Teaching as a career and factor affecting novice teachers’ job satisfaction in Cambodia

Pham Thi Thanh Haia[[1]](#footnote-1), Bùi Minh Tranga

*a University of Education, Vietnam National University Hanoi, Ha Noi, Vietnam*

**Abstract** *The purpose of the study was to understanding what motivates novice teacher to choose teaching as a career and what motivates them to persist by examining the factor affect novice teachers’ job satisfaction. We collected data through a quantitative survey in 7 geographical regions in Vietnam, of…. primary schools. The sample consisted of 320 novice primary teachers (1-3 years) participated. The result showed that novice teachers chose teaching as choice of career mainly because of enjoying working with children and opportunity for their future study. Majority of novice teachers hold high regards to teaching career in Vietnam. The investigation of the variables associated with teacher job satisfaction is expected to provide the basis for planning and policy decisions aimed at enhancing teacher work commitment and reducing turnover.*

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

**Highlights**

1. **Introduction**

In developing country, educational system is usually favored as the vital polar for development. Competent teachers are fundamental basis to the achieve an efficient educational system. In the McKinsey’s report on “How the good school systems in the world reach to the highest peak”, many evidence indicate the fact that quality of teachers is the fundamental drive to student’s learning and achievement (Barber and Mourshed, 2007). There are increasing consents among educators and researchers that the quality of teachers is the single most essential factor influence student performance. The noteworthy studies show the strong connection between the student’s study and teacher’s professionalization (Desimone, 2009; Yoon et al., 2007) as well as international comparative (Wei et.al., 2009). Teaching although is considered a complicated profession that one encounters massive challenge (Mansfield et al., 2016). Indeed, teachers’ profession, working condition, status and accomplishment affect to their choice of action, quality and output in teaching (Grion & Varisco, 2007). Research shows that teachers, among numerous career, face the highest level of stress and dissatisfaction (Lomas et al., 2017). Consequently, many teachers choose to quit the job during the first five years (Gaikhorst et al., 2014). Although some evidence state that the teachers achieve effectiveness in working after few years, however they do not remain long enough to reach this high-skilled level (Fantilli and McDougall, 2009). In fact, the accomplishment of an educational organization, student performance can to an extensive degree be measured by the level of job satisfaction of its teachers.

Chaaban, Y. and Du, X. (2017) According to international research, novice teachers may experience several challenges as they adapt to their new roles as professionals. During the transition from support and dependence to sole responsibility and independence ([Le Maistre & Paré, 2010](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib25)), novice teachers have been described as experiencing praxis shock ([Veenman, 1984](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib37)), reality shock ([Huberman, 1989](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib19)) or transfer shock ([Caspersen & Raaen, 2014](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib5)). [Feiman-Nemser (2012)](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib14) portrays this transition period as “a time of intense learning” and “intense loneliness” (p. 10).

Education is always highlighted as the keystone of its national development in Vietnam. Vietnamese government distributes nearly 20 percent of public expenditures to education (OECD, 2011). Many strategy and reform are still carried out in order to achieve more competitive labor force. At a time when other careers offer higher salaries, clearer pathways for career development, greater social prestige, and more agreeable working conditions (OECD, 2005; Ramsay, 2000), teaching would seem to be less attractive as a career than it was 30 years ago. With increasing shortages of teachers there has been renewed interest in the U.K., the United States, Europe, Australia, and Asia in understanding what motivates people to choose teaching as a career and what motivates them to persist, particularly since the actual work experience of teachers has become more complex and demanding (OECD, 2005). In Vietnamese context, a few studies on job satisfaction have been carried out (Tran and Le, 2015; Duong, 2013). Although the researches only conduct at high school (Tran and Le, 2015) and university level (Duong, 2013). Nevertheless, the data of educational research in Vietnam is still limited for study and international access.

Researchers identified and took measures particular factors affecting job satisfaction of novice teachers in Vietnam, in 7 provinces across Vietnam: Ha Giang, Nghe An, Hai Phong, Quang Nam, Gia Lai, Tay Ninh and Can Tho. Through the studies, the researcher identified the particular aspects of their jobs that teachers are satisfied or dissatisfied in considering with the study of the choice of decision and feelings toward their chosen career. Only after gaining an understanding of these factors the researcher analyzed and effectively suggested the motivation to increase novice teachers’ enthusiasm in work. Moreover, the studies also provided the basis for the other researchers, educators, policy makers, educational management to further study to enhance teachers’ work commitment and reduce turnover.

A review of theoretical background on teaching career and job satisfaction are set as the ground to analyze and study the influencing factors on novice teachers’ job satisfaction.

* 1. ***Teaching as a career***

Research studies mainly indicate three basic types or categories of motives for selecting teaching as a career: a. extrinsic motives such as salary, lengthy holidays; b. intrinsic motives such as interest, personal experience, and intellectual fulfillment, and c. altruistic motives as wanting to contribute to the growth of another individual (Moran et al., 2001; Brookhart and Freeman, 1992). These researchers highlighted intrinsic, extrinsic and altruistic motivations as the most important groups of reasons influencing teachers’ career choice. Identified motivations have included 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 (Organisation for Economic Co-operation and Development [OECD], 2005).

Apart from traditional conceptualizations, starting from 1950s, several theories of career choice have been developed. One of the earliest ones is Super’s self-concept theory (1953) which drew upon the role of individuals’ perception of self in choosing a career. According to the theory, the question “Who I am?” is a key factor that plays a determinative role in individuals’ choosing a profession. Another theory proposed by Gottfredson (1981) asserts that career choice is determined by two variables, that is, sex-type rating and prestige level, which means that people choose particular occupations by examining features of that job regarding its suitability to their gender and its level of prestige.

Using both qualitative and quantitative techniques for investigation, majority of the study base their interpretations on the traditional classification of intrinsic, extrinsic and altruistic attractors. For example, Hayes (1990) found that in a cohort of American students entering teaching altruistic reasons such as making a positive difference in the lives of children were more significant. Similarly, Stiegelbauer (1992) reported that with Canadian prospective teachers, the need to make a difference to students and society as well as the desire to be role models for students emerged as the main themes for entering the profession. Hammond (2002), in a small scale study including trainee teachers of information and communication technology, found that trainees frequently drew upon their own past experience of teaching as well as their own interest to explain their career choice.

On the other hand, in their comparative study of Norwegian and British pre-service teachers, Kyriacou et al. (1999) reported that the participants rated “enjoying teaching” and “enjoying working with children” higher than the other factors, placing more emphasis on intrinsic reasons. Yet, in another study, Sinclair (2008) found that prospective teachers are multi-motivated. In her study, the primary pre-service teachers stated to have the necessary qualities and attributes to be teachers and to work with children as their basic sources of motivation to become teachers besides the factor that they found teaching intellectually stimulating.

As can be seen, it is difficult to generalize the reasons why students choose teaching as a career. The variety in their responses may be due to the cultural, social, and economic contexts they live in (Kyriacou et al., 1999) as well as the subject areas they will teach. Indeed, motivations for career choices are forged from personal values and expectancies, experienced in particular sociocultural settings within the context of different demand and reward structures (Watt et.al., 2012)

***2.2. Teacher job satisfaction***

Job satisfaction is considered a motivational concept and refers to how teachers generally feel about their jobs ([Skaalvik & Skaalvik, 2015](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib34); Locke, 1976). Job satisfaction has been noted as an important factor influencing teacher enthusiasm, teacher-student relationships and teacher retention (Skaalvik & Skaalvik, 2010). When teachers are motivated and have a high degree of job satisfaction student do better in school, become motivated, and as a result, teachers become motivated by their students’ success and positive cycle continues (Czubaj, 1996).

One of the most widely recognized theories of job satisfaction utilized in educational settings has been that of Herzberg, Mausner and Snyderman (Dinham & Scott, 2000). Dinham and Scott (1997) argued that job satisfaction is directly connected and affected by different job motivators. There has also been an effort to define job satisfaction as a dependent variable explained by different factors. Job satisfaction is based on the theory of human motivation of Maslow (1943), Herzberg (1959) (Kantas, 2008). Maslow’s hierarchy of needs theory remain valid today for understanding human behavior. According to the theory, people have five sets of needs, which follow a particular order.

Herzberg (1959) constructed a two-dimensional paradigm affecting people's attitudes toward work satisfactory with satisfiers factors and hygiene factors for work dissatisfaction. Satisfiers include factors such as recognition, responsibility for ones work, personal growth, achievement and advancement, while dissatisfiers (hygiene factors) include relationships with colleagues and supervisors, pay, work conditions and security. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level.

Despite its wide use, the two-factor theory has been criticized for being too dependent on a particular methodology and too restricted in its categorization of satisfiers and dissatisfiers. On the basis of his careful factor analyses Vroom suggested that the principal components of job satisfaction include seven aspects—administration, promotion, job nature, superiors, salary remuneration, working conditions, and colleagues (Vroom, V. H., 1964). Friedlander used factor analysis to elicit three factors: social and technical environment (such aspects as superiors, interpersonal relationships, and working conditions), self-fulfillment (opportunities to exercise potentials), and recognition (challenging nature of the job, responsibilities, wages, promotions, and so on) (Evans, L., 1997). The more influential work of Smith, Kendall, and Hulin suggested five factors—nature of the job, wage, promotions, superiors, and colleagues (Garrett, R.M., 1999). There are also studies which have examined many factors affecting teacher job satisfaction in addition to demographic variables and looked at environmental and mental factors such as the climate of the organization, its size, occupation prestige, occupation stress, personality traits and leadership behavior (Form and Geschwender, 1962; Hodson, 1985).

Several studies have concluded that job satisfaction has positive consequences for the individual and the school ([Corbell et al., 2010; Høigaard, Giske, & Sundsli, 2012; Malinen & Savolainen, 2016](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib7)). 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](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib35)). They are able to focus their attention and energy on the growth of students and their own personal growth ([Lam & Yan, 2011](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib24)), leading to enhanced teacher productivity and improved educational outcomes ([Moè et al., 2010](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib30)). At the organizational level, job satisfaction leads to better interpersonal relationships among colleagues and enhanced cooperation with supervisors ([Amorim Neto, Rodrigues, & Panzer, 2017](https://www.sciencedirect.com/science/article/pii/S0742051X17307552" \l "bib1)).

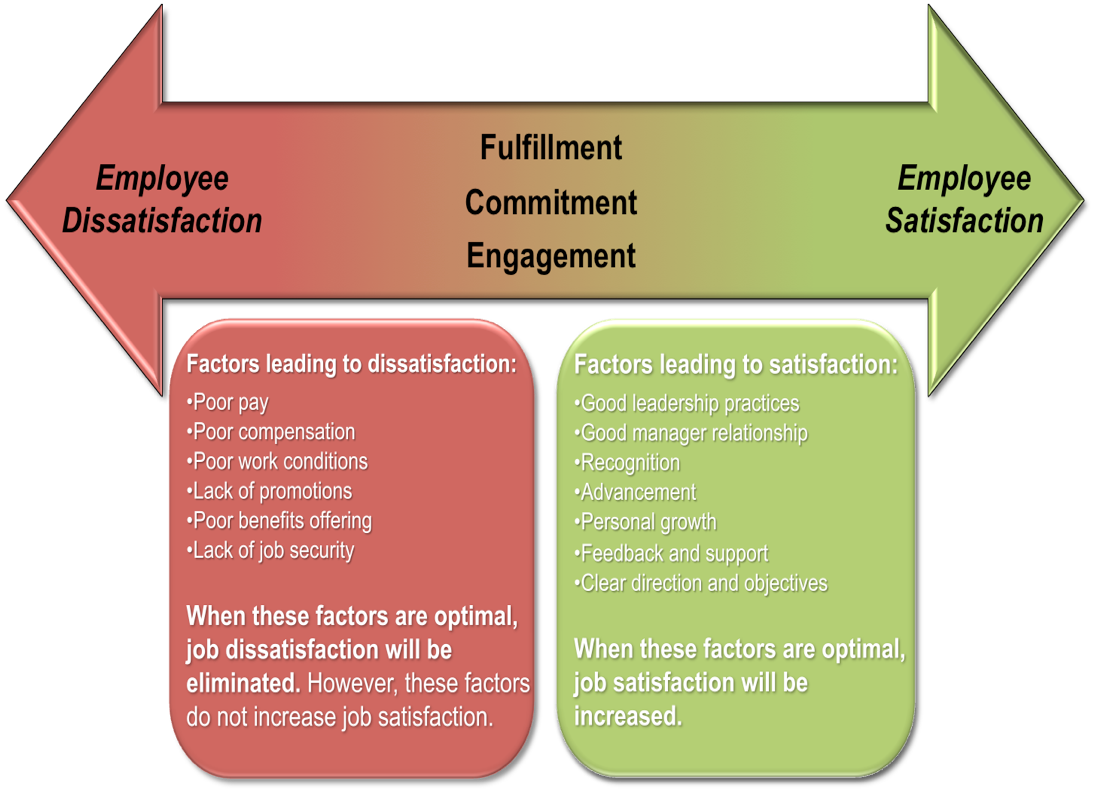
By contrast, novice teachers at risk of leaving the profession express strong dissatisfaction with their work environment, frustration with interpersonal relationships, and discontentment with mentoring support ([Gaikhorst et al., 2014](https://www.sciencedirect.com/science/article/pii/S0742051X17307552#bib15)). Dissatisfied teachers become demotivated, thus, losing the ability to motivate their own students and cater to their diverse needs ([Moè et al., 2010](https://www.sciencedirect.com/science/article/pii/S0742051X17307552#bib30)).

A few studies have examined teachers’ perceptions of their jobs and career commitment, but they all used limited data. Fewer student discipline problems, good facilities, teacher induction, and professional support were correlated with high teacher morale and career commitment. Cockburn (2000) interviewed a dozen primary school teachers who enjoyed their jobs and suggested that increasing teachers’ involvement in curriculum innovation and inspection would improve their professional lives and career commitment. Bogler (2002) showed that teachers’ occupational perceptions contributed to the separation of teachers with a high level of job satisfaction from those with a low level of job satisfaction. Weiss’s study looked only at 1st-year teachers, and the other two studies did not use nationally representative data to substantiate teachers’ views.

The literature in organizational psychology further shows that both exogenous and endogenous factors can produce the moods and emotions related to job satisfaction. Lifestyle, disposition, sociocultural, and biological factors can all affect the feelings people experience at work. Exogenous factors are important for understanding organizational behavior, it is easy to identify them, but difficult to explain how they actually work. Workplace endogenous factors are widely studied and have been grouped into several, though not necessarily exclusive, categories that may include stressful events, leaders, workgroup characteristics, physical settings, and organizational rewards and punishments (Brief & Weiss, 2002). These categories reflect several important factors that are frequently discussed in relation to teachers’ feelings about their jobs: student discipline problems, school governance, professional support, compensation, and work conditions.

Because of growing concern about teacher satisfaction, Dinham & Scott (2000) initiated the Teacher 2000 Project, an international program aimed to measure teacher motivation, satisfaction, and health to inform policy and decision-making (Dinham & Scott, 1997). This research confirmed many aspects of Sergiovanni’s (1967) and Herzberg et al.’s (1959) studies, such as intrinsic factors that proved the most significant aspects in determining teacher satisfaction (Dinham & Scott, 1997). Despite this core similarity, Dinham and Scott found altruism and personal growth to be the most influential intrinsic factors, which varies slightly from Sergiovanni’s findings. Other research has found that “teachers in different countries generally derive job satisfaction from factors integral to the teaching job: assisting the growth of children, developing good relationships with students, and experiencing self-growth” (Lam & Yan, 2011, p. 336), which, similar to Dinham and Scott (1997), indicates slight changes over time in the specific intrinsic factors that influence teachers. The literature consistently confirms that intrinsic factors play a central role in determining teacher job satisfaction.

While hygiene factors similar to those identified in Sergiovanni’s research (1967) were found, the negative image of teachers in the media is a new finding that contributes to dissatisfaction (Dinham & Scott, 1997). This change may be due to shifts in the public perception of education as well as increased governmental involvement in schools that have occurred during the thirty years between the two studies. Recent studies found that significant hygiene factors for teachers include increasing workloads, the low status that teachers hold in our society, and low salaries (Lam & Yan, 2011) and reduced teacher autonomy (Moore, 2012; Shann, 1998).



**Figure 1:** Job Satisfaction Model (Field, 2008)

While the similarities in these research findings are significant, one major difference emerged. Dinham and Scott (1997, 2000) identified a “third factor” of variables that, unlike satisfiers and hygiene factors, may impact either teacher satisfaction or dissatisfaction. They found that: *“...there was a third broad band of factors revealed by the study which previous research had not identified, this third or middle band being comprised of largely school-based factors. Falling between the universally perceived intrinsic rewards of teaching such as self-growth and pupil achievement (most satisfying), and the universal extrinsic hindrances to teacher satisfaction and effectiveness such as educational change, the status of teachers and increased administrative workloads (most dissatisfying), are school-based factors such as school leadership, climate and decision- making, school reputation, and school infrastructure, and it was these factors where most variation occurred from school to school and where there is thus greatest potential for change within schools”.* (1997, p. 16) These school-based factors differ from satisfiers because they are not intrinsic to the teacher and differ from hygiene factors because they have the capacity to increase job satisfaction (Dinham & Scott, 1998).

These school-based factors are of critical importance in this research as this study focused on aspects of these less explored and more recently identified elements of teacher satisfaction. Embedded in this research is the assumption that educational leaders have the greatest ability and capacity to influence a critical school-based factor that contributes to teacher satisfaction, which is primarily “a product of leadership” (Dinham & Scott, 1997, p. 16), as compared to leaders’ ability to influence intrinsic satisfiers and hygiene factors, which are primarily outside the control of leaders. Skaalvik and Skaalvik (2011) found that supervisory support contributes to teachers’ sense of belonging, which correlates with job satisfaction and a reduced motivation to leave the profession. This study aimed to investigate discrete leadership frameworks within this third factor that contribute to teacher job satisfaction (See Figure 2).



**Figure 2.**A three-domain model of teacher satisfaction.

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

School working conditions can negatively influence the job satisfaction of novice teachers (Dinham & Scott, 1997; Lam & Yan, 2011; Rhodes et al., 2004). Many novice teachers are given more challenging work assignments than their veteran colleagues (Clotfelter et al., 2005; Johnson, 2004). Kardos and Moore Johnson (2007) surveyed a random sample of 486 first- and second-year teachers in four states and found that while 23% of respondents indicated having fewer responsibilities than their more experienced colleagues, 36% indicated that their workload was too heavy, and 52% reported that they did not have enough time available for planning and preparation. The accessibility of resources may also influence job satisfaction as novice teachers often report that they teach classes in multiple rooms and have insufficient supplies or equipment (Johnson, 2004). Collie, Shapka, and Perry (2012) note an association between resource access and job satisfaction. As Lam and Yan (2011) state, “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).

***2.3. The Vietnamese educational context***

In Vietnam, education is always highlighted as the keystone of its national development. Vietnamese government distributes nearly 20 percent of public expenditures to education.[[2]](#footnote-2) However, in the era of globalization, Vietnamese authorities also concern that education system is still not well equipped skills and competencies to the population in achieving greater value and more competitive economy.[[3]](#footnote-3) Fully understanding the importance of these challenge and addressing the issue, in the Socio-Economic Development Plan (SEDP) for 2011-2015, the government highlighted that quick development of high quality human resources is essential for the country’s industrialization, modernization, and the development of a knowledge-based economy. [[4]](#footnote-4)

In 2013, the Fundamental and Comprehensive Education Reform(FCER) was adopted,[[5]](#footnote-5) which aims for national education to meet “the requirements of industrialization and modernization in the socialist oriented market economy and international integration.” Whereas, general education (grades K-12) set as the the primacy of the FCER in which learning approaches focus more on competency- and quality-based rather than content-based. Its purpose is to acquire higher-level of cognitive and behavioral skills, ability to think critically and creatively, apply knowledge from many subject areas to solve practical problems, work in teams, and convincingly communicate verbally and in writing for Vietnamese students [[6]](#footnote-6). However, the realization of such a reform will depend almost exclusively on the preparedness of the teacher to acquire the new pedagogical model. Indeed, one of the fundamental principles of the FCER stresses that teachers should be equipped to respond to different and constantly changing contexts and required to become more professional. Hence, teachers are considered as the core of the reform process. Greater interaction between professionals, reciprocity, hands-on mentorship, and coaching and on-time advice to teachers are focused in the training and support activities.

Beside the positive results that teacher education in Vietnam has contributed, the professional profile and skills, high quality and responsive onsite continuous professional development for teachers haven’t been paid much attention. One of the biggest challenges is to address and narrow the gap in coordination among all actors in teacher education in order to meet the new demand. The Ministry of Education and Training (MOET) has prepared the National Teacher Education Program (NTEP) to enable the change more efficiently with consideration the needs of teacher and meeting the learning objectives.[[7]](#footnote-7) The NTEP aims to generate a comprehensive strategy for teacher education reform in order to meet the new requirements of general education. [[8]](#footnote-8)

A significant number of studies on teachers’ job satisfaction in Vietnam are conducted, however they haven’t been published internationally. Although few studies on job satisfaction have been researched and published, but mainly at high school (Tran and Le, 2015) and university level (Duong, 2013). Whereas, institutional factors, such as development aim, campus environment, leadership style, and administrational efficiency mainly affect job satisfactory (Duong, 2013). Tran and Le (2015) study that the main variable for teacher’s job satisfaction in high school are principal leadership, and professional interest factors, while also provides evidences on the correlation among teachers’ their experiences of teaching efficacy, stress, and job satisfaction in considering the school-level environment.

At a time when other careers offer higher salaries, clearer pathways for career development, greater social prestige, and more agreeable working conditions (OECD, 2005; Ramsay, 2000), teaching would seem to be less attractive as a career than it was 30 years ago. With increasing shortages of teachers there has been renewed interest in the U.K., the United States, Europe, Australia, and Asia in understanding what motivates people to choose teaching as a career and what motivates them to persist, particularly since the actual work experience of teachers has become more complex and demanding (OECD, 2005).

Therefore, this study, in addressing the gap in research, attempted to build a body of knowledge about the novice teachers’ in Vietnam and understanding of why this particular group chooses to become teachers, and the factors affect to their job satisfaction. The investigation of the variables associated with novice teacher job satisfaction is also anticipated to offer the basis for planning and policy decisions aimed at improving teacher work commitment and minimizing turnover. It is hoped that the results and implications will contribute to the growth of existing literature and help researchers, school management, policy maker, curriculum developers ameliorating the working environment and support to novice teacher.

1. **Methodology and Method**

A survey research design is used to investigate job satisfaction of primary school novice teachers in Vietnam as the survey samples in the academic year 2016. The content of 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. From there consider the concerning issues and suitable adjustments for novice teachers.

* 1. ***Samples and settings***

The population for this study was all novice teacher in primary public school in Vietnam (2016-2017 academic year), with the teaching experience from 1-3 years teaching.

The schools were selected using random sampling technique*.* The samples are primary public schools in 7 economic-zone in Vietnam, selected in geographic location, 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), in which 60.31% are in rural area, the rest are in the city area.

The samples accounted for 36,61% of total number of 874 novice teachers in 7 provinces during the period of the study. The table 1 showed the number of novice teacher, 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*

Trong 7 tỉnh được chọn đại diện cho 7 vùng Kinh tế - Xã hội thì tổng số giáo viên của 7 tỉnh là 43.688, giáo viên mới vào nghề chiếm 2% do vậy tổng số giáo viên mới vào trường ở 7 tỉnh là 874 giáo viên. Theo phương pháp Yamane Taro (1967) thì với một quần thể không lớn và xác định được thì cỡ mẫu được xác định n = N/(1+N\*e2) (công thức Yamane). Như vậy với N = 874; Sai số tiêu chuẩn e = 0.05 với độ tin cậy = 95% và P = 0.5 thì cỡ mẫu tối thiểu = 274. Nhằm đảm bảo tính chính xác và không bị thất lạc mẫu chúng tôi đã lựa chọn cỡ mẫu là 320 giáo viên mới vào nghề (chiếm 36,61% so với tổng thể). Để đảm bảo tính đại diện cho các giáo viên ở các vị trí trường thuộc khu vực Thành thị và khu vực Nông thôn chúng tôi tính toán trên tổng mẫu của 7 tỉnh được chọn cho thấy có 11.351 giáo viên (25,98%) thuộc trường ở khu vực thành thị và 32.337(74,02%) giáo viên thuộc trường ở vị trí nông thôn, dựa trên tỷ lệ này chúng tôi tiến hành lựa chọn được khoảng 60,31% giáo viên thuộc trường ở vị trí nông thôn. Chúng tôi đã tổ chức khảo sát với 320 giáo viên với công cụ là phiếu khảo sát, kết quả thực hiện chúng tôi đã thu lại được đầy đủ các phiếu khảo sát đã được điền đầy đủ thông tin của 320 giáo viên. Do các giáo viên cấp Tiểu học phần lớn là các giáo viên Nữ do vậy kết quả khảo sát chúng tôi thu được chỉ có khoảng 55 (chiếm17,19%) giáo viên Nam. ….

A total of ….? Anonymous questionnaires were distributed to schools, and …. Were returned, giving a response rate …..%

The participated samples of 320 novice teachers, in which consisted of 17.19.% male and 78.13 % female. The novice teacher participated in the survey mostly were formally educated and fully trained, 30.94% with degree in teaching, 28.95% with teaching certificate, 20% with both degree and diploma/certificate, only 3.13% had postgraduate qualification.

The fact that there were more women in the sample reflects the real situation in Vietnam, whereby there are more female teachers than male teacher in Vietnam primary schools. The participants were selected using random sampling technique.

* 1. ***Instruments and procedure***

The questionnaire of the present study included general questions related to the respondents’ demographic and personal factors such as: place of birth, ethnic, teaching experience, highest teaching qualification, school location.

The questionnaire also included questions on teachers’ views on career, external environment issues such as: reason for choosing teaching, self-evaluation on teaching career in the country, personal and community perception on the career, view of position in next 10 years. Furthermore, there were questions on factors which affect teachers’ satisfaction and performance and their work and career expectations. Finally, open questions were included regarding suggestion of how to improve teaching in the country.

The quantitative approach gathers data at a particular time with the intention of describing the nature of existing conditions (Cohen et al., 2000).

The level of teachers’ job satisfaction was assessed according to a score (ranging

from 1 to 4) obtained on the basis of likert scale questions, strongly agree (4), agree (3), disagree (2), strongly disagree (1)

* 1. ***Statistical methods***

This is a descriptive study based on the survey method. Data collected were analyzed using the statistical package for the social sciences (SPSS). Descriptive statistics such as frequencies and percentages were used to examine teachers’ job satisfaction and stress levels (x2).

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

The result showed that majority of teachers think the reason to choose teaching as career, (1) *“Teaching provides a good opportunity to further my studies”* (Mean ~ 3.45), (2) *“I have always enjoyed working with children”* (Mean = 3.42), (3) *“People (relatives/friends) recommended teaching as a field of study”* (Mean = 3.03). Indeed, teacher candidates report that a desire to work with children and adolescents is highly influential in attracting people into a teaching career (Alexander, Chant, & Cox, 1994; Joseph & Green, 1986; Kyriacou & Coulthard, 2000; Moran, Kilpatrick, Abbott, Dallatt, & McClune, 2001; Richardson & Watt, 2006; Tudhope, 1944; Valentine, 1934). Equally, 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. suggest that a desire to work with children and adolescents, the potential for intellectual fulfilment, and a means by which to make a social contribution, are the most frequently nominated reasons for choosing teaching as a career.

**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 3:** data collected on novice teachers’ reason for choosing teaching

On other hand, reasons that least selected by our samples were *“As a teacher I only work half-day, with three/four holidays a year” “Teaching provides a good salary”*, with mean of 1.92 and 2.07 respectively. This result suggested that the reason that a large number of teachers decide to enter into teaching profession, mainly because of passion and mission. Other factors, such as salary and payroll are not considered significant. However, studies conducted in very different sociocultural contexts such as in Brunei (Yong, 1995), Zimbabwe (Chivore, 1988), Cameroon (Abangma, 1981), and Jamaica (Bastick, 1999), have found that the extrinsic motives to be fundamental, in the form of salary, job security, and career status. It seems clear that different sociocultural contexts potentially frame and shape motivations for career choice, satisfaction and persistence.

**Table 3:** Comparison the two variables of reason for chosen teaching as career vs choosing teaching profession again

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Choose the teaching profession again | Strongly disagree | Disagree | Agree | Strongly agree | ***Total*** | P - Value |
| I have always enjoyed working with children. | Yes | 0 | 3 | 140 | 122 | ***265*** | 0.027 |
| No | 0 | 4 | 31 | 17 | ***52*** |
| Teaching provides a good opportunity to further my studies. | Yes | 0 | 4 | 123 | 133 | ***260*** | 0.011 |
| No | 0 | 8 | 23 | 19 | ***50*** |

The collected data of teachers’ answer on whether they would choose again their career shows that there are many different perspectives, however 16.25% (52 teachers) of the sample wants to change career. In which, previously 48 teachers were keens to choose teaching as career because of enjoying working with children, and 42 teachers who highly regarded teaching provides opportunity to further studies, however these samples chose not select teaching as their career. The difference between two answers of choosing teaching profession again and the reason for being a teacher (P = 0.027 < 0.05) shows that after a period of working, they have changed mind in considering teaching as a career. Although only small samples selected not to remain in teaching career, yet with regards to the reason for choosing teaching, it’s essential to have adjustment in teacher policy. Researchers who have examined the phenomenon of the career switcher into teaching in various countries have suggested that the rewards of salary and career prestige are not a high priority for this group who decide later on a career change (Crow, Levine, & Nager, 1990; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003; Richardson & Watt, 2005). In societies in which career success is measured by salary, career prestige, and social status, the decision to switch to a job that provides for personal satisfaction, the rewards of making a social contribution, and a desire to keep learning, is often seen as an ‘‘implausible choice’’ (Crow et al., 1990, p. 197).

Recent work in the U.S. (Liu et al., 2000) suggests that the increasing salary gap between teaching and other professions, poor working conditions in schools, combined with the disappointments and hardships from teaching are influential in why new teachers leave the profession.

Despite relatively high salaries in Germany, teachers perceive that they have low social prestige (Baumert, Klieme, Oelkers, & Scheerens, 2003), suggesting that salary alone does not result in perceptions of high status.

The availability of part-time and casual work, together with defined periods of leave during school vacation times, provide a high degree of career flexibility sought perhaps mainly by women seeking to spend more time with their families. This would appear to be the case in Germany, where of the almost 50% of primary school teachers who are employed on a part-time basis, 96% are female (Halász, Santiago, Ekholm, Matthews, & McKenzie, 2004).

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.

* 1. ***Factors affect to the novice teachers job satisfaction***

The researchers studied the factors by examining the external environment that influence the samples’ (novice teachers) job satisfaction.

Researched on the perception on teaching career in the community where the samples work and live showed that *“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)”* have low mean of 1.27, 1.57 and 2.94 correspondingly. Whereas, teaching is highly regarded in the community accounts high mean (3.37). The result exhibited the bright future and repute of teaching in the teachers’ community. The data can be analyzed that the threat from surrounding community to the job is very minimal.

**Table 4:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Disagree | Strongly disagree | Missing | Mean | SD |
| My community will always see teaching as a low status job | 0.94 | 2.81 | 46.88 | 46.88 | 2.50 | 1.57 | 0.602 |
| It is changing. (My community is starting to see the value of teacher.) | 11.88 | 68.44 | 14.69 | 1.25 | 3.75 | 2.94 | 0.571 |
| Teaching is a threat to the culture of my community. | 0.94 | 0.94 | 21.25 | 73.13 | 3.75 | 1.27 | 0.525 |
| My community holds teaching in high regard. | 39.38 | 55.94 | 2.50 | 0.31 | 1.88 | 3.37 | 0.551 |

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](https://www.sciencedirect.com/science/article/pii/S0742051X17307552#bib35)). They are able to focus their attention and energy on the growth of students and their own personal growth ([Lam & Yan, 2011](https://www.sciencedirect.com/science/article/pii/S0742051X17307552#bib24)), leading to enhanced teacher productivity and improved educational outcomes ([Moè et al., 2010](https://www.sciencedirect.com/science/article/pii/S0742051X17307552#bib30)). Several studies have concluded that job satisfaction has positive consequences for the individual and the school ([Corbell et al., 2010; Høigaard, Giske, & Sundsli, 2012; Malinen & Savolainen, 2016](https://www.sciencedirect.com/science/article/pii/S0742051X17307552#bib7)). The data below (table..) indicates the factor most influence to the novice teachers’ job satisfaction is *“low prospects for promotion”* (mean ~ 3.12) and *“low prospects of securing study leave to pursue further studies/training”* (mean ~2.90). These issue are considered most affect since the characteristics of teaching involves to children and schools, hence days for leave of absence and promotion are limited.

**Table 5:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | No obstacle at all | Minor obstacle | Medium obstacle | Serious obstacle | Missing | Mean | SD |
| Too much work | 15.31 | 53.75 | 24.38 | 5.00 | 1.56 | 2.81 | 0.76 |
| Poor quality of Information and Communication Technology (ICT) | 10.94 | 48.75 | 29.38 | 8.44 | 2.50 | 2.64 | 0.79 |
| Insufficient salary | 11.56 | 34.38 | 35.63 | 17.50 | 0.94 | 2.40 | 0.91 |
| Low prospects for promotion | 37.50 | 36.25 | 20.63 | 2.50 | 3.13 | 3.12 | 0.83 |
| Lack of communication with other teachers | 25.00 | 34.69 | 25.31 | 13.75 | 1.25 | 2.72 | 1.00 |
| Conflict with colleague(s) | 29.69 | 25.63 | 23.13 | 20.31 | 1.25 | 2.66 | 1.12 |
| Conflict with school management | 27.50 | 26.56 | 26.25 | 18.13 | 1.56 | 2.64 | 1.08 |
| Conflict with educational authorities | 31.88 | 22.81 | 23.75 | 20.00 | 1.56 | 2.68 | 1.13 |
| Insufficient number of in-service training opportunities | 14.38 | 32.19 | 31.56 | 20.00 | 1.88 | 2.42 | 0.97 |
| Low prospects of securing study leave to pursue further studies/training | 27.50 | 40.63 | 21.88 | 7.81 | 2.19 | 2.90 | 0.90 |

Nevertheless *“Insufficient salary”* and *“insufficient number of in-service training opportunities”* least affect to teachers. This signaled that the teacher training currently improved, and majority of teachers love their job.

With regarding to different school setting, the below table reveals the factors affect teachers’ job satisfaction in inner city, rural and township areas.

**Table 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | At what type of school are you employed? | | | Total | P-Value |
| Inner City | Rural | Township |
| **Too much work** | | | | | |
| Serious obstacle | 14.29% | 50.00% | 35.71% | 100.00% | 0.012 |
| Medium obstacle | 12.82% | 55.13% | 32.05% | 100.00% |
| Minor obstacle | 8.48% | 61.21% | 30.30% | 100.00% |
| No obstacle at all | 2.04% | 79.59% | 18.37% | 100.00% |
| **Total** | **8.82%** | **62.09%** | **29.08%** | **100.00%** |  |
| **Poor quality of Information and Communication Technology (ICT)** | | | | | |
| Serious obstacle | 7.41% | 77.78% | 14.81% | 100.00% | 0.048 |
| Medium obstacle | 5.56% | 56.67% | 37.78% | 100.00% |
| Minor obstacle | 7.24% | 62.50% | 30.26% | 100.00% |
| No obstacle at all | 25.71% | 60.00% | 14.29% | 100.00% |
| **Total** | **8.88%** | **61.84%** | **29.28%** | **100.00%** |  |
| **Insufficient salary** | | | | | |
| Serious obstacle | 7.41% | 50.00% | 42.59% | 100.00% | 0.019 |
| Medium obstacle | 7.21% | 60.36% | 32.43% | 100.00% |
| Minor obstacle | 12.26% | 67.92% | 19.81% | 100.00% |
| No obstacle at all | 5.41% | 70.27% | 24.32% | 100.00% |
| **Total** | **8.77%** | **62.34%** | **28.90%** | **100.00%** |  |
| **Low prospects for promotion** | | | | | |
| Serious obstacle |  | 25.00% | 75.00% | 100.00% | 0.009 |
| Medium obstacle | 7.69% | 55.38% | 36.92% | 100.00% |
| Minor obstacle | 11.82% | 59.09% | 29.09% | 100.00% |
| No obstacle at all | 7.63% | 69.49% | 22.88% | 100.00% |
| **Total** | **8.97%** | **61.46%** | **29.57%** | **100.00%** |  |
| **Lack of communication with other teachers** | | | | | |
| Serious obstacle | 2.27% | 75.00% | 22.73% | 100.00% | 0.018 |
| Medium obstacle | 2.60% | 54.55% | 42.86% | 100.00% |
| Minor obstacle | 13.08% | 60.75% | 26.17% | 100.00% |
| No obstacle at all | 12.66% | 64.56% | 22.78% | 100.00% |
| **Total** | **8.79%** | **62.21%** | **28.99%** | **100.00%** |  |
| **Conflict with colleague(s)** | | | | | |
| Serious obstacle | 1.61% | 61.29% | 37.10% | 100.00% | 0.002 |
| Medium obstacle | 5.71% | 65.71% | 28.57% | 100.00% |
| Minor obstacle | 8.54% | 57.32% | 34.15% | 100.00% |
| No obstacle at all | 16.13% | 64.52% | 19.35% | 100.00% |
| **Total** | **8.79%** | **62.21%** | **28.99%** | **100.00%** |  |
| **Conflict with school management** | | | | | |
| Serious obstacle | 3.51% | 52.63% | 43.86% | 100.00% | 0.002 |
| Medium obstacle | 5.00% | 67.50% | 27.50% | 100.00% |
| Minor obstacle | 9.52% | 63.10% | 27.38% | 100.00% |
| No obstacle at all | 15.29% | 63.53% | 21.18% | 100.00% |
| **Total** | **8.82%** | **62.42%** | **28.76%** | **100.00%** |  |
| **Conflict with educational authorities** | | | | | |
| Serious obstacle | 3.23% | 75.81% | 20.97% | 100.00% | 0.02 |
| Medium obstacle | 6.12% | 63.27% | 30.61% | 100.00% |
| Minor obstacle | 12.00% | 51.00% | 37.00% | 100.00% |
| No obstacle at all | 15.56% | 66.67% | 17.78% | 100.00% |
| **Total** | **8.85%** | **62.30%** | **28.85%** | **100.00%** |  |
| **Insufficient number of in-service training opportunities** | | | | | |
| Serious obstacle |  |  |  |  |  |
| Medium obstacle |  |  |  |  |  |
| Minor obstacle |  |  |  |  |  |
| No obstacle at all |  |  |  |  |  |
| **Total** |  |  |  |  |  |
| **Low prospects of securing study leave to pursue further studies/training** | | | | | |
| Serious obstacle | 4.00% | 72.00% | 24.00% | 100.00% | 0.007 |
| Medium obstacle | 3.03% | 53.03% | 43.94% | 100.00% |
| Minor obstacle | 8.73% | 61.90% | 29.37% | 100.00% |
| No obstacle at all | 14.94% | 66.67% | 18.39% | 100.00% |
| **Total** | **8.88%** | **62.17%** | **28.95%** | **100.00%** |  |

Novice teachers evaluated the influencing factors differently according to their school location. With the scale from 1 to 4 (no obstacle at all, minor obstacle, medium obstacle, serious obstacle), the results showed huge difference in workload among samples, whereas 14.29% for inner city areas and 50% for rural areas. Similarly, difference was also found in poor quality of ICT (7.41% and 77.7%); insufficient salary (7.41% and 50%). Regarding to promotion, the difference showed only in rural areas and township areas (25% and 75%), whereas novice teachers in inner-city areas gave no evaluation.



**Figure 4:**

The figure illustrates the affected factors to teachers’ job satisfaction, in which conflict with colleagues, school management, low prospects of securing study leave and lack of communication with other teachers were less worried in inner city area. In contrast, in rural area the issue of promotion and work overload are mainly considered disturbing and in township area the low prospect of promotion is also very concerned among teachers.

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. Teachers’ perceptions can inform policymakers of problem areas in which intervention measures might bring about real improvement in their professional commitment

Teachers’ perceptions can inform policymakers of problem areas in which intervention measures might bring about real improvement in their professional commitment

1. **Reference**

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

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

Amorim Neto, R. C., Rodrigues, V. P., & Panzer, S. (2017). Exploring the relationship between entrepreneurial behavior and teachers' job satisfaction. Teaching and Teacher Education, 63, 254e262

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

Bastick, T. 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, July 1999, Dublin

Baumert, J., Klieme, E., Oelkers, J., & Scheerens, J. (2003, 17e20 September). Comparison of education systems: understanding the international variation of student achieve- ment. In Paper presented at the ECER annual conference, Hamburg.

Bell, B. (1989) What the public thinks, *Report: Assistant Masters and Mistresses Association,* 11(4), 10.

Bick-har Lam & Hoi-fai Yan (2011) Beginning teachers’ job satisfaction: the impact of school-based factors, Teacher Development: An international journal of teachers' professional development, 15:3, 333-348

Bogler, R. (2002). Two profiles of schoolteachers: A discriminant analysis of job satisfaction. Teaching and Teacher Education, 18, 665–673.

Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. Annual Review of Psychology, 53, 279–307.

Brookhart, S. M. & Freeman, D.J. (1992). Characteristics of Entering Teacher Candidates, Review of Educational Research, 62.1, 37-60.

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

Central Office of Information Research (2000) *Attitudes towards teachers - Public Opinion Survey: prepared for the General Teaching Council by Central Office of Information.* Available online at: http://www.gtce.org.uk/research/opinionpoll.asp (accessed 24 October 2002).

Chaaban, Y. and 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.

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.

Cockburn, A. (2000). Elementary teachers’ needs: Issues of retention and recruitment. Teaching and Teacher Education, 16, 223–238.

Cohen, L., Manion, L. and Morrison, M. (2000). *Research Methods in Education*, 5th ed., London: Routledge Falmer.

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.

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), 75e96.

Crow, G. M., Levine, L., & Nager, N. (1990). No more business as usual: career changers who become teachers. American Journal of Education, 98, 197e223.

Cunningham, P. (1992) Teachers’ professional image and the press, 1950–1990, *History of Education,* 21(1), 37–56.

Czubaj, C. (1996). Maintaining teacher motivation. Education, 116(3).

Department of Education, Science and Training. (2003). Australia’s teachers: Australia’s future. Advancing innovation, science, technology and mathematics. Canberra: Department of Education, Science and Training.

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

Dinham, S. S. (1997). *Modelling teacher satisfaction: findings from 892 teaching staff at 71 schools.* Chicago, IL

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, April, Chicago, IL.

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, April, 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.

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

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

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

Field, J. (2008). Job Satisfaction Model . Retrieved from [http://talentedapps.wordpress.com/2008/04/11/job-satisfaction-model-for-retention/.](http://talentedapps.wordpress.com/2008/04/11/job-satisfaction-model-for-retention/)

Fullan, M. G. (1993). Why teachers must become change agents, Educational Leadership 50.6,12-17.

Gaikhorst, L., Beishuizen, J. J., Korstjens, I. M., & Volman, M. L. (2014). Induction of beginning teachers in urban environments: An exploration of the support structure and culture for beginning teachers at primary schools needed to improve retention of primary school teachers. Teaching and Teacher Education, 42, 23-33.

Glass, D. V. (Ed.) (1954) *Social mobility in Britain* (2nd edn) (London: Routledge & Kegan Paul).

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. Journal of Counseling Psychology (Monograph), 28.6,545-579.

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

Halász, G., Santiago, P., Ekholm, M., Matthews, P., & McKenzie, P. (2004). Attracting, developing and retaining effective teachers. Country note: Germany. Paris: OECD.

Hammond, M. (2002). Why Teach? A case study investigating the decision to train to teach ICT, *Journal of Education for*  *Teaching: International Research and Pedagogy* 28.2, 135-148.

Hayes, S. (1990) *Students’ Reasons for Entering the Educational Profession*, Research Report (35 pp.). Oklahoma: North-western Oklahoma State University. https://files.eric.ed.gov/fulltext/ED366234.pdf

Helen M.G. Watt, Paul W. Richardson, Uta Klusmann, Mareike Kunter, Beate Beyer, Ulrich Trautwein, Jürgen Baumert. Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. Teaching and Teacher Education 28(2012), 791-805.

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

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. Piscataway, NJ: 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), 347e357

Johnson, J. & Duffett, A. (2003) *An assessment of survey data on attitudes about teaching—including the views of parents, administrators, teachers and the general public* (New York, Public Agenda). Available online at: http://www.publicagenda.org/research/research\_topic.cfm (accessed 4 May 2004).

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

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

Journal of Educational Administration, 38 (4) (2000), pp. 379-396

Judge, H. (1995) The image of teachers, *Oxford Review of Education,* 21(3), 253–265.

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.

Kardos, S., & Moore Johnson, S. (2007). On their own and presumed expert: New teachers’ experience with their colleagues. The Teachers 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, 117e126

Kyriacou, C., Hultren, A. & Stephens, P. (1999). Student teachers’ motivation to become a secondary school teachers in  England and Norway, *Teacher Development* 3, 373-381.   
L. Gaikhorst, J.J. Beishuizen, I.M. Korstjens, M.L. Volman. (2014). **Induction of beginning teachers in urban environments: An exploration of the support structure and culture for beginning teachers at primary schools needed to improve retention of primary school teachers**

Lam, B. H., & Yan, H. F. (2011). Beginning teachers' job satisfaction: The impact of school-based factors. Teacher Development, 15(3), 333e348.

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. Har- vard Graduate School of Education. http://www.gse.harvard.edu/wngt/Barely% 20Breaking%20Even%200700.PDF.

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.

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, 144e152

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

Mayotte, G. A. (2003). Stepping stones to success: previously developed career competencies and their benefits to career switchers transitioning to teaching. Teaching and Teacher Education, 19(7), 681e695.

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), 1145e1153.

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

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.

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

Moran, A., Kilpatrick, R., Abbott, L., Dallatt, J., & McClune, B. (2001). Training to teach: motivating factors and implications for recruitment. Evaluation & Research in Education, 15(1), 17e32

MORI (2004) *Annual survey of trust in professions.* Available online at: http://www.mori.com/polls/ 2004/bma.shtml (accessed 26 April 2004).

MORI (2005) *Doctors top public opinion poll on trustworthy professions.* Available online at: http://www.mori.com/polls/2005/bma.shtml (accessed 18 March 2005).

OECD. (2005). Teachers matter: Attracting, developing and retaining effective teachers. Paris: OECD Publishing.

Organization for Economic Cooperation and Development. (2005). Teachers matter: Attracting, developing and retaining effective teachers. Paris: Organization for Economic Cooperation and Development.

Priyadharshini, E., & Robinson-Pant, A. (2003). The attractions of teaching: an investigation into why people change careers to teach. Journal of Education for Teaching: International Research and Pedagogy, 29, 95e112.

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

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

Ramsay, G. (2000). Quality matters. Revitalising 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

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. (2005). ‘‘I’ve decided to become a teacher’’: influences on career change. Teaching and Teacher Education, 21(5), 475e489.

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), 27e56

Rustique-Forrester, E. & Haselkorn, H. (2002) Learning from the US, in: M. Johnson & J. Hallgarten (Eds) *From victims of change to agents of change: the future of the teaching profession* (London, Institute for Public Policy Research).

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

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.

Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban in urban middle school. 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. (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. (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. (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.

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. <https://files.eric.ed.gov/fulltext/ED348367.pdf>

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

T. Lomas, J.C. Medina, I. Ivtzan, S. Rupprecht, F.J. Eiroa-Orosa (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), pp. 132-141

Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. Teacher Education Quarterly, 35(4), 57e75.

Teaching and Teacher Education, 42 (2014), pp. 23-33

Tim Everton , Penny Turner , Linda Hargreaves & Tony Pell (2007) Public perceptions of the teaching profession, Research Papers in Education, 22:3, 247-265

Topkaya, E. Z. and Uztosun, M. S. (2012) Choosing Teaching as a Career: Motivations of Pre-service English Teachers in Turkey. Journal of Language Teaching and Research. 3 (1), 126-134.

Tudhope, W. B. (1944). Motives for choice of the teaching profession by training college students. British Journal of Educational Psychology, 14, 129e141

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, 237e259.

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

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

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.

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.

Tran, V. D. and 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.

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.

Czubaj, C. (1996). Teaching and Teacher Education. *Education, 116*(3).

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

1. \* Corresponding author. University of Education, Vietnam National University Hanoi, 144 Xuan Thuy, Cau Giay, Hanoi, Vietnam. Email: haiphamtt@vnu.edu.vn [↑](#footnote-ref-1)
2. Education at a Glance, OECD. 2011. Page 248. [↑](#footnote-ref-2)
3. Skilling Up Vietnam: Preparing the Workforce for the Modern Market Economy, World Bank. November 2013 [↑](#footnote-ref-3)
4. Vietnamese Government. 2010. Socio-Economic Development Strategy for 2011-2015 [↑](#footnote-ref-4)
5. Resolution No 29/NQ-TW issued on 4th November 2013 of the 8th Conference of the 11th Session of the Central Executive Committee on Fundamental and Comprehensive Education Reform. [↑](#footnote-ref-5)
6. Ibid. [↑](#footnote-ref-6)
7. The MOET has recently submitted the National Teacher Education Program to the government for approval and authorization. These endorsements are expected before Negotiations. [↑](#footnote-ref-7)
8. The MOET is currently developing a complementary program to reorganize and rationalize the network of TTIs. Once MOET finalizes and approves this program, it will take the lead in ensuring that it is closely coordinated with ETEP and NTEP, and that it effectively partners with the LTTUs. LTTUs can already collaborate with other TTIs and include this action in their Performance Agreement as appropriate. [↑](#footnote-ref-8)