

Factors Affecting Lecturers' Commitment to their University – A Study in Ho Chi Minh City, Vietnam

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Abstract

Resulting from the globalization, there exists the fierce competition in all of the organizations in Vietnam. In higher education, education quality is built up by many factors in which lecturers are the cornerstone for the determination and development of the education quality, organization performance and competitive advantage, especially for sustainable development. This study is to identify factors and their impacts on employment (job) satisfaction, organizational trust, and lecturer's commitment to universities located in Ho Chi Minh City. Later, managerial recommendations and implications have been formed to the universities. Both of the qualitative method and quantitative method have been used with techniques as EFA, CFA, SEM from the 772 surveyed samples as university lecturers. The findings express job satisfaction and organizational trust impact positively on the lecturer's commitment. Additionally, the research shows its limitations by its samples the new researches.

Keywords

Ho Chi Minh City (Vietnam), Job Satisfaction, Organizational Commitment, Organizational Performance, Organizational Trust, University.

Introduction

Vietnam has integrated deeply into the South East Asia region and the world in all social and economic disciplines. Resulting from the globalization, there exists the fierce competition. In higher education institutions, many factors as facilities, lecturers, extra activities, scientific research, etc. are the contributors for the education quality in which lecturers are the cornerstone for the determination and the development of the education quality and in targeting to achieve the high organization performance and competitive advantage, especially for the organizations' sustainable development. As known, human resource is the cornerstone for all organizations in which the organizational commitment is the key for the business development and success (Edip, Sökmen& Bıyık, 2010).

As the biggest commercial and cultural city in Vietnam, universities located in Ho Chi Minh City are in short of lecturers and one of key causes are from the shortage of their commitments to the organization. More of that, few pieces of research having the overall evaluation and examination of the factors influencing to job satisfaction, organizational commitment, and organizational trust of the lecturers at the higher education institutions/universities exist. On the contrast, there are many of those studies carried out in businesses. Therefore, on the achievement and fulfilment of these limitation, this study is to explore what factors and their impacts are on the job satisfaction, organizational trust and lecturers' commitment at universities having campuses and/or location in Ho Chi Minh City. The findings deliver valuable information for both academic and practice of the university management for all same cases.

Literature Review

Defining Organizational Commitment

Reio & Reio (2012) state organizational commitment is referred to the extent to which teachers/lecturers make out, relates to their places of employment. Furthermore, Efeoğlu & Sanal (2014) confirm organizational commitment as an attitude associating the employees' identity with the organization and as the consistence process between organizational objectives and employees' ones. Patheja (2015) states organizational commitment is the attachment of the employees' psychology to the organization". Also, Dinçer, Ümit Hacıoğlu and Tuğsal (2015) depict that the organizational commitment is as the engagement feelings to the organization of the employees and others like the role stress, the compensation, the social rights, the empowerment, etc., and the leadership's distribution are connected with the feelings to the staff on organizational commitment. On the other hand, organizational commitment is a force of linkage (a psychological stage)

with the organizational objectives/ goals and values on the determination of an individual's behavior direction and leading towards the organization for the benefit aim.

Gordon (2017) adds that employee commitment contributes to an organizational vision, mission and strategic initiatives by their citizenship and production and organizational commitment concerns the level of the employees recognized themselves that they belong to (or parts of it) and feel its attachment to the organization. Besides, as defined by Yaslioglu (2019), organizational commitment means the employees' willingness of contribution to the organizational objectives/ goals and values and to strive for the vitality of the organization. According to Dede (2019), organizational commitment is the psychological status reflecting the relationships between individuals and organizations without stating in their employment contract benefiting the organization from the goal achievement. Toksoz, Dalgic and Birdir (2020) present organizational commitment is the notion of employees' belief in the organization aims and values, hard effort for the organizational objectives achievement, and employment loyalty to the organization. In term of the importance of the employee commitment, its achievement to the organization is crucial and central to modern human resource management and organization success and as key area for research by its strong impact on the successful performance.

Concepts of Job Satisfaction

To date, a common agreement on the definition of employment/ job satisfaction does not exist. It is normally understood as the aggregation of feelings and beliefs owned by the employees in their current jobs. Along with that idea, Aziri (2008) confirms job satisfaction represents a perceived feeling of the physical and psychological needs for job completion. Additionally, employment satisfaction plays a key function in the organization performance and links closely with organizational productivity. Furthermore, Sonia(2010) depicts job satisfaction is crucial to enhance employee behaviors and play a main indicator on measurement of the level of employees feelings about their jobs, and a core predictor of working behaviors like organizational citizenship, and employment absenteeism/ withdrawal. Additionally, job satisfaction is an essential actor relating to business effectiveness and competitiveness improvement. Consequently, the organization management should explore and understand employees' feelings on their job and the satisfaction stage as shown in the literature. In tertiary institutions, to reach missions and goals, job satisfaction enhancement among lecturers should be placed on the management agenda.

Defining Concepts of Organizational Trust

The trust between two organizations is the inter-organizational trust, and on the contrast, the intra-organizational one is the trust in the internality of an organization concentrating on the relationship between/ among staff; staff and their superiors; and/or between staff and owners (Huff & Kelley, 2005). In the study of Tan & Tan (2000), organizational trust is the trustworthiness evaluation perceived by the staff in an organization in the global scale. Ozmen (2017) states the perceptions of employees on organizational trust fluctuate upon individuals and organizational characteristics.

Colquitt et al. (2007) confirm trust is a pivotal factor of effective relationship in the working climate and it is reposed by the business and co-workers in the effort of lower turnover better commitment and greater perceived support in the organization by its role as key factor on development of social exchange relationships(Tan & Tan, 2000).

With the existence of the organizational trust, the high levels of employment satisfaction, huge performance/ productivity and great effective teamwork will come. Agreed with that confirmations, Lamsa & Pucetaite (2006) affirm the workplace trust is principal to the performance and competitiveness in the organization. Organizational trust is proven in the literature by its close linkage with the outcomes as better sales and profits, lower employment turnover, high extents of employees' cooperation behavior, transactions costs' reduction in and between organizations, enhancement of positive attitudes, intentions, and behaviors of the customers towards products and services, higher and more effective organizational innovation, and a flourishing relationship marketing. Trust becomes essential for socially responsible and ethical organizations and must present into all kinds of academic institutions, especially for the tertiary ones.

As Paine (2007) states a positive impact prevail between organizational trust and organizational commitment. Besides, Sangperm (2017) confirms there is a high level of staff' commitment and a positive relationship among trust, employment/ job satisfaction, and commitment in an organization.

Previous Studies of Factors Affecting the Job Satisfaction

The study of Liem (2016) affirms the factors affecting teacher's job satisfaction including colleague relationship, managerial rules and policies, employment characteristics, personal development, and compensation and benefits while employment conditions and relationships with students do not influence to the teachers' degree of satisfaction in their employment.

Lien (2017) studies salary and fringe benefits, recognition, and communication impacting positively on lecturers' job satisfaction which is analyzed in the linear regression. Also, Thao & Viet (2017) show “Feedback and results of students; Colleague; Facilities; Salaries, bonuses, and allowances” affect the teaching effectiveness of lecturers.

Furthermore, the study of Nghi et al. (2017) done in Can Tho University confirm satisfaction degree of the young lecturers in which the “financial policy” strongly affects their satisfaction. The results of the study of Tan & Hoa (2018) show factors as income, recognition, promotion, colleagues, students, society evaluation, and work has positively impacted job satisfaction.

Moreover, the findings of Quang & Thao’s study (2018) affirms all faculty members satisfy with their employment and the determinants relating to lecturers' job satisfaction are personal factors, the relationship with peers, working conditions and the interest of managers.

As in the study of Linh (2018), the finding shows factors of functional and professional development, compensation and benefit, superiors, colleagues, employment promotion, and job itself own positive relationship with the lecturers’ job satisfaction. In addition, there are a significant correlation between employment/ job satisfaction and organizational commitment of the lecturers and a significant relationship of employment/ job satisfaction and demographic factors.

Previous Studies of Factors Affecting Organizational Commitment

Bang, Ha and Huan (2014) confirm 10 determinants influencing to teachers’ employment durations as age, gender, marital status, salary, benefit, education level, number of teachers in high school, school’ facilities, school leadership, and working conditions. Also, Quan & Trang (2015) show 4 key factors of compensation and promotion, working climate, job characteristics and leadership styles greatly influence on the organizational commitment.

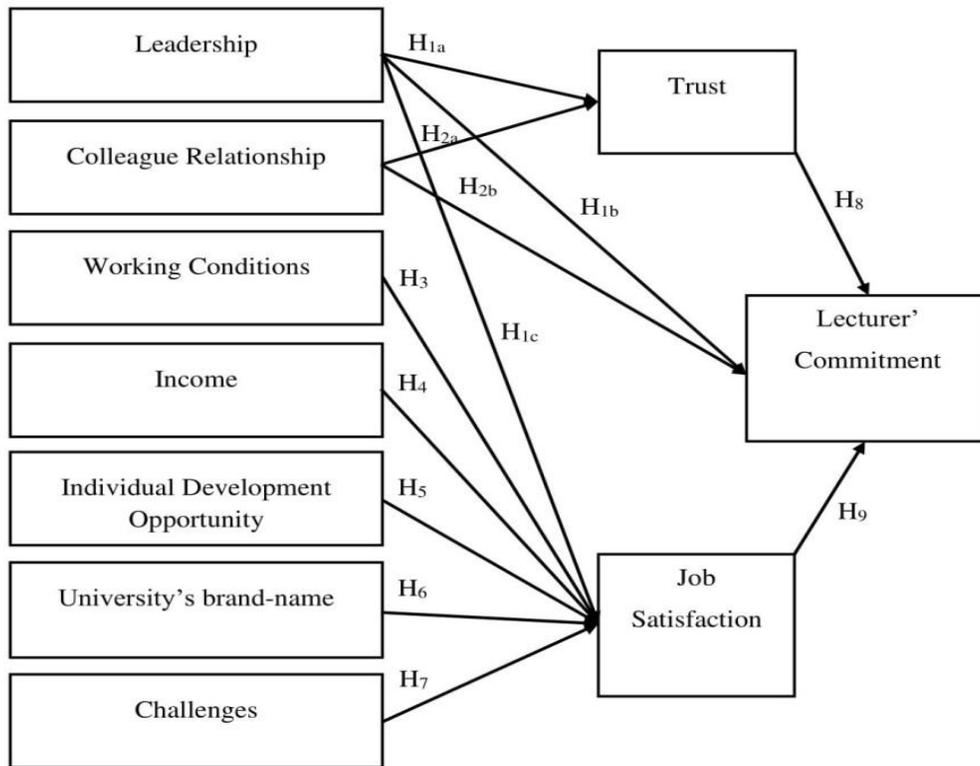
Furthermore, Tai et al. (2016) show factors including satisfaction, leadership, and partnership affect lecturers' commitment in which satisfaction as training, promotion, income is the strongest factor.

Sangperm (2017) states there is a high extent of employee’s organizational commitment and a positive relationship between organizational trust, organizational commitment and job satisfaction. Also, in terms of factors impacting on the organizational commitment of

employees, 2 variables of organization justice (i.e. compensation, information) have significant influence on job satisfaction, in which, organizational commitment includes variables of supervision and administration, job description, work environment, personal relationship between the employee, and salary and work benefits.

Minh & Tuan (2017) present seven factors namely student concentration, information, lecturers' orientation, reward and recognition, teamwork, innovation, and training and development affect the long-term lecturers' engagement to the organization in which information actor is the strongest.

From the above review and analysis, a model and hypothesizes are formed as below:



Source: Own (2020)

- H1a: Leadership impacts positively on the lecturers' trust in organization
- H1b: Leadership impacts positively on the lectures' commitment in organization.
- H1c: Leadership affects positively on lecturers' job satisfaction.
- H2a: Colleague relationship impacts positively on a lecturers' trust in organization.
- H2b: Colleague relationships impacts positively on lectures' organizational commitment.
- H3: Working conditions impacts positively on lecturers' job satisfaction.
- H4: Income impacts positively on lecturers' job satisfaction.

- H5: Individual development opportunity impacts positively on lecturers' job satisfaction.
- H6: University's brand-name impacts positively on the lecturers' job satisfaction.
- H7: Challenges impacts positively on lecturers' job satisfaction.
- H8: Organizational trust impacts positively on lectures' commitment in organization.
- H9: Job satisfaction impacts positively on lectures' organizational commitment.

Research Methodology

The study employs two kinds of data: the secondary and the primary. Secondary data is from scientific papers and journals, textbooks, websites and annual reports of the organization, etc. and the primary data is from the questionnaire which is designed and administered to 772 selected full-time lecturers in a population total of 3500 lecturers in the current 50 universities in Ho Chi Minh city. To achieve the overall objectives of the study, some of following research tools have been applied.

- *Focus-group discussion:* the authors has selected a group of 30 employing staff in which 10 staffs are in charge of educational management and 20 are lecturers to debate and to learn and explore factors (dependence and independence variables) for the theoretical research model and adjust if needed.
- *Expert consultation:* 11 experts who are researchers in the related field of study, senior managers/ university owners at universities or institutes residing in Ho Chi Minh City, Vietnam and institutional administrators form government authorities who have over 7-year experience have been interviewed to discuss mainly on review of research problems, related factors, the measurement scales, and the questionnaire content.
- *In-depth interviews:* They have been implemented with 50 staff including 20 administrators and 30 lecturers to seek their viewpoints on the observed variables, measurement scales for questionnaires in the quantitative research.
- *Questionnaires:* questionnaire has been designed and its content has been adapted from the previous studies like Paine (2007), Bang, Ha and Huan. (2014), Quan & Trang (2015), Liem (2016), Tai et al. (2016), Lien (2017), Minh & Tuan (2017), Nghi et al. (2017), Sangperm (2017), Linh (2018), Quang & Thao (2018), Tan & Hoa (2018), Thao & Viet (2017). Before launching to the broad sample, pilot tests with 10 lecturers have been done to seek their views and agreements if they confirms. This is also the formal evaluation on wording, grammar suitability used in the statements to

ensure consistency. The authors used 3 modes as Direct delivery, the online survey through Google Doc, and Postal service and email and the total of the survey responses is 772.

Regarding the sampling technique, the purposive and convenience sampling methods are used to achieve the deeply insight/results of the objectives, the object to be surveyed is the full-time (permanent) lecturers who are teaching in 2 disciplines/ majors of technology or engineering and economics or business (included management/ administration) at universities. Another reason is that those two majors own possess not only the largest quantity of the students in most the universities in Vietnam but the largest number of lecturers as well. Under the Vietnam Law, lecturer is known as the academic staff who lecture for a major or discipline at the university or college. Later the results have been processed with the SPSS 22.0 software and AMOS statistical package.

Findings and Discussions

The measurement scales is tested with Cronbach-alpha coefficient to determine their suitability as depicted in the following table

Table 1 Results of test of surveyed measurement scales

Item	Corrected Correlation	Item-Total	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
I. Working conditions (WC)				
WC1	0.753		0.875	0.897
WC2	0.802		0.856	
WC3	0.774		0.867	
WC4	0.762		0.872	
II. Leadership (LD)				
LD1	0.757		0.880	0.902
LD2	0.716		0.887	
LD3	0.797		0.874	
LD4	0.716		0.886	
LD6	0.725		0.885	
LD7	0.680		0.892	
III. Income (IC)				
IC1	0.772		0.904	0.919
IC2	0.809		0.897	
IC3	0.811		0.896	
IC4	0.781		0.902	

Item	Corrected Correlation	Item-Total	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
IC5	0.780		0.902	
IV. Individual Development Opportunity (IDO)				
IDO1	0.682		0.858	0.877
IDO2	0.720		0.848	
IDO3	0.667		0.86	
IDO4	0.735		0.845	
IDO5	0.737		0.844	
V. Colleague Relationship (CR)				
CR1	0.764		0.871	0.898
CR2	0.728		0.883	
CR3	0.777		0.867	
CR4	0.822		0.850	
VI. University's brand-name (UB)				
UB1	0.730		0.900	0.912
UB2	0.717		0.902	
UB3	0.766		0.895	
UB4	0.718		0.901	
UB5	0.768		0.894	
UB6	0.827		0.886	
VII. Challenges factor (CL)				
CL1	0.802		0.854	0.899
CL2	0.829		0.830	
CL3	0.770		0.881	
VIII. Job Satisfaction (JS)				
JS1	0.619		0.756	0.805
JS2	0.617		0.757	
JS3	0.589		0.771	
JS4	0.654		0.739	
IX. Trust in Organization (TO)				
TO1	0.722		0.846	0.876
TO2	0.667		0.859	
TO4	0.661		0.861	
TO5	0.723		0.846	
TO6	0.759		0.837	
X. Organization commitment (OC)				
OC1	0.803		0.886	0.911
OC2	0.729		0.901	
OC3	0.759		0.895	
OC4	0.769		0.893	
OC5	0.816		0.883	

Source: Own (2020)

Table 2 Result of EFA factor analysis with independent variables

Item	1	2	3	4	5	6	7
UB6	0.877						
UB5	0.811						
UB3	0.808						
UB1	0.777						
UB4	0.756						
UB2	0.756						
LD3		0.850					
LD1		0.809					
LD6		0.772					
LD2		0.759					
LD4		0.759					
LD7		0.723					
IC3			0.857				
IC2			0.854				
IC4			0.823				
IC5			0.821				
IC1			0.812				
IDO5				0.802			
IDO4				0.799			
IDO2				0.782			
IDO1				0.738			
IDO3				0.720			
CR4					0.888		
CR3					0.835		
CR1					0.815		
CR2					0.781		
WC2						0.871	
WC3						0.826	
WC4						0.817	
WC1						0.808	
CL2							0.908
CL1							0.869
CL3							0.820
KMO= 0.831, Sig=0.000, Varianceextracted = 66.165, Eigenvalues = 2.339							

Source: Own (2020)

The results of the factor analysis show that the measurement scales meet the reliability.

Table 3 The results of factor analysis EFA of the dependent variable

Item	1	Item	1	Item	1
JS4	0.767	TO6	0.829	OC5	0.867
JS2	0.716	TO5	0.785	OC1	0.854
JS1	0.702	TO1	0.784	OC4	0.810
JS3	0.666	TO2	0.721	OC3	0.806
KMO = 0.710, Sig = 0.000, Variance extracted = 50.942, Eigenvalues = 2.525		TO4	0.712	OC2	0.767
		KMO = 0.843, Sig = 0.000, Variance extracted = 58.883, Eigenvalues = 3.349		KMO = 0.860, Sig = 0.000, Variance extracted = 67.494, Eigenvalues = 3.696	

Source: Own (2020)

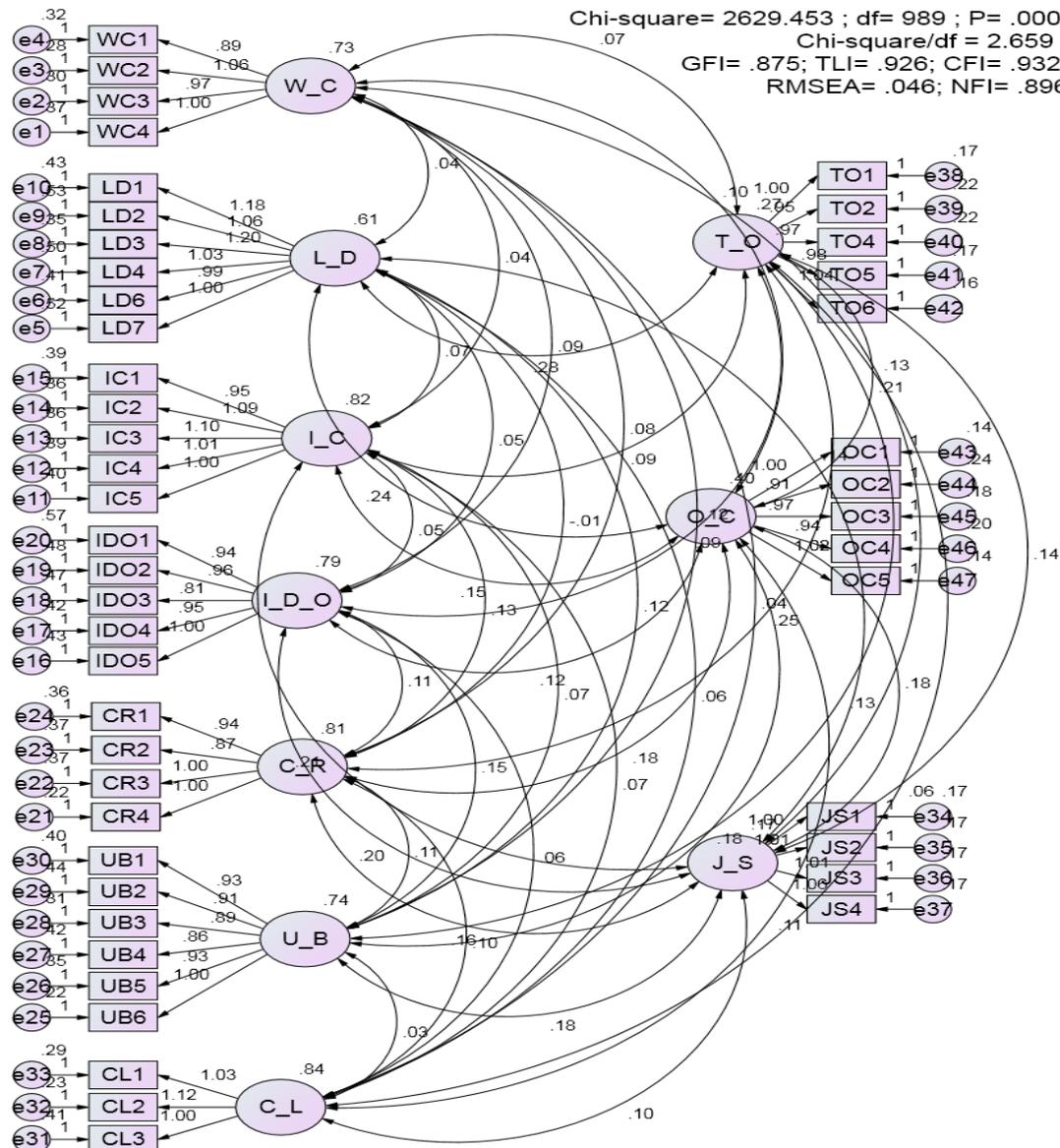


Figure 1 Standardized critical CFA model
Source: Own (2020)

The criteria of evaluating the suitability of the model shows the value of Chi-square/df = 2.659 < 3, TLI = 0.926 > 0.9, CFI = 0.932 > 0.9, GFI = 0.875 > 0.8, coefficient RMSEA = 0.046 < 0.08, hence, the model fits with collected data.

Table 4 Summary of correlation coefficients

Correlation		Estimate	SE	CR	P-Values
W_C	<--> L_D	0.058	0.036	26.184	0.000
W_C	<--> I_C	0.056	0.036	26.236	0.000
W_C	<--> I_D_O	0.125	0.036	24.472	0.000
W_C	<--> C_R	0.110	0.036	24.847	0.000
W_C	<--> U_B	0.159	0.036	23.638	0.000
W_C	<--> C_L	0.052	0.036	26.342	0.000
W_C	<--> J_S	0.372	0.033	18.774	0.000
W_C	<--> T_O	0.151	0.036	23.832	0.000
W_C	<--> O_C	0.194	0.035	22.799	0.000
L_D	<--> I_C	0.096	0.036	25.201	0.000
L_D	<--> I_D_O	0.073	0.036	25.792	0.000
L_D	<--> C_R	-0.015	0.036	28.168	0.000
L_D	<--> U_B	0.185	0.035	23.013	0.000
L_D	<--> C_L	0.087	0.036	25.431	0.000
L_D	<--> J_S	0.431	0.033	17.498	0.000
L_D	<--> T_O	0.694	0.026	11.794	0.000
L_D	<--> O_C	0.497	0.031	16.085	0.000
I_C	<--> I_D_O	0.058	0.036	26.184	0.000
I_C	<--> C_R	0.157	0.036	23.686	0.000
I_C	<--> U_B	0.088	0.036	25.406	0.000
I_C	<--> C_L	0.080	0.036	25.611	0.000
I_C	<--> J_S	0.551	0.030	14.930	0.000
I_C	<--> T_O	0.197	0.035	22.728	0.000
I_C	<--> O_C	0.258	0.035	21.311	0.000
I_D_O	<--> C_R	0.144	0.036	24.003	0.000
I_D_O	<--> U_B	0.199	0.035	22.680	0.000
I_D_O	<--> C_L	0.068	0.036	25.922	0.000
I_D_O	<--> J_S	0.545	0.030	15.059	0.000
I_D_O	<--> T_O	0.197	0.035	22.728	0.000
I_D_O	<--> O_C	0.216	0.035	22.281	0.000
C_R	<--> U_B	0.138	0.036	24.151	0.000
C_R	<--> C_L	0.115	0.036	24.722	0.000
C_R	<--> J_S	0.427	0.033	17.584	0.000
C_R	<--> T_O	0.537	0.030	15.230	0.000
C_R	<--> O_C	0.321	0.034	19.894	0.000
U_B	<--> C_L	0.033	0.036	26.848	0.000
U_B	<--> J_S	0.502	0.031	15.978	0.000
U_B	<--> T_O	0.294	0.034	20.497	0.000
U_B	<--> O_C	0.334	0.034	19.607	0.000
C_L	<--> J_S	0.258	0.035	21.311	0.000
C_L	<--> T_O	0.126	0.036	24.447	0.000
C_L	<--> O_C	0.189	0.035	22.917	0.000
J_S	<--> T_O	0.668	0.027	12.380	0.000
J_S	<--> O_C	0.707	0.025	11.496	0.000
T_O	<--> O_C	0.642	0.028	12.957	0.000

Based on the above results, the correlation coefficients of each pair of variables together with the standard deviation of the scales are different from 1 at the 95% confidence level, reaching the statistical significance level (all p-values are equal to 0.000). Therefore, the observed variables used to measure research model achieve discriminant values.

Table 5 Summary of composite reliability and variance extracted

Factors	Composite reliability	Total variance extracted
Working conditions	0.897	0.688
Leadership	0.902	0.607
Income	0.919	0.693
Individual Development Opportunity	0.877	0.590
Colleague Relationship	0.898	0.691
University's brand- name	0.912	0.637
Challenges factor	0.899	0.750
Job Satisfaction	0.805	0.509
Trust in Organization	0.876	0.590
Organization commitment	0.911	0.675

Source: Own (2020)

The value of composite reliability and the total variance extracted from factors in the model are all high, meaning that all scales ensure unidirectional and convergence. Thus, the results of CFA factor analysis indicates the surveyed scales reach reliability for analyzing structural models.

With the results of the scales given in the CFA model, the author has analyze with SEM to show the degree of impacts of factors on the commitment of lecturers.

The first SEM results are Chi-square/df = 2.794 < 3, TLI = 0.920, CFI = 0.926, GFI = 0.869, RMSEA = 0.048 < 0.08, hence, the model fits with the collected data. However, in terms of results of impacts of Leadership on Organization commitment and Colleague relationship and Organization commitment are not statistically significant. Therefore, the structure model needs to be rebuilt. The SEM results after eliminating the influence of Leadership to Organization commitment and Colleague relationship to Organization commitment are as in the following figure.

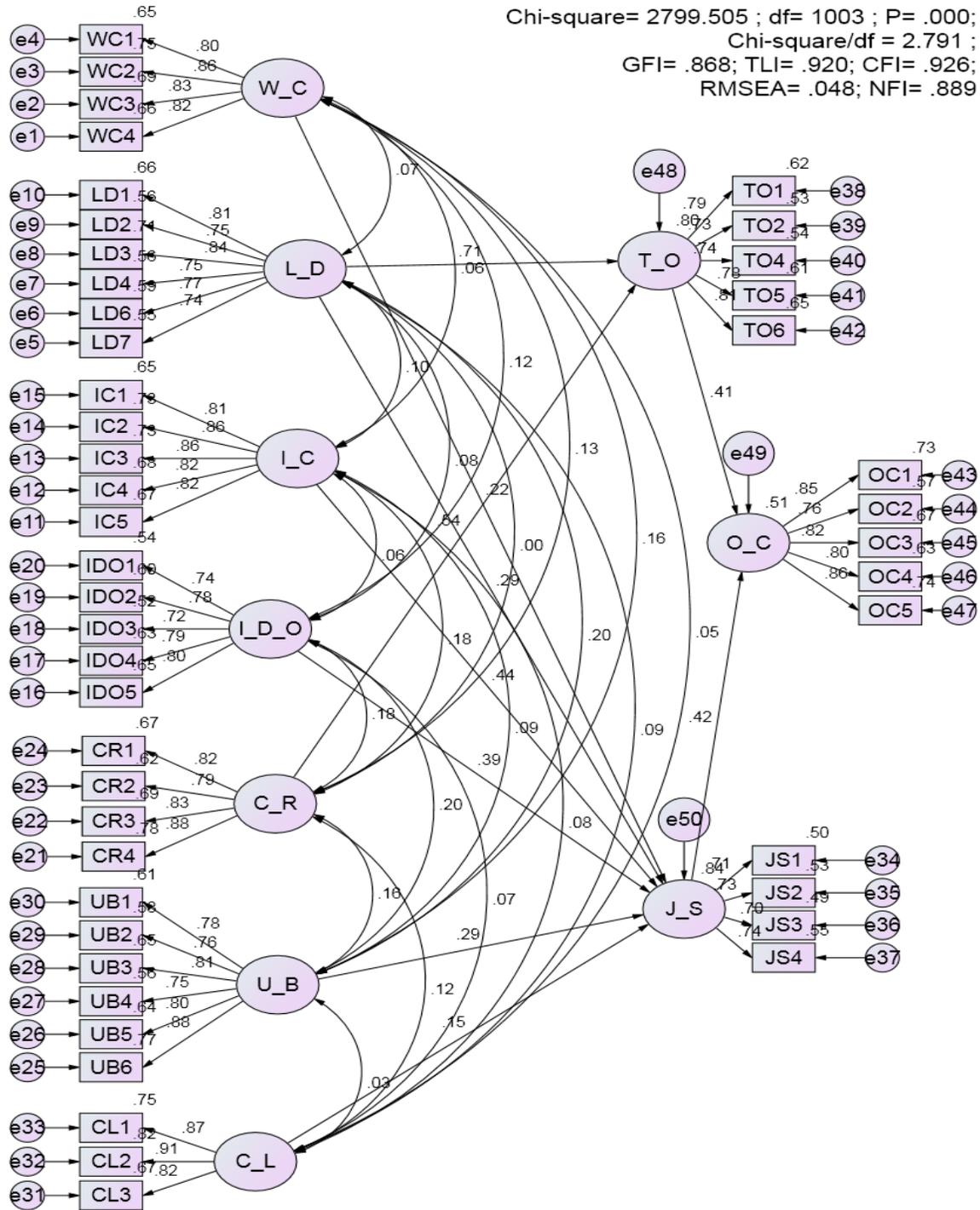


Figure 2 Standardized model structure
Source: Own (2020)

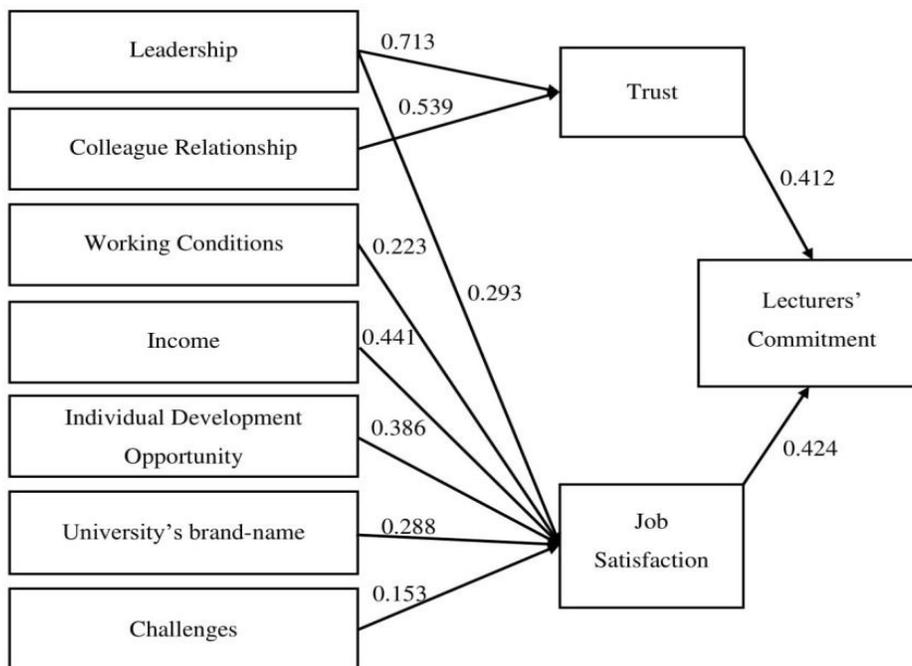
As the result shown, the model fits with the research data and the hypotheses in the original research model are synthesized after testing as follows:

Table 6 Results of Hypothesis test

Hypothesis	Standardized coefficient	P-values	Conclusion
Leadership impacts positively on the lecturers' organizational trust.	0.713	0.000	Accepted
Leadership impacts positively on the lectures' commitment in organization	0.076	0.212	<i>Not accepted</i>
Leadership affects positively on lecturers' job satisfaction.	0.293	0.000	Accepted
Colleague relationship impacts positively on a lecturers' trust in organization.	0.539	0.000	Accepted
Colleague relationships impacts positively on lectures' organizational commitment.	0.010	0.803	<i>Not accepted</i>
Working conditions impacts positively on lecturers' job satisfaction.	0.223	0.000	Accepted
Income impacts positively on lecturers' job satisfaction.	0.441	0.000	Accepted
Individual development opportunity impacts positively on lecturers' job satisfaction.	0.386	0.000	Accepted
University's brand-name impacts positively on the lecturers' job satisfaction.	0.288	0.000	Accepted
Challenges impacts positively on lecturers' job satisfaction.	0.153	0.000	Accepted
Organizational Trust impacts positively on lectures' commitment in organization.	0.412	0.000	Accepted
Job satisfaction impacts positively on lectures' organizational commitment.	0.424	0.000	Accepted

Source: Own (2020)

After testing hypotheses, the official research model is adjusted and put into the research as follows.



Source: Own (2020)

This model has removed the links between Leadership, Colleague Relationship and Organization Commitment because they are not shown the statistical significance.

From the research analysis and results, factors affecting Lecturers' Commitment to the university including Trust in Organization, Job Satisfaction have been determined whereas factors affecting Trust in Organizational including Leadership and Colleagues' Relationships; factors affecting Job Satisfaction include Working Conditions, Leadership, Income, Individual Development Opportunity, The Universities' Brand-Names, Challenges work.

Among the independent variables, the factor of Leadership has a strong impact on Trust in Organization with a coefficient of 0.713, following by Colleagues' Relationships with a coefficient of 0.539. "Challenges" has a low positive impact on Job Satisfaction due to its coefficient of 0.153, Working Conditions positively affect Job Satisfaction with the coefficient of 0.223, Leadership also has a positive impact on Job Satisfaction with the coefficient of 0.293, followed by Individual Development Opportunity with the coefficient of 0.386 and the factor that impacts strongest on Job Satisfaction is Income with the coefficient of 0.441. Leadership does not have a statistically significant impact on Organizational Commitment ($p = 0.212 > 0.05$), Colleagues' Relationships is similar ($p = 0.803$), the impact of Trust in Organization on Organizational Commitment has the coefficient of 0.412 and Job Satisfaction affects Organizational Commitment with a coefficient of 0.424.

The above results show that both factors of Trust in Organization and Job Satisfaction clearly impact on Organizational Commitment of the lecturers at universities in Ho Chi Minh city. Therefore, in order to enhance the lecturers' Organizational Commitment, it is necessary to develop and improve their Trust in Organization (universities) as well as their Job Satisfaction.

The variables' impacting coefficients show that the two most important factors are Income (with a strong impact on Job Satisfaction) and Leadership (with a strong impact on the Trust in Organization). Thus, these two factors should be paid more attention to the process of solution development to enhance lecturers' commitment to their universities. Also, based on the results of each factor analysis, particularly on lecturers' working conditions, it shown the working conditions of lecturers are not much comfortable. Lecturers' current income level is quite low, their Individual Development Opportunity is also limited. Additionally, universities' brand name is not really of great worth.

Recommendations and Conclusions

As a consequence of previous analysis, the below are recommendations to enhance the Organizational Commitment of lecturers at Ho Chi Minh City universities:

- **Enhancing working conditions:** To increase working conditions, the universities should build up teaching and employment environments and conditions for lecturers with fully-equipped facilities and technology, including a good research environment.
- **Improving the Leadership:** An important factor that the university administrators should pay their concerns off is to create the organizational engagement and commitment of lecturers. University administrators need to timely recognize any contributions of lecturers to reward, or sometimes apply penalties for their bad performance accordingly if any because the study results show university administrators have not paid much attention and necessary supports to their lecturers. Most lecturers have not been satisfied with the leadership styles of administrators, as a result, it directly affects the organizational commitment of universities' lecturers.
- **Aspects on the income and compensations:** Currently, lecturers do not satisfy with their income or compensation. To increase organizational commitment, universities need to have suitable compensation policy payment to lecturers. Compensation and benefits policies (income) should be established and considered as a tool of motivation and encouragement of the teaching quality and these policies should be based on clear criteria, lecturers' performance and their contributions to overall results of the university.
- **Developing individual development opportunity for lecturers:** The universities should create suitable policies of professional development opportunities, and qualified lecturers should be promoted to higher positions. In recent years, the universities have adopted policies of talent attraction and recruitment with the favorable employment and development conditions and opportunities for qualified lecturers. Furthermore, promotion activities need to be carried out publicly and democratically. The employment appointment must comply with the guidance of related authorities and universities on the appointment, dismissal and resignation with clear terms, criteria and process.
- **Increasing the colleague relationship:** The universities need to clearly define responsibilities, duties as well as coordination lines among departments, faculties and

other units in the University to facilitate for higher achievements. As general characteristics and moods, lecturers themselves are difficult to be motivated to work and engage with the organization if they do not have positive cooperation, awareness, and behavior.

- **Building and developing the University's brand-name:** The research result depicts most lecturers of the universities do not believe the future personal/ individual development when they work at the university. To enhance the brand awareness of the universities in terms of the lecturers' commitment, e.g. upgrading their websites and advertisement through social networks/ apps, communication department establishment in charge of organizing and managing activities related to brand promotion.
- **Designing the job challenges for lecturers:** The universities should focus on developing the lecturers' expertise. Possible activities are as the establishment of reasonable management for lecturers to balance activities and time horizons between teaching and scientific research; scientific research development and funding, cooperate with international education organizations to increase opportunities for lecturers to learn and adapt new knowledge which it will creatively apply in practical work, etc.
- **Shaping the organization trust:** To shape the organizational commitment of lecturers, the universities should promote some activities as building up the academic reputation: and development of the democracy and collective attitudes, Application of top-down management method with the effective management-oriented policies, etc.

In conclusion, the study confirms factors affecting Lecturers' Commitment to the university including Trust in Organization, Job Satisfaction have been determined whereas factors affecting Trust in Organizational including Leadership and Colleagues' Relationships; factors affecting Job Satisfaction include Working Conditions, Leadership, Income, Individual Development Opportunity, The Universities' Brand-Names, Challenges work in which Leadership owns a strong impact on Trust in Organization and followed by Colleagues' Relationships. Leadership does not show a statistically significant impact on Organizational Commitment but the impact on Trust in Organization on Organizational Commitment occurs and Job Satisfaction affects Organizational Commitment. Also, the results show that both factors of Trust in Organization and Job Satisfaction clearly impact on Organizational Commitment of the lecturers. Therefore, in order to enhance the lecturers' Organizational Commitment, it is

necessary to develop and improve their Trust in Organization (universities) as well as their Job Satisfaction.

This study is timely and accurate in the context of universities not only in Ho Chi Minh City but also other universities as a whole in Vietnam through the scientific proofs and a fixed basis to give concrete recommendations for the universities. Besides, the study is the usefulness and the reconfirmation of the fundamental model, and related theories on factors affecting Lecturers' Commitment to the university including Trust in Organization, Job Satisfaction in previous literature and lights on the huge theoretical for pedagogical teaching. This remains limited when the results only reflect the evaluation of lecturers in Ho Chi Minh City. The new research can be implemented due to regions with various social and economic characteristics impacting on the research model.

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