The Relationship between Organizational Culture, Job Satisfaction, and Commitment of Lecturers at Universities

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Abstract

Purpose: The study aimed to determine the influence of factors on job satisfaction and the relationship between satisfaction, organizational culture, and the organizational commitment of lecturers at universities in Ho Chi Minh City. *Design/Methodology/Approach*: This was a quantitative study in which the authors compile theories, analyze and synthesize scales for research concepts, and propose research models. The online survey collected 532 answer sheets from professors and lecturers from universities in Ho Chi Minh City, of which 525 were valid and included in SmartPLS 3 to evaluate the validity and reliability of the scale and to analyze the relationship among the concepts in the suggested model. *Findings*: The results show that several factors significantly impact employee satisfaction in the field of education, such as job promotion, leadership or supervision, working environment, income, and the job itself. In addition, both satisfaction and organizational culture impact organizational commitment. The study's findings have implications for educational institutions, lecturers, policymakers, researchers, and funding agencies. They highlight the importance of factors like leadership development and organizational culture in enhancing job satisfaction and commitment among lecturers, offering valuable insights for improving the educational environment in Ho Chi Minh City and beyond. *Originality*: The results aligned with previous studies presented in the literature section. However, this study revealed some specific characteristics of lecturers in universities in Ho Chi Minh City, Vietnam, where lecturers focused on personal development but were committed to the organization via job satisfaction and culture.

1- Introduction

The current economy relies on intellectual human resources; therefore, personnel are key factors that contribute to the maintenance and development of organizations. In universities, lecturers are a fundamental factor in determining the quality and effectiveness of the educational process, and they play a vital role in society. The quality of education concerns managers, students, and society as a whole. Although Vietnamese universities have made great efforts and continuously improved welfare policies and working conditions to attract and retain lecturers and improve the quality of education over the years, many lecturers have resigned and changed jobs at other universities with better working conditions. Lecturers quitting, changing universities, and leaving organizations are emerging issues for universities. With competition among hundreds of universities and colleges in Ho Chi Minh City, recruiting lecturers is already difficult, and retaining them to work for a long time and contribute to universities is even more challenging. Over the past two years, owing to inflation and the COVID-19 pandemic, the income of public university lecturers has declined, and many have quit or switched to private universities. According to the Ministry of Internal Affairs, from January 1,

2020, to June 30, 2022, the number of officials and civil servants who quit their jobs was 39,552, or 1.94% of the total staff. Of these, there were 7,102 people in the industry and 32,450 in the localities; approximately 50% of those who quit their jobs had a university degree. In addition to nearly 4,700 doctors and master's degrees, civil servants and officials who quit their jobs were aged ≤ 40 years (SonHa, 2022) [1].

Recent studies on organizational culture in universities: There have been some interesting studies, such as Han (2020) [2], that suggest that employee turnover and organizational performance have a nonlinear relationship and that turnover can increase productivity due to highly motivated new employees. Job satisfaction was found to be a predictor of turnover indirectly through organizational commitment. Other factors, such as emotional intelligence, job embeddedness, unmet expectations, and personal competency, also play a role in turnover decisions. The paper emphasizes the importance of understanding these factors to improve employee motivation and reduce turnover in the hospitality industry. The findings of the study by Aboramadan et al. (2019) [3] indicate that there is a positive relationship between servant leadership and affective commitment among academics. The relationship between servant leadership and work engagement is fully mediated by job satisfaction, meaning that job satisfaction plays a crucial role in the link between servant leadership and work engagement.

The study by Ahmad (2018) [4] indicates that employees' subjective evaluation of intrinsic and extrinsic factors of their job contributes to their job satisfaction and organizational commitment. When employees have a better evaluation of their job content and context, they feel a sense of obligation and commitment towards the organization, which reduces their intentions to leave the organization. The study also reveals that employees tend to prioritize extrinsic factors over intrinsic factors when it comes to job satisfaction. Skelton et al. (2018) [5] reveal that satisfied and committed employees are less likely to plan to leave their employment. The study emphasizes the importance of job satisfaction and job embedding in retaining employees in the manufacturing industry. Strengers et al. (2021) [6] reveal that there is a discrepancy between the perspectives of top managers and employees regarding the desired culture in scale-ups.

Top managers perceive market culture to be more present and hierarchy culture to be less present in their organizations compared to employees. On the other hand, employees prefer clan and adhocracy cultures, which are positively correlated with performance, while market and hierarchy cultures are negatively correlated with performance and less preferred by employees. This study aimed to determine the factors influencing job satisfaction and organizational commitment among university lecturers in Ho Chi Minh City by focusing on the impact of job satisfaction and organizational culture on organizational commitment. Based on the research results, the authors proposed management implications to help university leaders understand the operational mechanisms of these factors and implement measures to enhance job satisfaction and organizational commitment, thereby fostering lecturers' long-term commitment to the university.

2- Theoretical Basis

2-1- Job Satisfaction

Spector (2012) [7] defined job satisfaction as how individuals perceive their job and other related aspects, including factors they like and dislike about their job. Job satisfaction is believed to have positive effects such as enhancing organizational work efficiency and employees' physical and mental well-being. In addition, "satisfaction" is used to express individuals' happiness and inner peace in general [8]. According to Locke (1976) [9], job satisfaction is most commonly defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job and job experiences".

2-2- Organizational Culture

Robbins & Coulter (2005) [10] described organizational culture as the values, beliefs, or perceptions shared by employees within an organization or unit. With many definitions proposed for organizational culture, many researchers agree that it refers to a system of values, beliefs, and behaviors shared among employees [11, 12]. Schein (2004) [13] states that organizational culture is a pattern of basic assumptions that a group invents, discovers, or develops in learning to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel about those problems. In summary, organizational culture is a complex concept and a product of the social movement process.

2-3- Organizational Commitment

Commitment to an organization is broadly defined as the strength of the relationship between an individual and their participation in the organization [14] and is a factor that creates a connection between employees and the organization [15]; it helps the organization achieve success [14]. According to Armstrong (2009) [16], employee commitment refers to employees' readiness to work with the organization and is promoted to achieve high performance. Employee bonding with a business is the result of the reciprocal relationship between individuals and organizations.

Organizational commitment has a positive relationship with organizational outcomes such as job performance [17], employee satisfaction [17, 18], and organizational revenue [18–20]. It is inversely related to employee absenteeism [21] and directly related to employees' intention to stay with the organization [22–25].

2-4- Theoretical Background for the Research Model

Social exchange theory refers to social interactions in which individuals believe that they will receive certain benefits from exchange behaviors [26]. Social exchange theory is an effective model for explaining workplace behaviors. The value of social exchange theory has also been demonstrated through studies in many fields, such as social power, justice in organizations, psychological contracts, and leadership. One of the basic principles of social exchange theory is that relationships develop over time, forming mutual trust, loyalty, and commitment.

Social identity theory is a social psychological interaction theory on the role of self-awareness, perception, and social beliefs in the relationship between groups and group interactions. This theory has been significantly expanded through various component theories on social influence and group norms; leadership within and between groups; and enhancing work motivation, group behavior, and social facilitation [27]. According to Turner (1975) [28], social identity is a person's self-perception as a social group member and the value and emotional significance attached to that membership. The more an individual identifies with a group, the more their behavior changes from individual to group, which is seen as the most basic explanation for the behavior of members of corporate culture. For example, many studies have indicated that employees with high trust in a company usually exhibit positive attitudes, such as less absenteeism, higher work motivation, more commitment, and a lower intention to quit [27, 28].

Several motivational theories have demonstrated the role of job satisfaction and served as the foundation for many subsequent empirical studies, such as Maslow's hierarchy of needs theory (1943) [29], Herzberg's two-factor theory (1968) [30], Adam's equity theory (1965) [31], Vroom's expectancy theory (1964) [32], and Quarstein McAfee and Glassman's conditional expression theory (1992) [33]. These theories have attempted to explain the factors that influence job satisfaction, and the expanded research from these theories has shown that job satisfaction is related to productivity, motivation, response, turnover, accidents, mental and physical health, and overall life satisfaction of the workforce [34].

2-5- The Relationships in the Research Model

The application of satisfaction and job fulfillment in the workplace is complex because of their personal nature and situational context. What employees expect in their jobs may differ from others. For example, one employee may value salary, while another may consider career advancement to be the most important factor. Unfortunately, focusing on only one aspect may not affect employee job satisfaction. According to Syptak et al. (1999) [35], organizations can manage many job aspects to increase workplace satisfaction.

2-5-1- The Relationship between Job Characteristics and Job Satisfaction

Research using the job characteristics approach has shown that an individual's job or job characteristics mainly determine job satisfaction and dissatisfaction [36]. According to Hackman & Oldham (1980) [37], job characteristics create the ideal conditions for high levels of motivation, satisfaction, and performance. They also proposed five core job characteristics that all jobs should possess: skill diversity, task identification, task significance, autonomy, and feedback. Additionally, they identified four personal and work outcomes (internal work motivation, growth satisfaction, overall satisfaction, and job performance), which were added to the more common aspects of job satisfaction assessment: job satisfaction and dissatisfaction: the job itself, salary, promotion opportunities, supervision, and coworkers' relations [38]. Therefore, we proposed the following hypothesis:

H1: *The job itself will have a positive impact on job satisfaction.*

2-5-2- The Relationship between Working Conditions and Job Satisfaction

According to Herzberg (1974) [39], working conditions comprise space, tools, and other related environmental features; the type of work; and the company's policies that facilitate the organization. One of the two factor theories, known as hygiene, does not necessarily motivate but may cause dissatisfaction when not taken into consideration. The working atmosphere gives people the pleasure of doing their best to maximize performance. According to the conditioned expression theory by Quarstein et al. (1992) [33], employees often evaluate a condition's characteristics before accepting the job. Therefore, we hypothesized that overall job satisfaction combines conditioned characteristics and conditional expression. Waqas et al. (2014) [40] emphasized that the workplace environment is also an important factor in job satisfaction in the financial sector. Employers must improve their working environments. Therefore, we proposed the following hypothesis:

H2: *Good working conditions will have a positive impact on job satisfaction.*

2-5-3- The Relationship between Income and Job Satisfaction

According to Williams & Dreher (1992) [41], salaries and bonuses are critical for attracting and retaining talent. A fair wage is the basis of agreements between workers and employers, assuming that money can influence their behavior. The goal of income is to motivate employees the most to improve their performance. Employees tend to stay with their organizations if they feel that their competence, efforts, and contributions are recognized and appreciated, and vice versa [42]. Therefore, this study proposes the following hypothesis:

H3: *Income will have a positive impact on job satisfaction.*

2-5-4- The Relationship between Supervision and Job Satisfaction

According to Spector (2012) [7], the supervision of a direct manager is the fourth aspect that creates employees' overall work satisfaction. However, ineffective management and supervision in organizations is a leading cause of low productivity and employee dissatisfaction [43]. According to Choo et al. (2013) [44], when subordinates have a good relationship and are satisfied with their work, the positive effects of the relationship lead to employees' commitment to the organization, and vice versa. Based on this, we proposed the following hypothesis:

H4: *Good leadership or supervisors will have a positive impact on job satisfaction.*

2-5-5- Relationship between Colleagues and Job Satisfaction

According to Spector (2012) [7], relationship with colleagues is the fifth aspect that creates the overall employee satisfaction at work. Research conducted at 60 international hotels by Lin & Lin (2011) [45] concluded the positive relationship between co-workers and job satisfaction. Ducharme & Martin (2000) [46] conducted a large-scale investigation of issues related to job satisfaction aimed at employees of international service providers. Their research found that workgroup interaction and coworker support were significantly positively correlated with job satisfaction and vice versa. Therefore, the following hypothesis was proposed:

H5: *Good colleagues will have a positive impact on job satisfaction.*

2-5-6- The Relationship between Promotion and Job Satisfaction

Promotion is the move to a higher position or a more important job in an organization. Promotion refers to employee satisfaction with opportunities for promotion [7]. According to Maslow (1943) [29], promotion is the need for self-actualization, which ranks high in the hierarchy of needs. According to Spector (2012) [7], promotions are the second most crucial aspect of employee job satisfaction. Therefore, the following hypothesis was proposed:

H6: Promotion will have a positive impact on job satisfaction.

2-5-7- The Relationship between Organizational Culture and Job Satisfaction

Organizational culture reflects shared assumptions, values, and beliefs, and is the social glue that binds an organization together [47]. A strong culture is a system of rules that specify how people should behave [48]. An organization with a strong culture has shared values and codes of behavior for employees that can help them accomplish their missions and goals. Job satisfaction can be achieved when employees complete the tasks assigned by an organization. Based on this, a hypothesis was proposed as follows:

H7: *Organizational culture will be positively related to job satisfaction.*

2-5-8- The Relationship between Job Satisfaction and Organizational Commitment

Lund (2003) [49] believes that there have been few studies on the relationship between organizational culture and job satisfaction in the research topic of organizational culture and outcomes. However, organizations consist of employees, and the behavior of individual members affects the outcomes. Kinicki & Kreitner (2014) [50] stated that job satisfaction strongly influences employees' attachment to an organization. Frempong et al. (2018) [51] concluded that job satisfaction had a significant impact on loyalty and commitment in the manufacturing and mining sectors and that there was at least a significant relationship between human resource practices, job satisfaction, and loyalty/commitment in various sectors, which validates various theories and studies. Therefore, hypothesis H8 was proposed as follows:

H8: *Job satisfaction is positively correlated with organizational commitment.*

2-5-9- The Relationship between Organizational Culture and Organizational Commitment

Martins & Terblanche (2003) [52] indicated that the two main functions of organizational culture (internal integration, and coordination) strongly influence the creativity and innovation of the organization. Specifically, internal

integration describes a sense of belonging and commitment, whereas coordination refers to creating a competitive landscape and developing social and cultural bonds that connect organizations. In many management fields, empirical research on organizational culture related to functional perspectives provides impressive evidence of its role in improving performance [53]. The diffusion of organizational culture requires leaders to recognize its fundamental aspects and impact on variables related to employees such as job satisfaction [49], organizational attachment [54], and job effectiveness [55]. Based on this, the following hypothesis was proposed:

H9: Organizational culture will have a positive impact on organizational commitment.

3- Research Method

This study aimed to investigate the influence of various factors on job satisfaction and attachment among professors and lecturers at universities in Ho Chi Minh City. We used a quantitative design, whereby the authors explore relevant theories, analyze and synthesize measurement scales for the research concepts, and incorporate them into the research model for statistical analysis and testing. The measurement scales referenced in previous studies were translated and adjusted through discussions between the authors and experienced teachers currently teaching at universities. We used a five-point Likert scale, ranging from level 1 ("Completely Disagree") to level 5 ("Completely Agree").

The criteria employed for source selection were rigorously defined to ensure the quality and relevance of the sources integrated into our research.

- *Relevance:* We incorporated studies and sources that exhibited direct relevance to our research concepts, including job satisfaction, job attachment, working conditions, and other variables encapsulated in our research model.

- *Quality:* To assess source quality and credibility, we considered factors such as peer-reviewed publication status, author reputation, and the validity and reliability of measurement scales employed in the studies.

- *Language:* Our selection was limited to studies published in English or Vietnamese, given the language proficiency of our research team.

- *Geographical Scope:* A strict focus was maintained on studies and sources pertaining specifically to universities in Ho Chi Minh City to ensure the contextual validity of our research.

The author's group designed a survey questionnaire that included items to explore personal characteristics and measurement scales for concepts in the research model. Then, an online survey (designed on Google Forms) was sent to primary research participants, who were current teachers at universities.

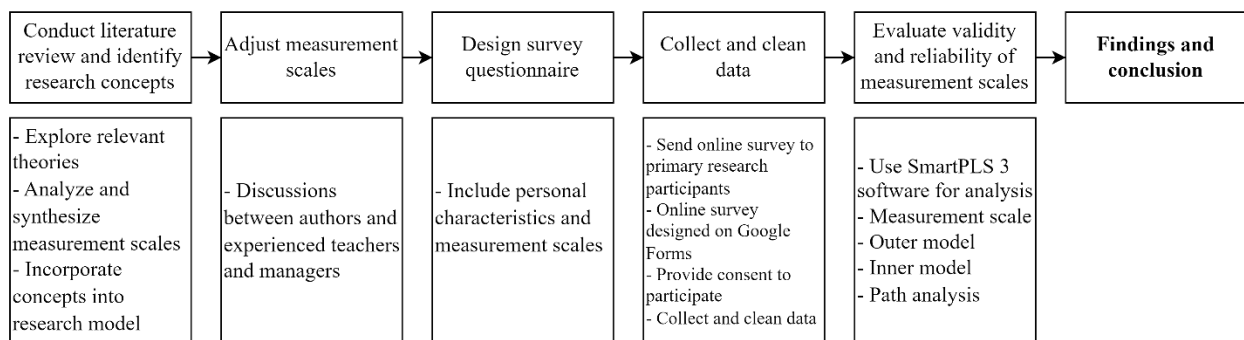Figure 1, shows the flowchart of the research methodology through which the objectives of this study were achieved.

Figure 1. Flowchart of research process

The research model consisted of nine concepts: (1) working conditions, with three observed variables "using measurement scales from Tasios & Giannouli (2017) [56]"; (2) job nature, with three observed variables "using measurement scales from Weiss & colleagues (1977) [57]"; (3) job satisfaction, with five variables (developed by the research team based on measurement scales from other fields); (4) income, with four observed variables "using measurement scales from Gregson (1990) [58]"; (5) career advancement, with three observed variables "using measurement scales from Gregson (1990) [58]"; (6) organizational culture. with 13 observed variables "using measurement scales from Petty and colleagues (1995) [59]"; (7) organizational commitment, with nine observed variables [using measurement scales from Allen & Meyer (1990) [60]"; (8) leadership and supervision, with five observed variables [using measurement scales from Weiss & colleagues (1977) [57]"; and (9) colleagues, with four observed variables [using measurement scales from Zhou & George (2001) [61]". There was a total of 49 measurement

scales. According Hair et al.'s (2014) [62] rule of thumb, the minimum required sample size was 245. However, according to statistical principles, the larger the sample size, the closer it is to the population and the higher the representativeness. Furthermore, although PLS-SEM (partial least squares-stuctural equation model) analysis does not require a large sample size, according to Hair et al. (2019) [63], it provides more accurate results. Therefore, the target sample size for this study was 500. After cleaning and analyzing the collected data using the SmartPLS 3 software, the research team evaluated the validity and reliability of the measurement scales and the relationships among the concepts in the research model.

The research team interviewed managers over the phone to adjust the measurement scales. The research team sent an online survey form to the potential participants. The survey questions were designed using Google Forms, and the survey link was sent to people working in the education sector, asking them to share it with their colleagues. Additionally, the survey form included a screening section to filter individuals who did not work in the banking sector or were not part of the sample population.

The studies involving human participants were reviewed and approved by the Declaration of Helsinki and the ethical principles of the American Psychological Association (APA) regarding research involving human participants. The patients/participants understood and consent to participate in this study

4- Results and Discussion

4-1- Data Analysis

A total of 532 responses were collected from different universities such as UFM, HSU, HUTECH, VHU, VLU, RMIT, HIU, UEF, GDU, HUFLIT, UEH, HVUH, OU, etc. , of which 525 were valid and were included in the analysis. A summary of the sample is presented in Table 1.

Table 1. Summary of sample

Sex	F	%	Institution	F	%
Male	155	29.52%	Public	400	76.19%
Female	370	70.48%	Private	125	23.81%
Age			Income (VND) (1 USD: 23.000 VND)		
22–25	116	22.10%	Below 10 million	242	46.10%
26–30	167	31.81%	10 million – below 15 million	170	32.38%
31–39	194	36.95%	15 million – below 20 million	55	10.48%
40–49	44	8.38%	20 million – below 30 million	39	7.43%
50–60	4	0.76%	Above 30 million	19	3.62%
Experience			**Family status**		
Less than 2 years	333	63.43%	Homeowner	193	36.76%
2–5 years	117	22.29%	Homeowner families	207	39.43%
6–8 years	23	4.38%	Renter single	83	15.81%
More than 8 years	52	9.90%	Renter families	42	8.00%
Position			**Education**		
Operational level	432	82.29%	Bachelor	112	21.33%
Middle level	79	15.05%	Master	364	69.33%
Executive level or higher	14	2.67%	PhD	49	9.33%
Total	**525**	**100%**	**Total**	**525**	**100%**

Most variables had average scores ranging from 3,061 to 4,221. After the model was tested and insufficient variables were excluded from the measurement model, the measurement scales attained reliability and validity, as the factor loading of the items ranged from 0.539 to 0.891, and Cronbach's alpha was more than 0.7, except for JOB01 (0.654); composite reliability was above 0.799 (see also Table 2). In addition, the average variance extracted from the constructs was higher than 0.5; hence, all the criteria for determining the convergent validity of the constructs were satisfied [64, 65].

Table 2. Measurement of concepts

Constructs	Item	Factor loading	Cronbach's Alpha	Rho A	Composite Reliability	Average Variance Extracted (AVE)
Colleagues	COLLE01	0.865	0.896	0.897	0.928	0.763
	COLLE02	0.891				
	COLLE03	0.873				
	COLLE04	0.864				
Organizational Commitment	COMMIT01	0.811	0.825	0.841	0.874	0.541
	COMMIT02	0.784				
	COMMIT03	0.790				
	COMMIT04	0.804				
	COMMIT05	0.539				
	COMMIT09	0.642				
Organizational Culture	CUL01	0.782	0.940	0.940	0.947	0.581
	CUL02	0.702				
	CUL03	0.797				
	CUL04	0.750				
	CUL05	0.770				
	CUL06	0.806				
	CUL07	0.788				
	CUL08	0.752				
	CUL09	0.793				
	CUL10	0.693				
	CUL11	0.760				
	CUL12	0.765				
	CUL13	0.743				
Income	INCOME01	0.760	0.735	0.785	0.799	0.503
	INCOME02	0.678				
	INCOME03	0.554				
	INCOME04	0.818				
Job Itself	JOB01	0.768	0.654	0.668	0.812	0.592
	JOB02	0.835				
	JOB03	0.699				
Job Promotion	PROMO01	0.843	0.766	0.769	0.865	0.682
	PROMO02	0.799				
	PROMO03	0.834				
Job Satisfaction	SAT01	0.809	0.885	0.887	0.916	0.686
	SAT02	0.810				
	SAT03	0.864				
	SAT04	0.859				
	SAT05	0.798				
Supervisor or Leadership	SUP01	0.802	0.881	0.884	0.914	0.680
	SUP02	0.864				
	SUP03	0.876				
	SUP04	0.733				
	SUP05	0.840				
Working Condition	WCON01	0.888	0.854	0.856	0.911	0.774
	WCON02	0.883				
	WCON03	0.869				

Table 2 shows that factor loadings were all above 0.7 except for the "Job Itself" construct, which had a lower coefficient but was still close to 0.7 (0.654). Moreover, the Heterotrait-Monotrait (HTMT) index [66] and the Fornell & Larker criterion [59, 67, 68] revealed that the scales of the variables achieved discriminant validity (see also Table 3). However, "Job Itself" had not reached the discriminant criteria referred to in the HTMT index, in which the relationship between the job itself and promotion at work had a high correlation (0.906).

Table 3. Discriminant validity

Fornell and Larcker									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Colleagues	0.873								
2. Commitment	0.696	0.735							
3. Culture	0.806	0.732	0.762						
4. Income	0.298	0.434	0.358	0.709					
5. J_Satisfaction	0.646	0.693	0.663	0.514	0.828				
6. Job	0.523	0.654	0.567	0.463	0.633	0.769			
7. Promotion	0.590	0.659	0.633	0.580	0.745	0.646	0.826		
8. Supervisor	0.777	0.693	0.792	0.317	0.680	0.550	0.558	0.825	
9. Work_cond	0.557	0.647	0.615	0.496	0.679	0.668	0.666	0.594	0.880
HTMT									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Colleagues									
2. Commitment	0.799								
3. Culture	0.877	0.824							
4. Income	0.260	0.476	0.328						
5. J_Satisfaction	0.722	0.807	0.723	0.485					
6. Job	0.680	0.883	0.723	0.546	0.828				
7. Promotion	0.713	0.828	0.744	0.618	0.900	0.906			
8. Supervisor	0.875	0.803	0.870	0.294	0.769	0.731	0.680		
9. Work_cond	0.634	0.761	0.685	0.475	0.777	0.896	0.819	0.682	

Table 4 shows that Variance Inflation Factor (VIF) indicators of exogenous variables were all between 1,595 and 3,916, and less than 5.0; therefore, there was no sign of multicollinearity in this sample [63]. The level of explanation of variables, such as organizational commitment was 61.3%, and job satisfaction was 68.9%. Thus, the explanatory level of satisfaction and organizational commitment accounted for a high proportion and played an important role. The Q^2 indicators of the constructs in the model revealed that the predictability for organizational commitment was average.

Table 4. Measurement indicators

Constructs	Rho_A	Composite Reliability	AVE	VIF	R^2	R^2_{adj}	Q^2
Colleagues	0.896	0.897	0.928	3.444			
Commitment	0.825	0.841	0.874	-	0.613	0.612	0.324
Culture	0.940	0.940	0.947	3.916			
Income	0.735	0.785	0.799	1.595			
J_Satisfaction	0.885	0.887	0.916	1.786	0.689	0.684	0.464
Job	0.654	0.668	0.812	2.169			
Promotion	0.766	0.769	0.865	2.676			
Supervisor	0.881	0.884	0.914	3.295			
Work_cond	0.854	0.856	0.911	2.436			

The results of bootstrap analysis with 5000 subsamples are presented in Figure 2 and Table 5. Most of the relationships in the research model were supported, and comparable to those discussed in theory. Seven out of the nine hypotheses were supported, except for the relationship between colleagues and job satisfaction (H5), and organizational culture and job satisfaction (H7). Accordingly, culture had a significant effect on organizational commitment (H9)

"0.486 (p-value<0.05)", as did job satisfaction (H8) "0.371 (p-value<0.05)". Among the factors affecting job satisfaction, job promotion (H6) had the most significant impact "0.341 (p-value<0.05)", followed by supervisor or leadership (H4; 0.255), working conditions (H2; at 0.147), income (H3; 0.098), and the job itself (H1 0.081).

Table 5. Hypotheses testing results

	Hypotheses	Coefficient	STDEV	T-Statistics	f^2	Conclusion
H1	Job → J_Satisfaction	0.081*	0.040	2.046	0.010	Supported
H2	Work_cond → J_Satisfaction	0.147**	0.047	3.136	0.028	Supported
H3	Income → J_Satisfaction	0.098***	0.029	3.424	0.019	Supported
H4	Supervisor → J_Satisfaction	0.255***	0.066	3.87	0.063	Supported
H5	Colleagues → J_Satisfaction	0.095	0.062	1.537	0.008	Rejected
H6	Promotion → J_Satisfaction	0.341***	0.050	6.78	0.139***	Supported
H7	Culture → J_Satisfaction	-0.002	0.068	0.032	0.000	Rejected
H8	J_Satisfaction → Commitment	0.371***	0.048	7.806	0.199***	Supported
H9	Culture → Commitment	0.486***	0.044	10.952	0.342***	Supported

The f^2 coefficient showed that the predictability of the factors in the model, specifically H6, H8, and H9, was significant when analyzed using bootstrapping, in which organizational culture had a high predictive level for organizational commitment. In contrast, the predictive level of satisfaction for organizational commitment was medium. The ability of job promotion to predict job satisfaction was average.

Figure 2 shows the impact results of the research model; black arrows show supported relationships in which five factors affected job satisfaction: the job itself, working conditions, income, leadership or supervisor, and promotion. Regarding the relationship between job satisfaction, organizational commitment, and culture, culture significantly impacted organizational commitment, whereas the effect of culture on job satisfaction was not supported.
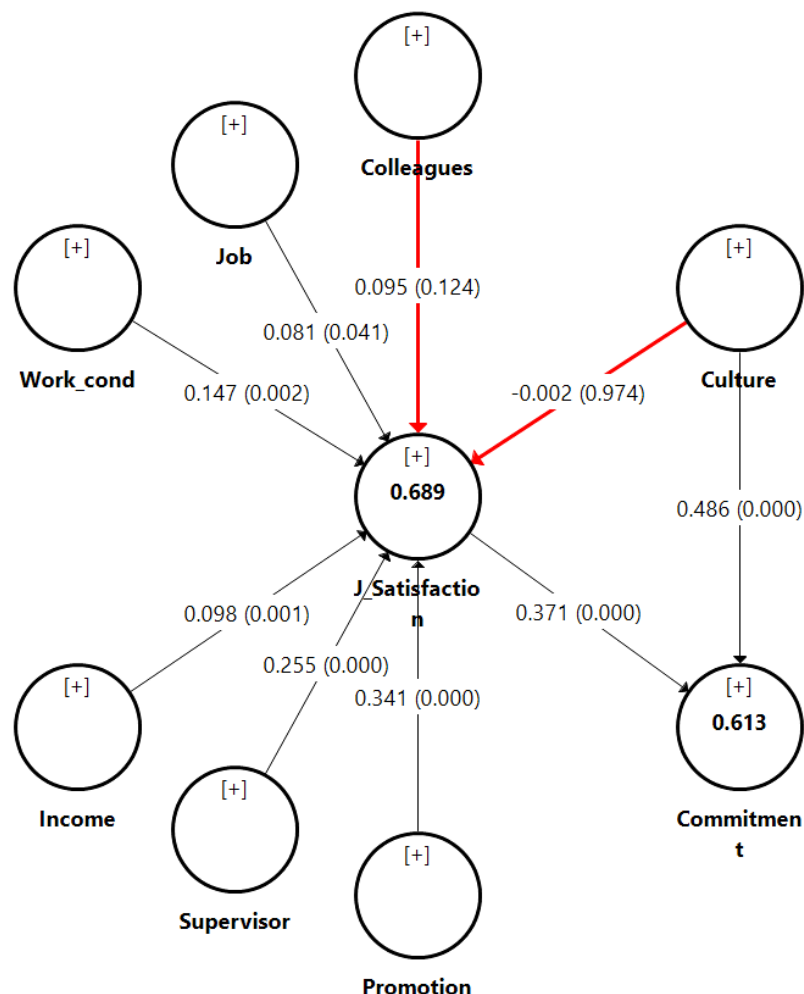

Figure 2. Research model

4-2- Key Findings

The results of the survey sample analysis showed that promotion, leadership, working conditions, income, and the job itself impacted job satisfaction among those working in the field of education. Among these factors, promotion and leadership played an important role in influencing job satisfaction compared to the other factors. The results also showed that both job satisfaction and organizational culture impacted organizational commitment, with culture being more critical to organizational commitment than job satisfaction in the context of universities in Vietnam.

In summary, the hypotheses H1, H2, H3, H4, H6, H8, and H9 were supported. Although most hypotheses regarding the factors affecting job satisfaction and commitment were supported, hypotheses H5 and H7 regarding the relationship between colleagues and culture and job satisfaction are not supported.

The results show that coworkers had no impact on teachers' job satisfaction, nor did they find an indirect effect on organizational commitment because of the nature of the education sector, where colleagues are not leading agents in increasing job satisfaction and employee engagement. The culture of the organization or university also did not affect job satisfaction but only had a direct effect on organizational commitment. Thus, organizations may find methods to increase employee retention and commitment by building value systems, beliefs, standards, and codes of ethics. Furthermore, job satisfaction keeps employees connected to their organization. Among the factors affecting satisfaction, job promotion and supervisory or leadership factors significantly impacted lecturer satisfaction. However, income, working conditions, and the job itself positively affected satisfaction. Owing to job requirements, lecturers often work independently and take responsibility for their work; therefore, being recognized and motivated by their supervisor or leader makes lecturers feel more satisfied.

The research results show that colleagues did not directly impact the job satisfaction of lecturers, nor did they indirectly impact organizational commitment because of the nature of education, where colleagues are not the leading agents in increasing job satisfaction and employee engagement. Similarly, the culture of the organization or university did not significantly affect the level of job satisfaction of lecturers and did not have an indirect impact through satisfaction but only a direct impact, which was even more significant than the impact of satisfaction on employee engagement. Thus, the traditional cultural aspect may cause the organization to find ways and methods to help employees stay and connect with the organization, such as building value systems, belief standards, and ethical standards.

Job satisfaction helps employees connect with their organizations. Among the factors affecting job satisfaction, job advancement and leadership significantly impacted lecturer satisfaction, although income, working conditions, and the nature of the job also had a similar impact. Owing to the nature of their job, lecturers often work independently and are responsible for their work; therefore, being recognized and encouraged by leaders will help employees feel more satisfied.

Researchers have found that organizational culture is a complicated concept. It can affect employees' attitudes and behavior [69]; Jacobs & Roodt (2008) [70] found a correlation among employees' intention to leave, knowledge-sharing, organizational commitment, organizational citizenship behavior, job satisfaction, and culture. Other scholars found that organizational culture is related to organizational and employee performance. Hence, the relationship between organizational culture and employee behaviors and attitudes has been emphasized in several studies [71]. Jacobs & Roodt (2008) [70] showed a positive correlation between organizational culture and commitment, which is similar to the results of this research.

Empirical evidence shows a strong positive correlation between job satisfaction and organizational commitment. Satisfied employees tend to stay in the organization longer and consider their second home. However, low job satisfaction may cause employees to quit their jobs and seek new opportunities. Furthermore, job satisfaction is an antecedent of loyalty and commitment to the organization [72]. Jun et al. (2006) [73] suggested that improved job satisfaction leads to a higher level of employee loyalty and commitment to the organization, which is consistent with the findings of this study.

5- Conclusion

The educational environment in Vietnam has recently received much attention owing to the development of the private sector with competitive pressures and the shifting wave of lecturers from the public to the private sector. This study explored the relationship between job satisfaction, organizational culture, and organizational commitment.

The results showed that certain factors significantly impacted job satisfaction for university lecturers, such as job promotion, leadership or supervisors, work environment, income, and the job itself. By contrast, colleagues and culture did not affect job satisfaction. This is due to the nature of the work for lecturers, who work independently to achieve personal goals. Job satisfaction and organizational culture significantly affected organizational commitment.

These results align with previous studies, as presented in the literature section. However, this study reveals some specific characteristics of lecturers in universities in Vietnam, where lecturers are focused on personal development, but still commit to the organization via job satisfaction and culture.

5-1- Recommendation

This study has implications for university managers, including establishing mechanisms for increasing employee attachment to the educational environment. Universities need to plan career paths to help lecturers have a prominent career track and, thus, firmly commit to the university. In addition, it is necessary to provide training courses to enable department leaders and supervisors to support, encourage, motivate, and inspire lecturers to work and attach themselves to their organizations. Furthermore, universities should create a favorable working environment for teachers to feel comfortable and contribute to their profession. Appropriate salary and bonus policies that commensurate with the industry standards are also necessary. Finally, job design should not be too simple and should fit professional skills and capabilities, thus helping employees focus on and become more interested in their work.

6- Declarations

6-1- Author Contributions

Conceptualization, H.V.T. and A.V.T.; methodology, H.V.T. and L.N.B.M.; writing—original draft preparation, H.V.T. and L.N.B.M.; writing—review and editing, H.V.T. and L.N.B.M.; funding acquisition, A.V.T. All authors have read and agreed to the published version of the manuscript.

6-2- Data Availability Statement

The data presented in this study are available on request from the corresponding author.

6-3- Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

6-4- Institutional Review Board Statement

Not applicable.

6-5- Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

6-6- Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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