

## **RELIABILITY ANALYSIS OF DETERMINANTS AFFECTING LECTURERS' JOB SATISFACTION AT THE PRIVATE UNIVERSITIES IN VIETNAM**

**Dr. Phan Thanh Tam**

Lecturer of Lac Hong University (LHU)

---

**ABSTRACT:** *The private university education system plays a particularly important role in determining the country's socio-economic development in the context of the knowledge economy and globalization. Despite many achievements, providing millions of qualified personnel as the core serving the cause of national renewal, our current education also reveals many shortcomings. Training quality generally does not meet the increasing requirements of the cause of industrialization, modernization and international integration. Besides, Vietnam education system now has 60 the private universities (non-public universities), accounting for 25% of universities (235 universities) and has more than 20 years of development. The private universities have the number of student's accounts for 13.6% of the total number of students (232.367 students). The study results showed that there were 600 lecturers of the private universities who interviewed and answered about 27 questions. The Data collected from December 2015 to April 2017. This study had been analyzed Cronbach's Alpha testing used for the next research. Lecturers' responses measured through an adapted questionnaire on a 5-point Likert scale (Conventions: 1: Completely disagree, 2: Disagree, 3: Normal; 4: Agree; 5: completely agree). Hard copy and online questionnaire distributed among 20.500 lecturers of the private universities. The Data processed by SPSS 20.0.*

**KEYWORDS:** Non-Public Universities, Lecturers, Teaching Job and LHU

---

### **INTRODUCTION**

Vietnam Government had the innovative thinking of the Sixth Party Congress in 1986 transforming the economy from centralized planning to a socialist-oriented market mechanism; non-state economic sectors were encouraged to develop. In the field of education and training, "socialization of education is promoted; the public education and training system has contributed significantly to the overall development of education and training of the whole society "(NQ TW 8).

In 1997, there were only 15 the private universities establishments. By the end of September 2009, the private universities was 78, increasing 5.2 times, contributing to the private universities' training to 218,189 students in the school year. 2008 - 2009, accounting for 12.7% of the total training scale of the country. By the end of 2012, there were 54 universities and 30 the private universities and colleges with 336.998 students, the private universities including 144.014 undergraduate students and 336.998 undergraduates.

The private universities are primarily set up under a completely new construction (52/58 universities were completely rebuilt from 1998 to 2009 the private universities). Although the private universities face many difficulties, especially in the establishment of facilities, staff, lecturers and training experiences, this method allows to mobilize the contribution of the investors. The private universities contribute to the socialization of higher education,

meeting the needs of people learning and training of human resources in the state budget of education is limited.

Besides, some the private universities have serious disagreements, manifestations of power struggles among Board members, disputes of the private universities ownership among investors. As a result, in many the private universities, especially in the universities that are in the process of transferring to the type of university, there is a tendency for the administration to gradually slip out of educators, scientists, and houses. The private universities managed to switch to the hands of money investors. In this context, the phenomenon of the property trading for quick profit making has been occurring, leading to the risk of instability.

Moreover, the quality and efficiency of science research and technology transfer: The lectures are known as a high quality academic staff; Therefore, in addition to teaching, teachers must actively participate in scientific research to supplement, update knowledge, improve the quality of teaching and training; Encouraging, guiding and educating students on learning methods through research, discovery and problem-solving. In order to do that, the educators also have to learn, explore, explain and predict the problems of nature and society that human and scientific have not solved. There are many studies showed that having relationship between lecturers' job satisfaction and students towards students' satisfaction and lecturers' teaching quality. The above mentioned things, the researchers had chosen topic "*Reliability analysis of determinants affecting lecturers' job satisfaction at the private universities in Vietnam*" as a paper of the lecturers' job satisfaction.

## LITERATURE REVIEW

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

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

relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

**Interesting work:** According to Hackman & G. Oldman (1974), a job will bring employees general satisfaction and create good work efficiency. To have satisfaction, employees have to get a job that is appropriate to their ability. A job being suitable to ability represents diversification, creativeness to create the chance for employees to use and prove their ability as well as personal skills. Besides, Pearson (1991) believed that a job is able to build satisfaction if it has the variety of skills, comprehension about missions, the importance of missions, autonomy and feedback, and continuous work challenges; all will build satisfaction in work. Research of Oosthuizen (2001) stated, "Managers have to make work interesting so as to build work satisfaction at the higher degree". The nature of work should be seen as challenges and pleasures in work. Therefore, work variety and flexibility of employees are also important. Furthermore, Analoui (2000) defined that "work nature" is the core origin producing the satisfaction of senior managers, especially if this work is full of challenges and prove the power to employees.

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

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

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

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

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

accordance to Steyn (2002) quoted by Wever (2000), most educators stated that the promotion to higher position is one of their targets.

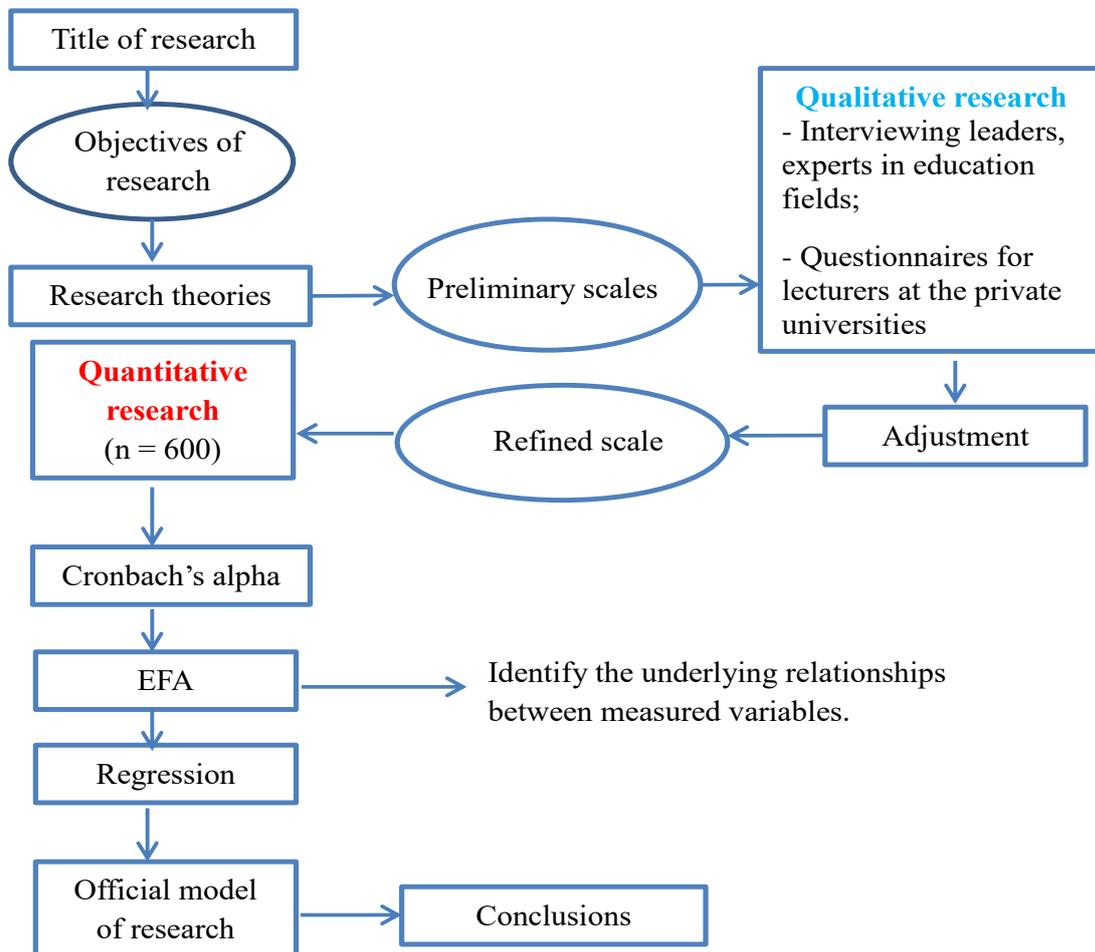
**Working conditions:** Good working conditions represent good working environment, full equipment of devices to support work, safety condition, labor hygiene, no risks and necessary labor protections. Along with Kruger (1996) and Oosthuizen (2001), working material conditions accompanied to the number of works, the usability of sources such as machines and tools, ventilation, lights, working space and air conditioning. The more and modern facilities are, the higher working efficiency is. They will free manual labor and help employees feel comfortable when working. Besides, Singleton (1989) also stated that weather condition has different roles towards working proceedings. Moreover, Pearson (1991) identified that value of organization, leadership style and material conditions are factors related to working environment. On the other hand, the relationship between colleagues also plays an important role in creating working environment for employees. Good working conditions/environment will build satisfaction, impulse employees to work better.

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

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

## METHODS OF RESEARCH

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



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

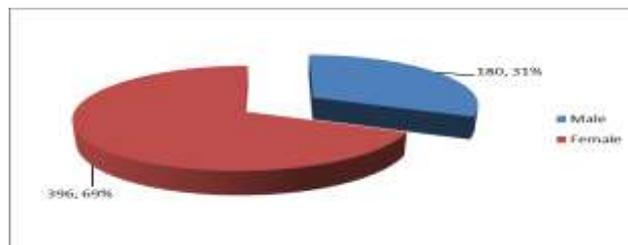
After preliminary investigations, formal research is done by using quantitative methods questionnaire survey of 600 lecturers who related and answered nearly 27 questions. The reason tested measurement models, model and test research hypotheses. Data collected were tested by the reliability index (excluding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

The data collected by the researcher and be analyzed by SPSS 20.0. Before having analyzed, the data screened to delete outliers to secure reliability. Creative research systems offers

complete data processing services. I provide presentation-quality tables, text reports and graphics. In addition to or instead of paper copies, the researcher can provide the tables, reports and graphics on disk, ready for you to incorporate into a document or research presentation. the researcher can enter data from paper questionnaires or use a data file you provide. Most interviewing, scanning and database packages can produce a data file we can use. If you use the survey system, interviewing and tabulation software, the researcher can provide instruction files you can use for further analysis.

## RESEARCH RESULTS

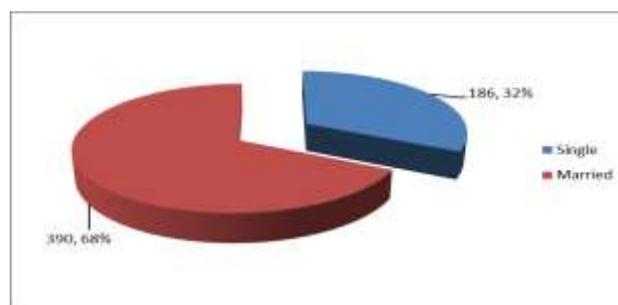
The input consists of the demographic: Gender, family status, the level of the knowledge, income and years in working; respondents in terms of the lecturer job satisfaction are following:



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

**Figure 2: The demographic for gender of the lecturer**

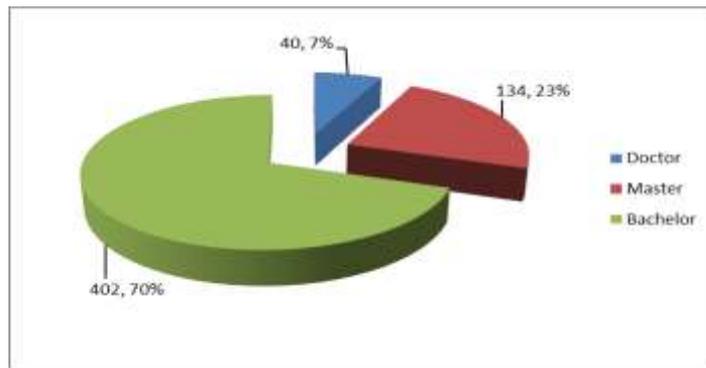
Figure 2 showed that male has 180 persons with 31 % and female has 396 persons with 69 %. There are 600 lecturers interviewed but 576 samples processed by SPSS 20.0.



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

**Figure 3: The demographic for family status of the lecturer**

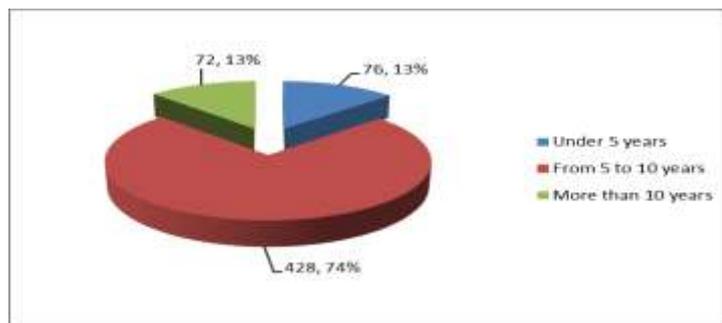
Figure 3 showed that single has 186 persons with 32 % and Married has 390 persons with 68 %. There are 600 lecturers interviewed but 576 samples processed by SPSS 20.0.



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

**Figure 4: The demographic for the level of the knowledge status of the lecturer**

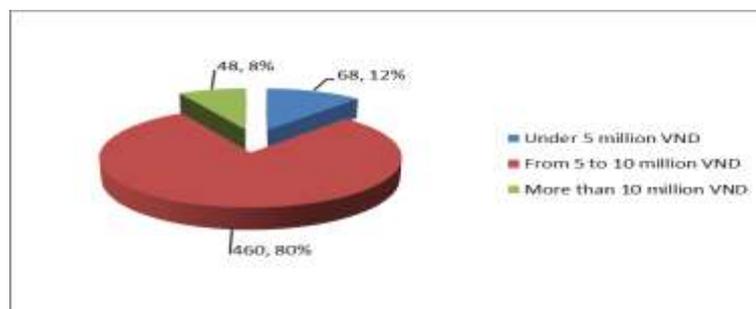
Figure 4 showed that doctor has 40 persons with 7 %; master has 134 persons with 23 % and bachelor has 402 persons with 70 %. There are 600 lecturers interviewed but 576 samples processed by SPSS 20.0.



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

**Figure 5: The demographic for years in working status of the lecturer**

Figure 5 showed that years in working less than 5 year has 76 persons with 13 %; years in working from 5 to 10 years has 428 persons with 74 % and years in working more than 10 years has 72 persons with 13 %. There are 600 lecturers interviewed but 576 samples processed by SPSS 20.0.



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

**Figure 6: The demographic for income status of the lecturer**

Figure 6 showed that income less than 5 million VND has 68 persons with 12 %; income from 5 to 10 million VND has 460 persons with 80 % and income more than 10 million VND has 48 persons with 8 %. There are 600 lecturers interviewed but 576 samples processed by SPSS 20.0.

**Table 1: Descriptive Statistics for factors affecting the lecturers' job satisfaction**

<b>APPRECIATION OF WORK DONE (AW)</b>	N	Min	Max	Mean	S.D
AW1: You usually get compliment when having the work done well	576	2.0 0	5.00	3.9601	.95287
AW2: During your work at the private university, your achievement is recognized	576	1.0 0	5.00	3.3472	1.10379
AW3: You know the exact work expectation from higher management and the superior gives credit to your work	576	2.0 0	5.00	3.6059	1.30653
AW4: You are contributing to the success of the private university	576	1.0 0	5.00	3.2969	1.36429
<b>PROMOTION AND DEVELOPMENT (PD)</b>					
PD1: You have many opportunities to be trained for necessary knowledge for your job at the private university	576	1.0 0	5.0 0	2.9896	.86672
PD2: You know clearly university's conditions to be promoted in teaching and researching	576	1.0 0	5.0 0	2.6215	1.57342
PD3: Promotional chance is equal among everyone at the private university	576	1.0 0	5.0 0	2.8958	1.47781
PD4: The private university helps you to build a specific training and career development plan in the future	576	2.0 0	5.0 0	3.3316	1.27972
<b>WORKING CONDITIONS (WC)</b>					
WC1: Working environment of the private university is a good, safe place for you to teach and science research	576	1.0 0	5.00	3.1354	.94679
WC2: Your colleagues are funny, friendly and helpful with colleagues	576	1.0 0	5.00	3.2795	1.01124
WC3: Working environment is a clean, non-toxic for you to work, to teach and to create in science research	576	1.0 0	5.00	3.3368	.91619
WC4: Working facilities and equipment are adequate; reasonable working time	576	1.0 0	5.00	3.2552	.92453
<b>COMMITMENT OF LEADERS (CL)</b>					
CL1: The private University's leaders consider you as an important member of the organization	576	1.0 0	5.0 0	3.5295	1.10768
CL2: Lecturers of the private university are respected and trusted	576	1.0 0	5.0 0	3.5469	1.10708
CL3: The superiors are always try to protect the legitimate rights of lecturers	576	1.0 0	5.0 0	3.5330	1.11384
<b>WELFARE POLICY (WP)</b>					
WP1: The private University's welfare policy is good for you to teach and science research	576	1.0	5.00	2.8819	.87673
WP2: You are satisfied with the periodic medical examination of the private university	576	1.0	5.00	2.9132	.74093

WP3: The private university gives you annual travel	576	1.0	5.00	2.7465	.94638
<b>INCOME (IN)</b>					
IN1: The salary can guarantee personal living and remuneration is equivalent to work performance	576	1.0 0	5.00	3.2934	1.0578 2
IN2: You get bonuses or pay raise upon good work performance and salary raise decision at the private university is fair	576	1.0 0	5.00	3.3299	.95401
IN3: Basic salary and overtime pay are reasonable for your life and family	576	1.0 0	5.00	3.0313	.95956
<b>INTERESTING WORK (IW)</b>					
IW1: Teaching work at the private university helps you to promote your personal capability and majors	57 6	1.0 0	5.0 0	2.9219	1.3890 8
IW2: Researching work at the private university is diversified and requires creativity	57 6	1.0 0	5.0 0	2.9618	1.0309 6
IW3: You can finish the job without depending on others and you are proud to talk about your work	57 6	1.0 0	5.0 0	3.0799	1.3017 2

**Table 1: continued**

LECTURERS' JOB SATISFACTION (LJS)	N	Min	Max	Mean	S.D
LJS1: You always feel excited with the current job	57 6	2.00	5.00	3.310 8	.6638 1
LJS2: You always work with the best results as possible as	57 6	2.00	5.00	3.236 1	.7505 2
LJS3: You will continue working at the private university for long run	57 6	2.00	5.00	3.355 9	.6567 9

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

Table 1 showed that there were 600 lecturers who interviewed and answered about 27 questions but 576 samples processed and 24 samples lack of information. Data collected from December 2015 to April 2017. Std. Deviation (S.D) is around 1.00.

**Table 02: Cronbach's Alpha test for interesting work (IW)**

Cronbach's Alpha	N of Items
.731	3

**Item-Total Statistics**

Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IW1	6.0417	4.322	.500	.724
IW2	6.0017	5.070	.648	.570
IW3	5.8837	4.437	.549	.651

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

Table 02 showed that Cronbach's Alpha is 0.731; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

**Table 03: Cronbach's Alpha test for income (IN)**

Cronbach's Alpha	N of Items
.812	3

**Item-Total Statistics**

Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IN1	6.3611	2.617	.787	.601
IN2	6.3247	3.155	.697	.707
IN3	6.6233	3.606	.522	.874

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

Table 03 showed that Cronbach's Alpha is 0.812; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale.

**Table 04: Cronbach's Alpha test for welfare policy (WP)**

Cronbach's Alpha	N of Items
.770	3

**Item-Total Statistics**

Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
WP1	5.6597	2.305	.554	.746
WP2	5.6285	2.356	.722	.587
WP3	5.7951	2.101	.566	.745

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

Table 04 showed that Cronbach's Alpha is 0.770; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

**Table 05: Cronbach's Alpha test for commitment of leaders (CL)**

<b>Reliability Statistics</b>				
Cronbach's Alpha	N of Items			
.992	3			

<b>Item-Total Statistics</b>				
Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CL1	7.0799	4.874	.983	.988
CL2	7.0625	4.873	.984	.987
CL3	7.0764	4.857	.980	.990

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

Table 05 showed that Cronbach's Alpha is 0.992; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

**Table 06: Cronbach's Alpha test for working conditions (WC)**

<b>Reliability Statistics</b>				
Cronbach's Alpha	N of Items			
.890	4			

<b>Item-Total Statistics</b>				
Code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
WC1	9.8715	6.397	.746	.863
WC2	9.7274	5.986	.779	.851
WC3	9.6701	6.489	.758	.859
WC4	9.7517	6.472	.752	.861

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

Table 06 showed that Cronbach's Alpha is 0.890; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

**Table 07: Cronbach's Alpha test for promotion and development (PD)**

Cronbach's Alpha	N of Items
.754	4

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PD1	8.8490	12.080	.565	.718
PD2	9.2170	8.087	.634	.652
PD3	8.9427	8.562	.634	.648
PD4	8.5069	10.786	.453	.748

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

Table 07 showed that Cronbach's Alpha is 0.754; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

**Table 08: Cronbach's Alpha test for appreciation of work done (AW)**

Cronbach's Alpha	N of Items
.920	4

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AW1	10.2500	11.784	.865	.891
AW2	10.8628	11.513	.751	.917
AW3	10.6042	9.746	.846	.886
AW4	10.9132	9.359	.855	.886

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

Table 08 showed that Cronbach's Alpha is 0.920; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

**Table 09: Cronbach's Alpha test for lecturers' job satisfaction (LJS)****Reliability Statistics**

Cronbach's Alpha	N of Items
.716	3

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LJS1	6.5920	1.543	.462	.711
LJS2	6.6667	1.197	.600	.542
LJS3	6.5469	1.441	.553	.607

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

Table 09 showed that Cronbach's Alpha is 0.716; this is very high reliability statistics. All of variables surveyed Corrected Item-Total Correlation greater than 0.3 and Cronbach's Alpha if Item deleted greater than 0.5 and Cronbach's Alpha is very reliability. Such observations make it eligible for the survey variables after testing scale. This showed that data was suitable and reliability for researching.

## CONCLUSIONS

The study results showed that there were 576 lecturers who processed and answered about 27 questions. The result of Cronbach's Alpha testing is high  $> 0.6$  that used for the next research. Lecturers' responses measured through an adapted questionnaire on a 5-point Likert scale. Hard copy and online questionnaire distributed among 20.500 lecturers. In addition, the level of lecturers' job satisfaction is one of the criteria to improve the quality of training. Once lecturers are satisfied with their work, they will work more effectively and more closely with the organization. On the other hand, improving lecturers' job satisfaction will maintain the stability of human resources, reduce operating costs and increase the quality of training and education. This helps to improve the students' satisfaction. The next research should analyze and test factors affecting lecturers' job satisfaction by multiple regression analysis.

## REFERENCES

- Ahrens, L., & Kemmerer, F. (2002). *Higher education development*. Cambodia Development Review.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Alexander, R. (2000). *Culture and pedagogy: International comparisons in primary education*. Oxford, Blackwell.
- Altbach, P. (Ed.). (1999). *Private Prometheus: Private higher education and development in the 21st century*. Westport, Conn. Greenwood Press.
- Aman, R. R. (2009). *Improving student satisfaction and retention with online instruction through systematic faculty peer review of courses*. An unpublished doctoral dissertation. Oregon State University.
- Ansell, T. (1993). *Managing for quality in the financial services industry*. London: Chapman & Hall.
- Ary, D., Jacobs, L., Sorensen, C. & Razavieh, A. (2009). *Introduction to research in education (8th ed.)*. Belmont, CA: Wadworth.

- Babakus, E. & Boller, G.W. (1992). *An empirical assessment of SERVQUAL scale*. University of Missouri, USA.
- Bartee, T.C. (1981). *Digital Computer Fundamentals*. 5th Ed., McGraw-Hill, International Book Co.
- Barzun, Jacques & Graff, Henry, F. (1987). *The Modern Researcher*. New York: Harcourt, Brace.
- Bateson, J.E.G. (1992). *Managing service marketing: Text and reading*. Fort Worth: The Dryden Press.
- Becket, N. & Brookes, M. (2006). *Evaluating quality management in university departments*. Quality Assurance in Education.
- Bell, J.E. (1989). *Projective Techniques: A Dynamic Approach to the Study of Personality*. New York: Longmans.
- Berdie, Douglas R., and Anderson, John F. (1985). *Questionnaires: Design and US*. Metuchen N.J.
- Berg, B. (2001). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- Best, John W., & Kahn, James V. (1986). *Research in Education*. 5th Ed., New Delhi: Prentice-Hall of India.
- Biggs, J. (1995). *Teaching for better learning. Classroom Learning: Educational Psychology for the Asian Teachers*. Singapore: Prentice Hall.
- Blaug, Mark (2007). *The Social Sciences: Economics*. The New Encyclopædia Britannica.
- Bolter, J. D. (1991). *The Writing Space: The Computer, Hypertext and the History of Writing*. Chapel Hill, NC: University of North Carolina Press.
- Collings, D. G., & Wood, G. (2009). *Human resource management: A critical approach*. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach*. London: Routledge.
- Conaty, Bill, and Ram Charan (2011). *The Talent Masters: Why Smart Leaders Put People Before Numbers*. Crown Publishing Group.
- Chapman D. W (1981). *A model of student college choice*. The Journal of Higher Education.
- Cheng, Y.C. & Tam, M. M. (1997). *Multi-Model of quality in education*. Quality Assurance in Education.
- Chia, A. (2011). *A Study of the Factors Influencing Students' Selection of a Private Educational Institution in Singapore*. The Marketing Implications for the Institution. SIBR. Available at SSRN.
- Fosnot, C. T. (1996). *Constructivism: Theory, perspectives, and practice*. New York, NY: Teachers College Press.
- Furukawa, D. T (2011). *College Choice Influences Among High-Achieving Students: An Exploratory Case Study of College Freshmen*. Doctoral dissertation. University of Nevada Las Vegas.
- Gorsuch, R. L. (1983). *Factor analysis*. 2nd ed. Hillsdale, NJ: Erlbaum.
- Greiner, Larry (June 1998). *Evolution and Revolution as Organizations Grow*. Harvard Business Review.
- Hair, J.F., Tatham, R.L., Anderson, R.E. & Black, W. (1998), *Multivariate data analysis*. US. Metuchen N.J.
- Harvey, L. & Green, D. (1993). *Assessment and Evaluation in Higher Education*.
- Hofstede, Geert H. 2001. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Sage Publications.
- Johnason, P. (2009). *HRM in changing organizational contexts*. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach*. London: Routledge.

- Kallio RE. (1995). *Factors Influencing the College Choice Decisions of Graduate Students*. Research in Higher Education.
- Kennedy, Peter (2003). *A guide to econometrics*. Cambridge, Mass: MIT Press.
- Kitsawad, K. (2013). *An Investigation of Factors Affecting High School Student' s Choice of University in Thailand*. Doctoral dissertation. University of Wollongong. New South Wales. Australia.
- Kusumawati, A. (2013). *A Qualitative Study of the Factors Influencing Student Choice: The Case of Public University in Indonesia*. Journal of Basic and Applied Scientific Research.
- Levesque (2007). *SPSS Programming and Data Management: A Guide for SPSS and SAS Users*. SPSS Inc., Chicago.
- Luthans, F. & Doh Jonathan, P. (2015). *International Management, Culture, Strategy and Behavior*. Mc Graw Hill.
- Madden, M. & Carli, L. (1981). *Students' Satisfaction with Graduate School and Attributions of Control and Responsibility*. New York: Paper presented at the Annual Meeting of the Eastern Psychological Association.
- Mark O'Sullivan, (2010). *What Works at Work*. The Starbank Press, Bath.
- Marvin J. Burns (2006). *Factors influencing the college choice of africanamerican students admitted to the college of agriculture, food and natural resources*. A dissertation presented to the Faculty of the Graduate School. University of Missouri, USA.
- Modaff, D.P., DeWine, S., & Butler, J. (2011). *Organizational communication: Foundations, challenges, and misunderstandings*. Boston: Pearson Education.
- Moore, David; George P. McCabe, Bruce Craig (2012). *Introduction to the practice of statistics*. New York: W.H. Freeman.
- New York: Harcourt, Brace.
- Niu, S. X. & Tienda, M. (2006). *Choosing Universities: Identifying and Modeling Choice Sets*. Office of population research. Princeton University. New Jersey. USA.
- Parker, M. (2000). *Organizational Culture and Identity*. London: Sage.
- Perna, L. and Titus, M. (2004). *Understanding Differences in the Choice of College Attended: The Role of State Public Policies*. The Review of Higher Education.
- Pindyck, Robert S., and Daniel L. Rubinfeld (1998). *Econometric Methods and Economic Forecasts*. McGraw-Hill.
- Probability, econometrics and truth (2000). *The methodology of econometrics*. By Hugo A. Keuzenkamp Published by Cambridge University Press, ISBN.
- Sapru, R.K. (2008). *Administrative Theories and Management Thought*. New Delhi: Prentice-Hall of India Private Limited.
- Seymour, D. T. (1993). *On Causing Quality in Higher Education*. Series on Higher Education, American council on Education.
- Song, C. and E. Glick, J. (2004). *College Attendance and Choice of College Majors Among Asian-American Students*. Social Science Quarterly.
- Spector, P.E., (1997). *Job satisfaction: Application, assessment, causes, and consequences*. London: Sage.
- Watkins, A. E.; Richard L. Scheaffer, George W. Cobb (2008). *Statistics in action: understanding a world of data*. Emeryville, CA: Key Curriculum Press.