportion, n = N/(1+N\*e2), to determine the sample size. The population size (N) was 874 and the acceptable sampling error (e) was 0.05, corresponding to a confidence level of 95% and p = 0.5. The minimum sample size (n) should therefore be 274, which accounted for 36,61% of the 874 novice teachers in the seven provinces during the period of the study. Table 1 showed the number of novice teachers, with data collected from Department of Education and Training (2016).

**Table 1.** Samples data in 7 province

|  |  |  |  |
| --- | --- | --- | --- |
| Location | Number of school | Number of teachers | Number of novice teachers  *(2% of teachers)* |
| Ha Giang | 228 | 6,485 | 130 |
| Nghe An | 465 | 11,440 | 229 |
| Hai Phong | 172 | 5,286 | 106 |
| Quang Nam | 230 | 5,663 | 113 |
| Gia Lai | 300 | 7,591 | 152 |
| Tay Ninh | 221 | 3,950 | 79 |
| Can Tho | 134 | 3,273 | 65 |
| **Total** | **1,750** | **43,688** | **874** |

*\*Source: Data collected from Department of Education and Training in 7 provinces of sampling*

The authors distributed questionnaires randomly to 320 participants, using random sampling technique. In general, the population of Vietnam comprises of 65.3% peoples living in rural areas, only 34.7% living in township areas (in which 60.3% lives in inner-city locations). In particularly, 74.02% of novice teachers from seven provinces worked in schools located in rural areas, hence majority of the questionnaires were distributed to rural areas to ensure the sample set could well represent the population as a whole. School location was also classified into three categories: rural area, township area and inner-city area.

All 320 questionnaires were returned, giving a response rate 100%. Of the 320 novice teachers, 17.19% were male and 78.13% were female. The fact that there were more women reflects the fact that there are more female teachers than male teachers in Vietnam primary schools. 60,31% of the participants were from rural areas. Most participants were formally educated and fully trained: 30.94% had degrees in teaching, 28.95% had teaching certificates, 20% had both degrees and diplomas/certificates, and 3.13% had postgraduate qualification.

* 1. *Instruments and procedure*

The questionnaires included general questions about the demographic of respondents and personal factors such as: place of birth, ethnic, teaching experience, highest teaching qualification, and school location. An informed consent was also included foremost in each questionnaire. Teachers were asked about their views on teaching as a career, in particular external environment issues such as reasons for choosing the profession, self-evaluations on teaching as a career in the country, personal and community perception of teaching, view of position in next 10 years. Furthermore, there were questions on factors which affect job satisfaction, performance, and career expectations. Finally, the authors included open-ended questions asking for suggestions to improve the quality of teaching in the country. Job satisfaction was measured using a Likert-type scale which includes strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

* 1. *Statistical methods*

This is a descriptive study based on the survey method through questionnaires. Collected data were analyzed using the statistical package for the social sciences (SPSS) version 22.0. Descriptive statistics such as mean, standard deviation (SD), percentages and frequency were used to determine the reasons for choosing teaching as a career, and to examine job satisfaction among novice teachers.

1. **Result and Discussion**
   1. *The reason to choose teaching as career*

Regarding reason for choose teaching as career, majority of teachers chose *“teaching provides a good opportunity to further my studies”* (Mean = 3.45; SD = 0.571), followed by *“enjoying working with children”* (Mean = 3.42; SD = 0.537), and *“people (relatives/friends) recommended teaching as a field of study”* (Mean = 3.03; SD = 0.67) (Figure 3). On other hand, reasons that were least chosen were *“as a teacher I only work half-day, with three/four holidays a year”* and *“teaching provides a good salary”*, with means of 1.92 (SD=0.707) and 2.07(SD=0.631) respectively (Table 2). These results suggested that a large number of teachers pursued teaching mainly out of passion and a sense of mission (with low SD ranged from 0.537- 0.571). Factors such as salary and payroll were not considered as important by most novice teachers (SD ranged from 0.631 - 0.707).

**Table 2.** Data collected on novice teachers’ reason for choosing teaching

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Disagree | Strongly disagree | Missing | Mean | SD |
| With a teaching qualification I am assured of a job. | 8.75 | 57.19 | 26.25 | 2.81 | 5.00 | 2.76 | 0.655 |
| As a teacher I only work half-day, with three/four holidays a year. | 1.56 | 15.94 | 52.50 | 26.56 | 3.44 | 1.92 | 0.707 |
| I view teaching as a calling. | 10.00 | 29.38 | 37.81 | 16.88 | 5.94 | 2.35 | 0.895 |
| People (relatives/friends) recommended teaching as a field of study. | 20.31 | 62.19 | 10.94 | 3.13 | 3.44 | 3.03 | 0.673 |
| I have always enjoyed working with children. | 43.44 | 53.44 | 2.19 | 0.00 | 0.94 | 3.42 | 0.537 |
| Teaching provides a good opportunity to further my studies. | 47.50 | 45.63 | 3.75 | 0.00 | 3.13 | 3.45 | 0.571 |
| Teaching gives me the opportunity to do a second job additional to my teaching. | 3.44 | 23.75 | 55.94 | 14.06 | 2.81 | 2.17 | 0.709 |
| Teaching provides a good salary. | 1.56 | 18.13 | 62.19 | 14.38 | 3.75 | 2.07 | 0.631 |

**Figure 2.** Data collected on novice teachers’ reason for choosing teaching

A number of studies report similar to our findings, that a desire to work with children and adolescents is dominant reason in drawing individuals into a teaching career (Alexander, Chant, & Cox, 1994; Joseph & Green, 1986; Kyriacou & Coulthard, 2000; Moran et al., 2001; Richardson & Watt, 2006; Tudhope, 1944; Valentine, 1934). Similarly, according to an OECD report (OECD, 2005), studies in France, Australia, Belgium (French Community), Canada (Québec), the Netherlands, the Slovak Republic, and the U.K. highlight the common selected reasons for choosing teaching as a career are desires to work with children and adolescents, opportunities for intellectual fulfilment, and contributing to society. In contrast, some research findings in varied sociocultural settings such as in Brunei (Yong, 1995), Zimbabwe (Chivore, 1988), Cameroon (Abangma, 1981), and Jamaica (Bastick, 1999), have showed that the extrinsic motives such as salary, job security, and career status dominate. It seems evident that sociocultural settings form and shape motivations for career choice, satisfaction and persistence.

The collected answers from novice teachers on whether they would reconsider their career (Table 3) showed that there were many different perspectives. Fifty-two teachers (16.25% of the sample set) wanted to change career. Although these teachers constitute only small percentage, with regards to the reason for enjoying working with children choosing teaching, this research however was limited to understand in depth the fact why 52 teachers reconsidered to choose other jobs than teaching.

**Table 3.** Data collected on question if to choose the teaching profession again

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Yes | 267 | 83.44 |
| No | 52 | 16.25 |
| Missing | 1 | 0.31 |
|  | 320 | 100.00 |

* 1. *Factors affect novice teachers’ job satisfaction*

The application of factor analysis resulted in the extraction of several variables from the existing literature: namely recognition, responsibility, pay, administration, superiors, promotion, work conditions, colleagues, school leadership, school reputation and school infrastructure. Collected data in our research exhibited the significance of each factors influence to job satisfaction of novice teachers (Table 4).

On **recognition** of teaching career in the community where the samples work and live, our data showed negative for choices such as *“teaching is a threat to the culture of my community” “my community will always see teaching as a low status job” “it is changing (my community is starting to see the value of teacher)”* (low mean of 1.27, 1.57 and 2.94 respectively). Indeed, question on teaching is highly regarded in the community accounts high mean (3.37). The results exhibited the bright future for teaching in the novice teachers’ community in which the threat of recognition from surrounding community to the novice teachers showed very minimal. Weiss (1999) studied 1st- year teachers with data from the National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) for 1987–88 and 1993–94. She found that positive perceptions of workplace conditions predicted a stronger commitment to teaching.

Regarding **personal growth**, in-service training was showed to affect novice teachers the least. This signaled that training opportunities for novice teachers have improved. However, for novice teachers leave days are still a luxury, since primary school teachers in Vietnam have more works, with the number of teachers per class ranges from 1.2 to 1.5, according to the Vietnam Educational Law.

Zeytinoglu et al. (2007) affirms that low job satisfaction, abilities, and heavy work are connected. Our data showed that novice teachers didn't encounter much problem in term of **responsibility**, although they were experiencing with oversized classes. This may result from a change introduced by the Ministry of Education and Training, in which all elementary schools switched from half-day to full-day programs, teachers have to take care of all subjects (except for physical education and special subjects).

A low mean (2.4) was demonstrated on the **pay**, as novice teachers are expected to have lower pay rates than their more experienced colleagues, which might threaten their commitment to work. In fact, Smith (1992) believes that job satisfaction and salary can lead to cost reduction by reducing absences, task errors, and turnover. Okpara (2004) also suggests that increasing payments and benefits can lead to increased work quality. Further affirming the importance of salary to teachers, the study in the U.S. (Liu, Kardos, Kauffman, Preske, & Johnson, 2000) asserted that the increasing salary gap between teaching and other professions, poor working conditions in schools, combined with the disappointments and hardships associated with teaching are influential in why new teachers leave the profession.

For the **administration**, novice teachers did not have serious obstacles since Vietnam government has actively improved its administrative procedures.

Regarding to **superiors**, although novice teachers experienced few conflicts however data showed that they satisfied with their head of department and consider management was supportive. The conflict might result from miscommunication and understanding among novice teachers and their supervisor/mentors since they were new in the career. Maghradi (1999) notes that employees with greater satisfaction with supervision have greater working experience.

The **promotion** opportunities were likely low due to the samples were all working in Vietnam public schools with an established bureaucratic assessment for promotion and require years of teaching experience. Undeniably, many studies pinpoint that the possibility of promotion is a factor that contributes to teachers’ job satisfaction or dissatisfaction (Nias, 1996; Shan, 1998; Dinham and Scott, 1998).

Novice teachers showed satisfied on **working conditions** for teaching and learning.

Lack of communication was showed when studying the data on **colleagues**. Novice teachers might hesitate in communication with other experience teachers, therefore they faced more difficulties while in few first years of the career. Elementary school teachers in Vietnam have professional team work only once per month and few opportunities for class observation, therefore chance for interacting with other colleagues was limited.

For the school-based factors, leadership, reputation and infrastructure were also investigated. The samples satisfied with their principal, show no or very mininal negative results when being asked. This showed that novice teachers were quite satisfied with **school leadership** overall. Although majority of surveyed schools are in rural areas, however the results showed a high mean of satisfaction on **school reputation**. There was not much concern of this factor. **School infrastructure** were also significant to studies since it is proposed that increasing investment in technology likely enhance employee job satisfaction regarding intrinsic and general perspectives (Attar and Sweiss, 2010). Data from our research revealed that the infrastructure in surveyed schools generally did not cause major stress and obstacles to novice teachers.

**Table 4.** Factors evaluated by novice teachers

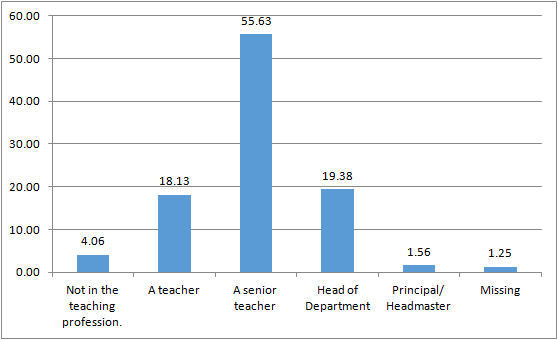
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | Missing | Mean | SD |
| **Recognition** |  |  |  |  |  |  |  |
| My community will always see teaching as a low status job | 46.88 | 46.88 | 2.81 | 0.94 | 2.5 | 1.57 | 0.602 |
| It is changing. (My community is starting to see the value of teacher.) | 1.25 | 14.69 | 68.44 | 11.88 | 3.75 | 2.94 | 0.571 |
| Teaching is a threat to the culture of my community. | 73.13 | 21.25 | 0.94 | 0.94 | 3.75 | 1.27 | 0.525 |
| My community holds teaching in high regard. | 0.31 | 2.5 | 55.94 | 39.38 | 1.88 | 3.37 | 0.551 |
| Parents value me as a teacher. | 0.94 | 18.44 | 34.06 | 45.94 | 0.63 | 3.26 | 0.788 |
| Society has a high regard for teachers. | 1.25 | 18.44 | 33.44 | 45.94 | 0.94 | 3.25 | 0.799 |
|  |  |  |  |  |  |  |  |
| **Personal growth** |  |  |  |  |  |  |  |
| Insufficient number of in-service training opportunities | 14.38 | 32.19 | 31.56 | 20 | 1.88 | 2.42 | 0.973 |
| Low prospects of securing study leave to pursue further studies/training | 27.5 | 40.63 | 21.88 | 7.81 | 2.19 | 2.90 | 0.904 |
|  |  |  |  |  |  |  |  |
| **Responsibility** |  |  |  |  |  |  |  |
| Too much work | 15.31 | 53.75 | 24.38 | 5 | 1.56 | 2.81 | 0.755 |
| The classes at my school are overcrowded | 0.63 | 40.31 | 45.31 | 12.19 | 1.56 | 2.70 | 0.686 |
| **Pay** |  |  |  |  |  |  |  |
| Insufficient salary | 11.56 | 34.38 | 35.63 | 17.5 | 0.94 | 2.40 | 0.911 |
|  |  |  |  |  |  |  |  |
| **Administration** |  |  |  |  |  |  |  |
| Administration staffs at the school are competent. | 1.25 | 6.56 | 68.13 | 23.13 | 0.94 | 3.14 | 0.575 |
|  |  |  |  |  |  |  |  |
| **Superiors** |  |  |  |  |  |  |  |
| Conflict with educational authorities | 31.88 | 22.81 | 23.75 | 20 | 1.56 | 2.68 | 1.130 |
| Conflict with school management | 27.5 | 26.56 | 26.25 | 18.13 | 1.56 | 2.64 | 1.077 |
| Management at my school is not supportive. | 27.19 | 63.75 | 5.94 | 0.63 | 2.5 | 1.79 | 0.570 |
| I believe that my head of department is competent. |  | 0.31 | 46.25 | 52.81 | 0.63 | 3.53 | 0.506 |
| **Promotion** |  |  |  |  |  |  |  |
| Low prospects for promotion | 37.5 | 36.25 | 20.63 | 2.5 | 3.13 | 3.12 | 0.831 |
|  |  |  |  |  |  |  |  |
| **Work conditions** |  |  |  |  |  |  |  |
| My classroom is sufficient for teaching and learning. | 3.44 | 10.31 | 63.13 | 22.5 | 0.63 | 3.05 | 0.683 |
| There are sufficient resources (e.g. books) at my school to assist me in teaching. | 0.31 | 14.06 | 60.94 | 23.75 | 0.94 | 3.09 | 0.622 |
| My school provides an effective environment for teaching and learning that contributes to my professional status. |  | 0.94 | 64.38 | 33.44 | 1.25 | 3.33 | 0.490 |
|  |  |  |  |  |  |  |  |
| **Colleagues** |  |  |  |  |  |  |  |
| Lack of communication with other teachers | 25 | 34.69 | 25.31 | 13.75 | 1.25 | 2.72 | 0.995 |
| Conflict with colleague(s) | 29.69 | 25.63 | 23.13 | 20.31 | 1.25 | 2.66 | 1.115 |
|  |  |  |  |  |  |  |  |
| **School leadership** |  |  |  |  |  |  |  |
| I respect my principal. |  | 1.25 | 26.69 | 68.13 | 0.94 | 3.68 | 0.495 |
| My principal values and supports my professional development | 0.63 | 1.56 | 53.44 | 43.75 | 0.63 | 3.41 | 0.559 |
| Principals are often appointed because they know the right people and not because of their competence. | 20.63 | 67.50 | 10 | 0.94 | 0.94 | 1.91 | 0.583 |
|  |  |  |  |  |  |  |  |
| **School reputation** |  |  |  |  |  |  |  |
| I feel proud to be a teacher at my school. |  | 0.94 | 53.75 | 44.69 | 0.63 | 3.44 | 0.516 |
|  |  |  |  |  |  |  |  |
| **School infrastructure** |  |  |  |  |  |  |  |
| Poor quality of general social infrastructure (classroom, lighting, tools, etc. | 15.31 | 38.13 | 27.5 | 16.56 | 2.5 | 2.54 | 0.952 |
| There is enough space for learners to play during break time. | 0.63 | 8.13 | 62.81 | 26.88 | 1.56 | 3.18 | 0.592 |
| Poor quality of Information and Communication Technology (ICT) | 10.94 | 48.75 | 29.38 | 8.44 | 2.5 | 2.64 | 0.794 |

With regarding to different school setting, the below figure (Figure 4) revealed the factors affect novice teachers’ job satisfaction in inner city, rural and township areas. The results indicated that novice teachers paid much concern on the salary, especially in the inner city (mean=2.48) and rural areas (mean=2.51), the stress on salary in township areas were lowest (mean=2.18). Regarding to prospective for promotion, the difference showed only in township areas (2.90), data of novice teachers in inner-city (mean=3.15) and rural areas (mean=3.23) were observed to have the the same level of concern. For the rural areas and township areas, the highest concern was the promotion, while inner city areas, colleague’s relationship and the opportunities to pursue further studies were more important.



**Figure 3.** Comparison of different school-located areas

Overall, considering the present of job satisfaction factors in novice teachers, the samples were also asked to have vision of their career prospective in the next 10 years (Figure 5). Result exposed that majority would stay in the teaching profession with higher position, there was only a small amount of 4.06% choose to leave the career.



**Figure 5:** Question on seeing yourself in ten years’ time

1. **Conclusion**

The early years of teaching is considered the most vital not only in shaping teachers’ professional competency, but also to the educational system. Consequently, the national educational system may also experience unexpected impact when novice teachers face the issues and challenges in their early stage of profession development. The literature suggests that examining teachers’ perceptions about their job conditions holds promise for understanding the reasons for teacher turnover.

Vietnam is a developing country and its government and educational authorities always strive to implement the educational reform. To internationalize education for global integration, one of the key solution is to enhance the teacher’s competency. More focuses have been paid to teachers through reform programs (such as: ETEP, NTEP…). To have an efficient and effective outcome, understanding of why teachers choose to be in teaching career and stress and challenge that they encounter during their early years of teaching which affect to the satisfaction is vital. Hence, this research was essential for providing an experimental basis to inform policymakers, curriculum developers of problem areas in which intervention measures might bring about real improvement in teacher work commitment and reducing turnover and for researchers, school management to improve the working environment and commitment of and the support for novice teachers.

Research findings showed that among many other reasons for choosing teaching as a career, the most dominant reason of novice teachers in seven provinces were enjoying working with children and opportunity for further studies. Comparing to other professions in Vietnam, teaching is not a well-paid career, the findings showed that salary is not a crucial reason for teachers to choose this profession, which is very similar to the findings of Alexander et al. (1994); Joseph & Green (1986); Kyriacou & Coulthard, (2000); Moran et al., (2001); Richardson & Watt (2006); Tudhope (1944); Valentine (1934). Interestingly, the study showed that even if novice teachers have given a chance in selecting profession again, they still choose to be in teaching profession.

Evaluate the contents on the satisfaction of teacher to their job, the results exhibited all factors found in the existing literature. Novice teachers have experienced less satisfaction in promotion, colleagues and pay. However, high level of satisfaction among studied samples showed in recognition, school reputation, superiors, school leadership and work conditions. Indeed, novice teachers who experience high levels of job satisfaction are more motivated, committed and determined to remain in the profession despite job demands (Tait, 2008), leading to enhanced teacher productivity and improved educational outcomes (Moè et al., 2010). Several studies have concluded that job satisfaction has positive consequences for the individual and the school (Corbell et al., 2010; Høigaard et al., 2012; Malinen and Savolainen, 2016). In fact, majority of novice teachers felt proud to be teachers at their school.

However, the level was stressed varied according to the location settings (rural, township and innercity). Novice teachers paid much concern on the salary, especially in the inner city and rural areas than township areas. For the rural areas and township areas, the highest concern was exhibited to promotion, while inner city areas, colleague’s relationship and the opportunities to pursue further studies were more important.

Although our study was limited only on quantitative data. The finding of this paper is expected to provide the reference for planning and policy decisions aimed at enhancing teacher work commitment and reducing turnover and guidance for school management, and basis for researchers to further study and improve the working environment and support for novice teachers generally, and particularly in Vietnam.

**Acknowledgment**

This work was supported by the Vietnam National University, Hanoi research fund [grant number QG.16.85]. We thank our colleagues from VNU and Ministry of Training and Education for the support. We would like to thank Duong Hoang for his valuable help to improve the manuscript. The data presented, the statements made, and the views expressed are solely the responsibility of the authors.

**Conflict of Interest**

The author declare that they have no conflict of interest

References

Abangma, M. A. (1981). *A study of primary teachers’ attitudes towards ruralisation of school curriculum in English speaking Cameroon*. Unpublished doctoral dissertation. UK: University of London.

Alexander, D., Chant, D., & Cox, B. (1994). What motivates people to become teachers. *Australian Journal of Teacher Education*, *19*(2), 40-49

Attar, G., & Sweiss, R., (2010). The relationship between information technology adoption and job satisfaction in contracting companies in Jordan*. Journal of Information Technology in Construction*,*15*, 44-63.

Barber, M., & Mourshed, M. (2007). *How the World’s Best Performing School Systems come out on Top*. London: McKinsey and Company

Bastick, T. (1999). A motivation model describing the career choice of teacher trainees in Jamaica. Paper presented at the Biennual Conference of the International Study Association on Teachers and Teaching, Dublin, Ireland.

Bodewig, C., Badiani-Magnusson, R., Macdonald, K., Newhouse, D., & Rutkowski, J. (2014). *Skilling up Vietnam: preparing the workforce for a modern market economy (English). Directions in development; human development.* Washington, DC: World Bank Group.

Brookhart, S. M. & Freeman, D.J. (1992). Characteristics of Entering Teacher Candidates. *Review of Educational Research*, *62*(1), 37-60.

Central Steering Committee (2013). *Resolution on Fundamental and comprehensive innovation in education, serving industrialization and modernization in a socialist-oriented market economy during international integration” ratified in the 8th session* (No 29/NQ-TW). Hanoi, Vietnam: CSC.

Chaaban, Y., & Du, X. (2017). Novice teachers' job satisfaction and coping strategies: Overcoming contextual challenges at Qatari government schools. *Teaching and Teacher Education*, *67*(2017), 340-350.

Chivore, B. S. R. (1988). A review of factors that determine the attractiveness of teaching profession in Zimbabwe. *International Review of Education*, *34*(1), 59-77

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. (2005). Who teaches whom? Race and the distribution of novice teachers. *Economics of Education Review*, *24*(4), 377-392.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, *104*(4), 1189-1204.

Corbell, K. A., Osborne, J., & Reiman, A. J. (2010). Supporting and retaining beginning teachers: A validity study of the perceptions of success inventory for beginning teachers. *Educational Research and Evaluation*, *16*(1), 75-96.

Czubaj, C. A. (1996). Maintaining teacher motivation. *Education*, *116*(3), 372–378.

Desimone, L. (2009). Improving impact studies of teachers’ professional development: Toward better conceptualizations and measures. *Educational Researcher*, *38*(3), 181–199.

Dinham, S., & Scott, C.  (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, *38*(4), 379-396.

Dinham, S., & Scott, C. (1997). Modelling teacher satisfaction: Findings from 892 teaching staff at 71 schools. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, *36*(4), 362-378.

Duong, M.Q. (2013). The effects of Demographic and Intuitional Characteristics on job satisfaction of University Faculty in Vietnam. *International Journal of Academic Research in Progressive Education and Development*, *2*(4), 78-92.

Fantilli, R.D. and McDougall, D.E. (2009). A study of novice teachers: challenges and supports in the first years. *Teaching and Teacher Education*, *25*(6), 814-825.

General Assembly of the Socialist Republic of Vietnam. (2011). *Decision on the Five-year Socio-Economic Development Plan 2011-2015*. Hanoi, Vietnam: GA.

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology (Monograph)*, *28* (6), 545-579.

Government Prime Minister. (2016). *Decision on Training teachers and educational manager proposal, in demand of fundamental and comprehensive innovation in education period 2016-2020, orientations to 2025*(No 732/QĐ-TTg). Hanoi, Vietnam: GPM.

Grion, V., & Varisco B. M. (2007). On Line Collaboration for Building a Teacher Professional Identity. *Psychology Journal*, *5*(3), 271-284

Hayes, S. (1990). *Students’ Reasons for Entering the Educational Profession*. Research Report, Oklahoma: North-western Oklahoma State University.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. Piscataway, New Jork: Transaction Publishers.

Høigaard, R., Giske, R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education*, *35*(3), 347-357.

Johnson, S. M. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. Indianapolis, IN: Jossey-Bass.

Joseph, P. B., & Green, N. (1986). Perspectives on reasons for becoming teachers. *Journal of Teacher Education*, *37*(6), 28-33.

Kardos, S., & Moore Johnson, S. (2007). On their own and presumed expert: New teachers’ experience with their colleagues. *Teacher College Record*, *109*(9), 2083-2106.

Kyriacou, C., & Coulthard, M. (2000). Undergraduates’ views of teaching as a career choice. *Journal of Education for Teaching: International Research and Pedagogy*, *26*, 117-126.

Kyriacou, C., Hultren, A., & Stephens, P. (1999). Student teachers’ motivation to become a secondary school teacher in England and Norway. *Teacher Development*, *3*, 373-381.

Lam, B. H., & Yan, H. F. (2011). Beginning teachers’ job satisfaction: The impact of school- based factors. *Teacher Development*, *15*(3), 333-348.

Liu, E., Kardos, S. M., Kauffman, D., Preske, H. G., & Johnson, S. M. (2000*). Barely breaking even: Incentives, rewards, and the high costs of choosing to teach*. Cambridge: Harvard Graduate School of Education.

Liu, S., & Onwuegbuzie, A. J. (2014). Teachers’ motivation for entering the teaching profession and their job satisfaction: a cross-cultural comparison of China and other countries. *Learning Environments Research*, *17*(1), 75-94.

Locke, E. A. (1976).  The nature and causes of job satisfaction.  In M. D. Dunnette (Ed.), *Handbook of industrial and* *organizational psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.

Lomas, T., Medina, J. C., Ivtzan, I., Rupprecht, S., & Eiroa-Orosa, F. J. (2017). The impact of mindfulness on the wellbeing and performance of educators: A systematic review of the empirical literature. *Teaching and Teacher Education*, *61*(2017), 132-141.

Maghradi, A. (1999). Assessing the effect of job satisfaction on managers. *International Journal of Value-Based Management*, *12*, 1-12.

Malinen, O. P., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. *Teaching and Teacher Education*, *60*, 144-152.

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, *54* (2016), 77-87.

Maslow, A. (1943). A theory of human motivation. Psych*ological Review*, *50*, 370-396.

Moè, A., Pazzaglia, F., & Ronconi, L. (2010). When being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching. *Teaching and Teacher Education*, *26*(5), 1145-1153.

Moore, C. M. (2012). The role of school environment in teacher dissatisfaction among US public school teachers. *SAGE Open*, *2*, 1-16.

Moran, A., Kilpatrick, R., Abbott, L., Dallat, J. & McClune, B. (2001). Training to teach: motivating factors and implications for recruitment. *Evaluation and Research in Education*, *15*(1), 17-32.

Nias, J. (1996). Thinking about feeling: the emotions in teaching. *Cambridge Journal of Education*, *26*(3), 293-306.

OECD [Organization for Economic Cooperation and Development] (2005). *Teachers matter: Attracting, developing and retaining effective teachers*.

OECD [Organization for Economic Cooperation and Development] (2011). *Education at a Glance 2011: OECD Indicators*.

Okpara, J. (2004). The Impact of Salary on Job Satisfaction. *The Journal of Business in developing nations*, *8*(2004), 65-91.

Pepe, A. & Addimando, L., & Veronese, G. (2017). Measuring Teacher Job Satisfaction: Assessing invariance in the teacher job satisfaction scale (TJSS) Across six countries. *Europe's Journal of Psychology*, *13*(3), 396-416.

Ramsay, G. (2000). Quality matters. Revitalizing teaching: Critical times, critical choices. Report of the review of teacher education. Sydney, Australia: NSW Department of Education and Training.

Rhodes, C., Nevill, A., & Allan, J. (2004). Valuing and supporting teachers: A survey of teacher satisfaction, dissatisfaction, morale and retention in an English local education authority. *Research in Education*, *71*(1), 67-80.

Richardson, P. W., & Watt, H. M. G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, *34*(1), 27-56

Sergiovanni, T. (1967). Factors which affect satisfaction and dissatisfaction of teachers. *Journal of Educational Administration*, *5*(1), 66-82.

Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, *92*(2), 67-73.

Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of  Teacher Education*, 36(2), 79-104.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, *26*(4), 1059-1069.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, *27*(6), 1029-1038.

Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession - what do teachers say? *International Education Studies*, *8*(3), 181-192

Smith, P.C. (1992). In Pursuit of Happiness: Why Study General Job Satisfaction?. In C.J Cranny, P.C. Smith & E. F. Stone (Eds.), *Job Satisfaction* (pp.5-19). New York: Lexington Books.

Stiegelbauer, S. (1992). Why We Want to Be Teachers: New teachers talk about their reasons for entering the profession. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 20-24, 1992.

Super, D. E. (1953). A theory of vocational development. *American Psychologist*, *8*, 185-190.

Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly*, *35*(4), 57-75.

Tran, V. D., & Le, M. T. L. (2015). School environment factors as predictors for teacher’s teaching efficacy, teacher stress and job satisfaction. *International Education Research*, *3*(2), 28-46.

Tudhope, W. B. (1944). Motives for choice of the teaching profession by training college students. *British Journal of Educational Psychology*, *14*, 129-141

Valentine, C. W. (1934). An enquiry as to reasons for the choice of the teaching profession by university students. *British Journal of Educational Psychology*, *4*, 237-259.

Vroom, V. H. (1964). *Work and Motivation*. New York: John Wiley.

Watt, H. M.G., Richardson, P. W., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J. (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and Teacher Education*, *28*(2012), 791-805.

Wei, R. C., Andree, A., & Darling-Hammond, L. (2009). How nations invest in teachers. *Educational Leadership*, *66*(5), 28-33.

Weiss, E. (1999). Perceived workplace conditions and first-year teachers’ morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education*, *15*, 861–879.

World Bank (2016). *International Development Association Program Appraisal Document on a proposed credit in the amount of SDR 67.8 million to the Socialist Republic of Vietnam for the enhancing teacher education program, program-for-resul*ts.

Yamane, Taro. (1967). *Statistics: An Introductory Analysis, 2nd Edition*. New York: Harper and Row

Yong, B. C. S. (1995). Teacher trainees’ motives for entering into a teaching career in Brunei Darussalam. *Teaching and Teacher Education*, *11*(3), 275-280.

Yoon, K. S., Duncan, T, Lee, S. W. Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

Zeytinoglu, I.U., Denton, M., Davies, S., Baumann, A., Blythe, J., & Boos, L. (2007). Deteriorated external work environment, heavy workload and nurses: Job satisfaction and turnover intention. *Canadian Public Policy*, *33*, 31-47.

1. \* Corresponding author. University of Education, Vietnam National University Hanoi, 144 Xuan Thuy Str., Cau Giay Dist., Hanoi, Vietnam.

   *Email address:* haiphamtt@vnu.edu.vn [↑](#footnote-ref-1)
2. These authors contributed equally [↑](#footnote-ref-2)