Ranking Influential Factors on Job Satisfaction Based on University Students' Perspective

Yen Thi Hong Pham, Thu Huyen Tran, Thi Huyen Nguyen, Xuan Thang Tran, Viet Anh Pham and Ngoc Thi Hong Nguyen

Ranking influential factors on job satisfaction based on university students' perspective

Yen Thi Hong Pham, Huyen Thu Tran*, Huyen Thi Nguyen, Thang Xuan Tran, Anh Viet Pham, Ngoc Thi Hong Nguyen

Department of Business English, Foreign Trade University, Hanoi, Vietnam

Email address:

phamhongyen@ftu.edu.vn (Yen Thi Hong Pham), k60.2114710028 (Huyen Thu Tran), k60.2114710025@ftu.edu.vn (Huyen Thi Nguyen), k60.2111710055@ftu.edu.vn (Thang Xuan Tran), k60.2114710005@ftu.edu.vn (Anh Viet Pham), K60.2114710055@ftu.edu.vn (Ngoc Thi Hong Nguyen)

Abstract

Vietnamese undergraduate students are about to enter the workforce on a more permanent basis. Businesses can attract this high-quality workforce by understanding their needs, expectations, and motivations in the workplace. The research aims to discover how six sub-factors in Motivators of Herzberg's Two-Factor theory affect Vietnamese university students' job satisfaction and job attraction. A sample of 200 Vietnamese undergraduate students majoring in economics, linguistics, and engineering were selected to participate in the survey. The primary data were then analyzed using fuzzy preference relations. The findings revealed that the three most important factors are Advancement, Possibility of Growth, and Achievement. Employers should implement strategies prioritizing these three Motivators; thereby attracting and retaining highly skilled university students.

Keywords: Undergraduates, Vietnamese university students, job satisfaction, job attraction, fuzzy preference relations, Motivators.

1. Introduction

Advancements in science and technology have created intense business competition. In this business environment, the role of human resources is considered as a distinct competitive advantage because it is difficult for competitors to imitate. Recruiting good employees is hard, however, retaining them to have their career development with the company is even more challenging. That is a reason why some companies have signed training contracts with universities to have a specific future workforce whose specific skills and knowledge will definitely meet the companies' job requirements; some prefer offer university students jobs right after their internships; and others choose to hire undergraduates with their intention that early training for the freshmen may easily make right workers for the companies. These attempts are to prevent the job hopping trend among university students. Furthermore, undergraduate students are about to join the workforce on a more permanent basis. Therefore, companies should consider the way to attract and retain them early as possible. After that, it is necessary for businesses to understand their needs and expectations in the workplace. Hence, this study assesses their views on factors affecting their job satisfaction, aiding companies in devising effective strategies to attract and retain the selected ones.

2. Literature review

When investigating undergraduate students'problems, job satisfaction plays crucial role especially for undergraduates. Nagy and Tomm (2023) define it as overall contentment with work, enhancing productivity when their expectations are met. Further, job satisfaction is described as an assessment of positive or negative feelings about one's job, integral to organizational theories. Additionally, Paais and Pattiruhu (2020) link it emotionally to work engagement rewards. Employee job satisfaction involves positive attitudes toward work and

plays a pivotal role in retention. Influenced by individual, situational, and interactionist factors, it directly impacts productivity, morale, and retention, while dissatisfaction results in burnout, decreased productivity, and turnover. Job satisfaction is interconnected with overall well-being, forming a circular relationship with motivation, as noted by Jalagat (2016). Similarly, Herzberg (1959) emphasizes a factor named motivators. It includes six sub-factors such as achievement, recognition, responsibility, growth, meaningful work, and advancement and contributes to employees' overall satisfaction.

Applying Herzberg's Two-Factor theory has been frequently carried out to assess job satisfaction (Silva & Daiane, 2022; Zahari & Puteh, 2023; Alrawahi et al., 2020; Cherif, 2020; Safarov, 2020). However, these studies ignored important levels of six sub-factors under Motivators in this theory. Hence, this study attemps to figure out the levels based on the views of undergraduate students (Figure 1).
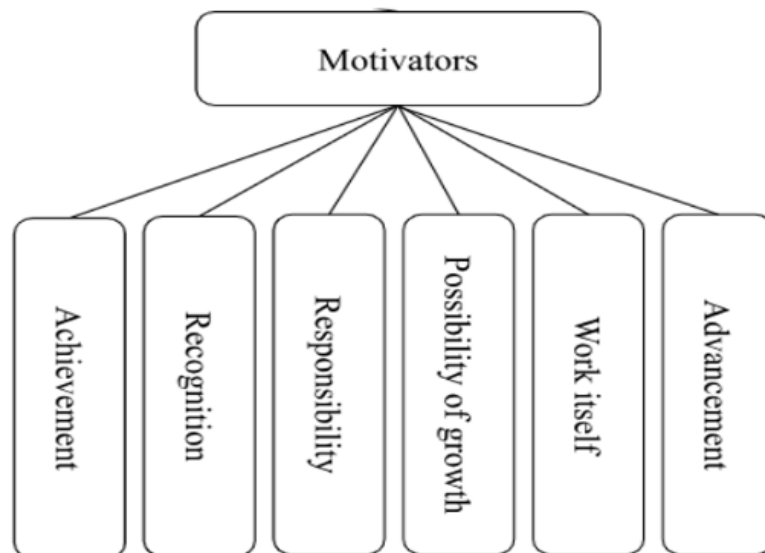

Figure 1. Motivators in Herzberg's Two-Factor Theory

(Source: the present authors)

3. Methodology

This study employs fuzzy preference relations to analyze primary data. A sample of 200 Vietnamese undergraduate students majoring in economics, linguistics, and engineering were selected. In the survey, six Motivators were presented as a pairwise comparison, and the linguistic terms are converted to numerical values on a 1-9 scale (Table 1).

The following steps clarify the computational procedures utilized to get the priority weights via a reciprocal additive consistent with the fuzzy preference relation approach:

- Establish pairwise comparison matrices
- Transform the preference values in the original matrix to fit the scale

- Prioritize weights
- Aggregate opinions weights

This method enables decision-makers to express preferences for attributes or alternatives while avoiding inconsistencies in the decision-making process (Chiclana et al., 2001; Herrera & Herrera-Viedma, 2000; Wang & Chang, 2007; Wang & Chen, 2007; Wang & Nguyen, 2016).

Table 1. Linguistic terms for priority weights of influential factors

Definition	Intensity of importance
Equally important (EQ)	1
Moderately important (MO)	3
Strongly important (ST)	5
Very strongly important (VS)	7
Absolutely important (AB)	9
Intermediate values between two adjacent judgments	2, 4, 6, 8

(Source: the present authors)

4. Results

The findings are the rankings in Table 2. As shown in Figure 1, Advancement is the most influential of all (0.2044). Following it are Possibility of Growth (0.1959) and Achievement (0.1654). Work Itself are in the fourth place (0.1587). Then, Responsibility is ranked fifth followed by Recognition.

Table 2. Priority weight and rank of Motivators

	Weight	Rank
Achievement	0.1654	3
Recognition	0.1346	6
Responsibility	0.1410	5
Possibility of Growth	0.1959	2
Work Itself	0.1587	4
Advancement	0.2044	1
	1.0000	

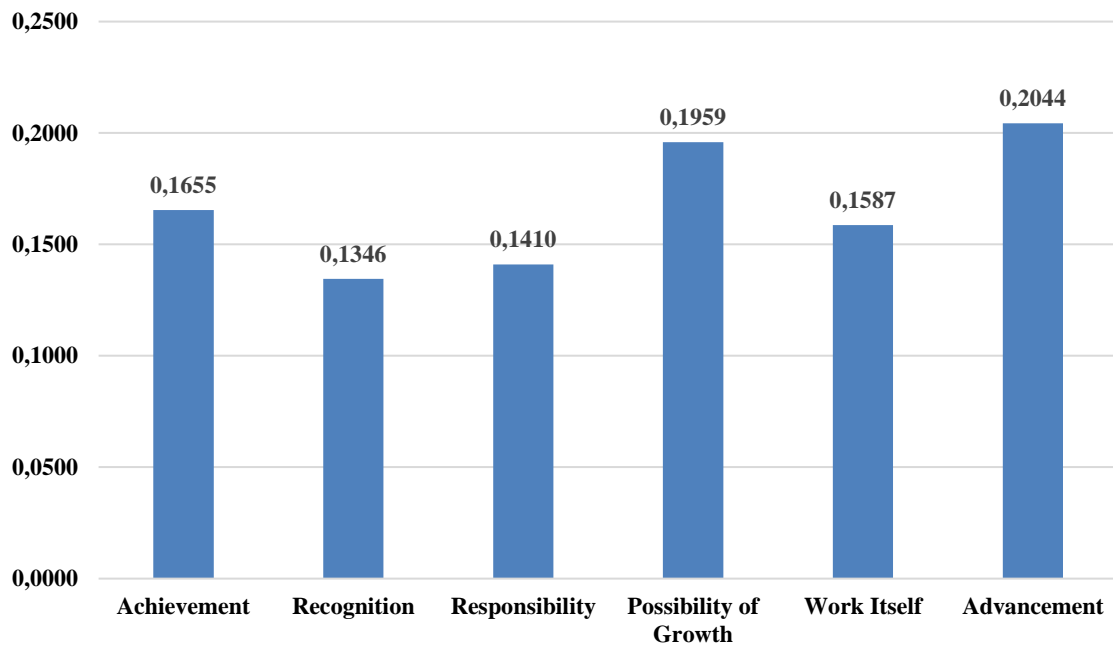*(Source: calculated by the present authors)*

4

Figure 2. Influential ranking of Motivators

(Source: calculated by the present authors)

5. Conclusion

The research investigates how Motivators in Herzberg's theory affect Vietnamese undergraduate students' motivation in working for a company. The study utilizes fuzzy preference relations to analyze the data and determine the priority weights of influential criteria affecting motivation. Notably, the findings reveal that advancement is the most crucial factor in the motivators category, followed by possibilities of Growth and Achievement. The three least important factors are work itself; responsibility and recognition. Therefore, the research provides managers with valuable insights into influential levels of these Motivators. Based on these findings, companies should prioritize clear career paths, mentorship. Also, they should offer these employees targeted skill development, leveraging digital platforms and international exposure.

References

Alrawahi, S., Sellgren, S. F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. *Heliyon*, *6*(9). NCBI.

Alshmemri, M., Maude, P., & Shahwan-Akl, L. (2017). Herzberg's Two-Factor Theory. *Life Science Journal*, *14*(5), 12–16. https://lifesciencesite.com/lsj/life140517/03_32120lsj140517_12_16.pdf

Andrey, S. (2020). *Motivational Factors of Generation Z in Russia*. https://staging.gbsge.com/wp-content/uploads/2023/05/safarov-andrey-2020-motivational-factors-of-russia-s-generation-z-bba-thesis-geneva-business-school.pdf

Cherif, F. (2020). The role of human resource management practices and employee job satisfaction in predicting organizational commitment in Saudi Arabian banking sector. *International Journal of Sociology and Social Policy*, *40*(7/8), 529–541. Emerald. https://doi.org/10.1108/ijssp-10-2019-0216

Chiclana, F., Herrera, F., & Herrera-Viedma, E. (2001). Integrating multiplicative preference relations in a multipurpose decision-making model based on fuzzy preference relations. *Fuzzy Sets and Systems*, *122*(2), 277–291. https://doi.org/10.1016/s0165-0114(00)00004-x

Herrera, F., & Herrera-Viedma, E. (2000). Choice functions and mechanisms for linguistic preference relations. *European Journal of Operational Research*, *120*(1), 144–161. https://doi.org/10.1016/s0377-2217(98)00383-x

Jr, R. J. (2018). Job Performance, Job Satisfaction, and Motivation: A Critical Review of their Relationship. *IJAME*, *0*(0). https://www.managementjournal.info/index.php/IJAME/article/view/64

Nagy, D., & Tomm, S.-J. (2023). Thriving or Surviving?: A Study of Job Satisfaction Among Gen Z. In *hj.diva-portal.org*. https://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-61612

Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational

   culture on satisfaction and employee performance. *The Journal of Asian Finance,

   Economics and Business*, *7*(8), 577–588.

   https://doi.org/10.13106/jafeb.2020.vol7.no8.577

Silva, de A. da, & Daiane, M. (2022, May 1). *Generation Z – A quantitative study into their

   motivation in the workplace in Ireland*. Esource.dbs.ie.

   https://esource.dbs.ie/items/8a51b763-856b-478b-81ab-6a153fbf1599

Stendahl, Emma, Jansson, & Andreas. (2023). *http://hj.diva-

   portal.org/smash/record.jsf?pid=diva2%3A1775140*. DIVA. https://hj.diva-

   portal.org/smash/record.jsf?pid=diva2%3A1775140&dswid=-3277

Wang, T.-C., & Chang, T.-H. (2007). Application of consistent fuzzy preference relations in

   predicting the success of knowledge management implementation. *European Journal

   of Operational Research*, *182*(3), 1313–1329.

   https://doi.org/10.1016/j.ejor.2006.09.039

Wang, T.-C., & Chen, Y.-H. (2007). Applying consistent fuzzy preference relations to

   partnership selection. *Omega*, *35*(4), 384–388.

   https://doi.org/10.1016/j.omega.2005.07.007

Wang, T.-C., Wang, C.-N., & Nguyen, X. (2016). Evaluating the Influence of Criteria to

   Attract Foreign Direct Investment (FDI) to Develop Supporting Industries in Vietnam

   by Utilizing Fuzzy Preference Relations. *Sustainability*, *8*(5), 447.

   https://doi.org/10.3390/su8050447

Zahari, S. N. S., & Puteh, F. (2023). Gen Z Workforce and Job-Hopping Intention: A Study

   among University Students in Malaysia. *International Journal of Academic Research

   in Business and Social Sciences*, *13*(1). https://doi.org/10.6007/ijarbss/v13-i1/15540