



Impact of Human Resource Management on Organizational Commitment of Higher Education Lecturers: A Case Study at Local Universities in the Northern Midlands-and-Mountainous Region of Vietnam

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The study was conducted to identify and measure the impact of human resource management on the organizational commitment of higher education lecturers in Vietnam. The research findings were collected through interviews and surveys of 223 lecturers working at local universities in the Northern midlands- and- mountainous regions of Vietnam. The qualitative and quantitative results indicated that five HRM factors, including recruitment, training and development, performance appraisal, compensation, and leadership, have a positive influence on lecturers' organizational commitment to their universities. Among them, the training and development factor has the strongest impact while recruitment has the least influence. Based on this, the study proposed solutions to enhance the effectiveness of HRM practices to create high organizational commitment among lecturers to the university, and to retain and motivate talents for the development of the university and national higher education.

Keywords: Human resource management, Organizational commitment, Higher education, Lecturer, Local universities

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INTRODUCTION

Nowadays, organizations operate in a global competitive environment with constantly changing customer demands and rapidly evolving technologies. In this context, an organization's survival and growth depend on its ability to respond quickly and its flexibility. Many studies have emphasized the important role of human resources and human resource management (HRM) in enhancing a business's competitive advantage (Becker & Gerhart, 1996; Wright et al., 2011).

In the context of the increasing development and competition in higher education, the role of lecturers extends beyond the mere transfer of knowledge to fostering innovative ideas, contributing to the enhancement of education quality and scientific research. This situation raises the urgent need for effective human resource management to create and maintain lecturers' commitment to the university so that create the best conditions for them to fully utilize their innovation that contributes remarkably to the university's development. Developing higher education lecturers is the most crucial task in the current trend of innovation in higher education. It

involves purposeful and planned influence by management entities to build and develop a faculty team that is sufficiently staffed, has a reasonable structure, possesses high quality, and demonstrates exceptional qualities and competencies. The results of many studies have shown the necessity of focusing on planning, selecting and utilizing, training and developing, inspecting and evaluating, policy development, and creating a working environment and work motivation to develop lecturers aligned with educational innovation. In other words, universities need to innovate their human resource management to retain lecturers for the long term, meaning create their organizational commitment and encourage their innovation contributing to the institution.

LITERATURE REVIEW

Human resource management (HRM)

HRM began in the form of personnel departments in the 1900s when companies started hiring people to manage employee welfare (Dulebohn & Ferris, 1999). The first personnel department was established in 1920 (Jamrog & Overholt, 2004). Strategic issues in HRM did not become a topic of discussion for managers and scholars until the mid-1990s (Patrickson & Hartmann, 2001). Today, organizations have realized that HRM ensures that human talent is effectively utilized to achieve organizational goals. HRM is ultimately about managing people, the invaluable resource of an organization, and how to manage and utilize this resource to create a competitive advantage for the business.

Reviews of HRM can be categorized into two types: 1) Narrative reviews, or 2) Systematic reviews (Markoulli et al., 2017). Narrative reviews tend to analyze individual studies and often focus on a fairly narrow topic (e.g., green HRM - Renwick, Redman, & Maguire, 2013; e-HRM - Stone & Dulebohn, 2013). In contrast, systematic reviews take a different approach, focusing on the macro aspect and using some form of quantification to consider patterns across various topics (Porter et al., 2002). Systematic reviews often outline the HRM field from a broad perspective in various ways and identify its functional areas (Deadrick & Gibson, 2007, 2009; Fernandez-Alles & Ramos-Rodríguez, 2009; García-Lillo et al., 2017). These studies are a significant improvement over assertions about the main categories in HRM research that are not based on any quantitative analysis (Martín-Alcázar et al., 2008).

Table 1. Review of HRM's concept

Author (Year)	Approach Perspective
Jackson and Schuler (1995)	HRM is the use of activities to ensure that human resources are effectively managed to generate benefits for individual employees, businesses, and society.
Mondy et al. (1999)	HRM is the use of human resources to achieve the goals of the organization.
Hilb (2003)	The model focuses on ensuring the continuity and orientation of employees' roles toward the long-term goals of the organization.
Armstrong et al. (2010)	HRM includes recruitment, training, and deploying employees in roles that generate profit and rewarding this workforce.
John M. Ivancevich (2010)	HRM is an activity that drives, directs, and plays a key role in coordinating the success of the organization.
Guest (2011)	HRM is either a strategy or a set of practical tools related to human management in an organization.
University of Minnesota (2016)	HRM includes recruitment, selection, appropriate treatment, inspiration, and motivation; fostering and nurturing human resource development; integrating communication methods with employees, managing and coordinating employees in an organization; the relationship between HRM and Unions, the working environment, safety, and factors essential to employee health.
Nguyen (2012)	The Michigan Model: HRM is viewed from a modern management perspective that focuses on the competitiveness of businesses, management environment, work, and human relations.
Nguyen and Nguyen (2012)	HRM is an area of research that developed in parallel with industrialization in Vietnam (under the planning economy and market economy, with policies from the state, businesses, and various stakeholders). It is an integrated science that covers many aspects of the social sciences, economics, and business. Its mission is to design and implement a system to recruit, hire, train, and evaluate human resources effectively.

Table 1. Review of HRM's concept(continue)

Author (Year)	Approach Perspective
Thuy T. T. & Ngan V. H. (2013)	HRM plays an increasingly important role in the public sector: between the level of policy planning and government regulations and businesses' requirements in enhancing production and competitiveness.
Huyuh (2017)	The effectiveness of HRM plays a crucial role in creating and maintaining competitive advantages of organizations.
Dung (2018)	HRM is the process of acquiring, developing, maintaining, and using human resources to achieve the goals of an organization. This is done through various activities like recruitment, training, and career development, while also maintaining the organizational culture with incentives, rewards, and strengthening labor relations.

HRM in higher education

Mishra and Painoli (2023) identifies the key functions of HRM in universities as follows: (i) Recruitment and placement: Ensuring that the organization maintains a sufficiently large workforce at all levels and job positions; strategies need to be developed for recruiting teaching and non-teaching staff in adequate numbers and with the necessary competencies based on current requirements and innovative initiatives. (ii) Training and Development: Facilitating the development and progress of faculty members in both job performance and career advancement within the organization after they have been recruited and placed. (iii) Performance Appraisal: An optimal and effective performance appraisal system plays a crucial role in guiding employee behavior toward the organization's goals. Universities should go beyond the mandatory evaluation systems set by regulatory bodies and develop internal mechanisms to identify high-performing individuals. (iv) Compensation: Universities need to develop new incentive programs beyond the general regulatory schemes to encourage effective performance among faculty members. (v) Engagement (Organizational Commitment): Promoting mechanisms that enable employees to willingly share their opinions and knowledge with one another. This aspect is particularly important when managing intellectual labor in higher education institutions.

Table 2. Review of HRM in higher education

Author/Year	HRM Function/Tool	Result (Impact)
Shahzad et al. (2008)	Compensation and career development strategy based on the HRM approach in an academic setting	Positively influences individual performance and organizational work culture.
Punia et al. (2012)	Human resource management principles: orienting new hires; staff training and development; participation in academic networks; faculty leadership and management; employee welfare; empowering employees; maintaining academic morale; standardizing administrative processes; improving organizational structure; recruitment; labor relations; and fostering institutional culture.	HRM ensures the quality of human resources to ensure the effective operation of universities.
Chau (2014)	Recruitment and selection; training and development; retaining human resources	"Very necessary" to have effective HRM solutions in universities.
Godonoga and Vite (2015)	There exists a correlation between HRM and university performance	
Allui and Sahni (2016)	Recruitment, selection; performance evaluation; compensation and benefits	HRM has not fully motivated faculty members yet.
Truong (2018)	Physical benefits; authority and responsibilities	10 out of 12 factors impact faculty job engagement. Of those, 9 have a positive impact; authority has an inverse impact.
Tran (2022)	Retention policy and workforce attraction; compensation and benefits; faculty training and development	Organizational trust; traditional beliefs and values; enhancing workforce attraction. Staff retention requires proactive engagement.
Mansor et al. (2012)	Performance management system	Internal training helps improve workforce performance, which directly impacts the organization.
Pei and Long (2014)	Training; performance evaluation; recruitment and retention	HRM planning in higher education involves "3 Cs": the right number, time, and role.

Table 2. Review of HRM in higher education(continue)

Author/Year	HRM Function/Tool	Result (Impact)
Sullivan (2002)	Recruitment, retention, and training	HRM impacts faculty efficiency.
Bocconi University (2007)	Four HRM functions: Recruitment and selection; compensation and benefits; training and performance evaluation	
Dowds (2009)	HRM planning	
Heathfield (2006)	Planning and training the workforce, identifying key roles and responsibilities	
Mishra and Painoli (2023)	HRM in universities includes: Job recruitment and placement; training and development; performance appraisal; engagement	

Few could argue that HRM is one of the “winning cards” in an organization (Pei & Long, 2014). Only when HRM is appropriately implemented and innovated, can organizational activities such as planning, organizing, and recruitment be effectively accomplished. Clearly, universities, like other organizations, also need to implement HRM practices to effectively seize opportunities in the current higher education context.

Organizational Commitment

Organizational commitment, along with job satisfaction, is one of the most widely studied work attitudes in psychological science and is often used to evaluate employees’ perceptions of their work. Today, no definition is considered the most accurate, but there are some common themes in many current definitions. For instance, most definitions refer to organizational commitment as a bond connecting employees to their organization (Allen, 2016). Other popular definitions describe organizational commitment as loyalty, a psychological bond, a tie to an organization, or something that drives people to contribute for the benefit of the organization (Allen, 2016).

A unidimensional perspective on organizational commitment focuses on commitment based on a sense of attachment and loyalty to an organization (Klein & Park, 2016). Meyer and Allen (1991) divided organizational commitment into three factors based on a principle of reason to stay in the organization: affective commitment, normative commitment, and continuance commitment. All three types of commitment are similar in that they reduce the likelihood of an employee leaving, but they differ in how they connect an individual to an organization. Affective commitment involves a desire to stay in an organization based on an emotional attachment. People with high affective commitment generally like the organization and choose to stay because they want to. Normative commitment involves a sense of obligation to stay with the organization. People with high normative commitment stay with the organization because it seems like the right thing to do. Continuance commitment involves the need to stay in the organization based on an analysis of the potential costs and benefits of leaving. These three types of commitment are interrelated and can be experienced by the same individual simultaneously. Affective and normative commitments usually have a strong and positive relationship, while continuance commitment only has a small relationship with both of these types (Meyer & Parfyonova, 2010). The three-component model of organizational commitment is often measured with a 24-item scale relating to affective commitment, normative commitment, and continuance commitment (Allen & Meyer, 1990).

One of the popular scales for assessing organizational commitment is the scale by Mowday et al. (1979), which focuses on the emotional attachment of employees to the organization. This scale assesses acceptance of the organization’s values, willingness to make efforts, and desire to remain a member. Studies have demonstrated the consistency and reliability of this scale, leading to its use and development by many scholars, such as Meyer and Allen (1991), Meyer et al. (2001), Razzaq et al. (2019). Dhar (2015) approached the assessment of organizational commitment through the affective commitment aspect, based on the finding that it closely relates to organizational commitment (Garg & Dhar, 2014; Jaiswal & Dhar, 2015; Lövblad & Bantekas, 2010). Affective commitment is

measured through six criteria developed by Meyer et al. (1993) , with scores ranging from 1 (strongly disagree) to 7 (strongly agree), including questions like “I feel like I really belong in my organization” and “I feel the organization’s problems are my own.”

Additionally, organizational commitment scale by Meyer and Herscovitch (2001) helps measure an individual’s level of commitment to the organization they work for. Meyer and Herscovitch developed this scale based on the three fundamental components of organizational commitment: (i) Affective commitment is the commitment based on an employee’s emotional attachment to the organization; (ii) Continuance commitment is the commitment based on an employee’s awareness of the costs and benefits they will incur if they leave the organization, rather than staying because they want to; and (iii) Normative commitment is the commitment based on an employee’s obligation to the organization, rooted in personal or social values and principles they believe in.

Impact of HRM on organizational commitment

Worldwide, many studies have shown that human resource management positively correlates with organizational commitment (Jaiswal & Dhar, 2015; Sun & Pan, 2011; Sun et al., 2007). Numerous studies have been conducted to understand the relationship between HRM and organizational commitment (Sun & Pan, 2011). HR practices provide direction for both managers and employees, clearly shaping their interaction model (MacDuffie, 1995). This is seen as an integrated human resource system, where all individual HR activities align with each other, leading to high internal fit, as well as alignment with the organization's strategy and goals (Zhang & Jia, 2010). This nature of HRM helps achieve higher performance compared to individual HR activities (Bamberger et al., 2014; Bowen & Ostroff, 2004; Lundy & Cowling, 1996). Therefore, several studies have shown that the nature of HR practices positively affects employee commitment (Chang & Chen, 2002). A positive relationship has been found between some aspects of HRM, such as outcome-oriented job performance evaluations (Mostafa et al., 2015), training (Dhar, 2015), and compensation (Moriarty, 2014). Hence, it can be affirmed that HRM encourages employees to share knowledge about the organizational environment, supporting discretionary behaviors that contribute to organizational effectiveness (Sun et al., 2007).

Dhar (2015), in studying the impact of HR practices in the hospitality sector, confirmed that high-performance HR practices play a crucial role in increasing employees’ organizational commitment. As a result, individuals and organizations will improve efficiency and gain the generalizability of high-performance human resource models while accumulating deep insights into how hospitality employees can be motivated to produce creative work outcomes. Thus, to expect employees to have higher levels of commitment to the organization and perform well, organizations must promote HR practices to motivate and boost their employees’ morale. In particular, leaders need to direct their organizations toward building a supportive environment by implementing effective HR practices (Caldwell et al., 2011).

Furthermore, Boxall et al. (2007) found a positive relationship between HRM and organizational commitment in a study of the business units of a large food service conglomerate. Scholars concluded that when employees are managed using progressive human resource management methods, they become more committed to the organization and exhibit behaviors consistent with their roles. At the same time, in a cross-cultural study involving 610 employees in China, Wang et al. (2012) found that training and development, as well as recruitment and selection, positively impacted the organizational commitment of the surveyed IT employees. Specifically, recruitment activities are what employees first encounter in their relationship with the organization, so implementing sound procedures in HR management will positively impact employees’ emotional and continuous commitment during their tenure. The same was confirmed by Chew and Chan (2008) in their research. The scholars found that the impact of recruitment and selection activities on organizational commitment is more significant than that of training and development.

In addition, Zheng et al. (2006) also noted that HRM processes, based on the integrated application of the four main HR practices (recruitment and selection, training and development, performance evaluation, rewards, and benefits), are more likely to encourage businesses and organizations to use and enhance their employees' talents more effectively, thereby improving organizational commitment. This is demonstrated by three factors, specifically: (1) the distinct aspiration to maintain organizational membership; (2) willingness to put in significant effort toward the company's activities; and (3) trust and acceptance of the organization's goals. Yoon and Thye (2002) also supported this view and affirmed that effective HRM is related to workers' perceptions or emotions while improving their level of organizational commitment. Davidson and Griffin (2006) also declared that effective HR practices are designed to align with organizational strategies. Specifically, a weak human resource function can lead to pushing recruitment after contract termination, higher training costs, and lower commitment (Aghazadeh, 2003; Davidson & Griffin, 2006). Therefore, managers are forced to redesign work, recreate culture, and restructure organizations to survive and increase employee organizational commitment.

HR practices related to professional development and training have been proven to be significant in creating a positive sense of well-being, contributing to employee commitment to the organization (Paré & Tremblay, 2007). HR practices can play a crucial role in developing higher work efficiency and productivity while encouraging a positive self-concept, thereby promoting employee commitment (Lin et al., 2011). In their study of 494 hospitality workers in Taiwan, Lin et al. (2011) conducted a survey based on the 4-level training performance evaluation scale on a cross-section of employees in the golf tourism industry, where 56% of respondents were male, 49% were college-educated, and 70% were between the ages of 30 and 50 (Lin et al., 2011). Data analysis showed that training and employee support had a direct positive impact on organizational commitment, with a standardized parameter of $\beta_2 = 0.38$, and a t-value of 6.48. Fu (2013) studied the role of organizational commitment on organizational citizenship behavior of flight attendants working for six airlines in Taiwan to analyze the role of high-performance HRP in developing positive employee engagement. The study utilized the organizational commitment scale developed by Meyer et al. (1993), measuring both affective and continuance commitment. Survey respondents included 355 flight attendants and supervisors. Using cross-level analysis with hierarchical linear modeling, the results indicated that stronger affective commitment in flight attendants led to higher organizational citizenship behavior; when airlines actively adopted high-performance HR practices, flight attendants were also more likely to display organizational citizenship behavior; and when airlines valued high-performance HR practices, the relationship between the flight attendants' organizational commitment and their organizational citizenship behavior was more significant (Fu, 2013). Chalofsky and Krishna (2009) asserted that if an organization wants to maintain excellent HR management and thus improve employee commitment, it must develop new motivation approaches. Specifically, they noted that extrinsic motivation was both inefficient and of limited usefulness in the long term. HR policy is far more effective if commitment is established through internal motives such as the meaning of work (Chalofsky & Krishna, 2009). Beukes and Botha (2013) supported the importance of intrinsic motivation for commitment, established by doing socially meaningful work or work perceived to have meaning or contribute to the overall good of society. Jung and Yoon (2016) tested the concept of intrinsic motivation in their empirical research study of hospitality workers in Korea. Using a self-administered survey questionnaire, over 300 hospitality workers from a broad range of demographics and years of experience provided the research data (Jung & Yoon, 2016). The results indicated that there is a positive correlation between organizational commitment and the meaning of work, regardless of the worker's age, gender, education, or length of service (Jung & Yoon, 2016). This suggests that employees who perceive their work as meaningful have higher levels of commitment and a more positive mental attitude toward the work. Additionally, the study determined there is a link between the psychological value an individual places on their job that positively correlates to their job experience and productivity as well as motivation, which directly contributes to engagement (Jung & Yoon, 2016).

In sum, there is not much research on the impact of human resource management on organizational commitment of higher education lecturers, especially in public universities. More precisely, there has not been a concerted effort by universities in human resource management to retain and motivate talents.

CURRENT SITUATION

Current Situation of Vietnam's higher education

Autonomy in higher education is one of the key principles in the comprehensive education reform in Vietnam. The Vietnam's Law on Higher Education (2018) defines autonomy as the right of higher education institutions to self-determine goals and select methods to achieve those goals; to decide and be responsible for professional, academic, organizational, personnel, financial, asset-related, and other activities based on legal regulations and the capacity of the higher education institutions. In this case, lecturers play a crucial role in university autonomy. The most important aspect of autonomy is how to involve scientists and lecturers so that university autonomy goes beyond educational facility management or rule-making. To implement the autonomy roadmap, university leaders need management mechanisms to promote innovative changes among staff and lecturers because scientific research and innovation are inseparable activities of a genuine university. Research and innovation are the foundation for lifelong learning skills and entrepreneurial capabilities of learners (Dang & Nguyen, 2023). Scientific research of lecturers needs to be considered an investment field of universities, providing important resources to promote the implementation of university autonomy. University autonomy undoubtedly brings significant benefits to strategic direction setting for the training and scientific research activities of universities. Autonomy enables universities to independently determine directions, plan, and implement innovative activities in both education and scientific research effectively, meeting the needs of society and the labor market. However, university autonomy requires enhancing the management capacity of universities: human resource management, financial management, risk management, etc (Le et al., 2021). Thus, university autonomy also plays a crucial role in the development and enhancement of the quality of education and training in Vietnam.

Digital Transformation in Higher Education: With the declaration that the world entered the Fourth Industrial Revolution at the World Economic Forum in 2016, higher education has shifted towards a new development model, known as Higher Education 4.0. This model fundamentally harnesses the advantages of educational technology to create a digital, open, lifelong, interactive, personalized education system to train individuals for innovation and creativity (Nguyen, 2023). The Covid-19 pandemic has highlighted two global challenges for all education systems: (1) the critical challenge of education's ability to respond to the complex demands of learners in the post-industrial era closely linked to the 4.0 Industrial Revolution; (2) the urgent challenge of the education system's resilience, not only to overcome crises. Therefore, as we move into the post-Covid-19 era, looking towards 2030 and beyond, global higher education must refine the Higher Education 4.0 model to a new model of two basic characteristics: responding to the demands of the Fourth Industrial Revolution and resilience in the face of any crisis (OECD, 2021).

Specifically for higher education in developing countries, based on an overview of relevant studies, Costan et al. (2021) have identified 12 barriers with higher education institutions, including barriers related to cybersecurity; high costs; lack of knowledge and experience in using digital technologies for education; lack of readiness among stakeholders; insufficient resources for continuous professional development for educators; lack of cooperation from governments, businesses, and communities; insufficient capacity for training curriculum innovation; lack of access to advanced technology; negative impacts of technology on the physical and mental health of educators and learners; increased workload pressure on educators; the complexity of teaching and learning on digital platforms; and the inadequate quality of basic education in meeting the requirements for implementing Higher Education 4.0

(Nguyen, 2023). In the context of digital transformation, especially following the impact of the Covid-19 pandemic, innovating human resource management to meet the demands of digital transformation and promote individual creativity and innovation within universities is an important topic.

Current situation of higher education in the Northern midlands-and-mountainous region

The Northern midlands-and-mountainous region is one of the six economic-social regions of Vietnam according to the national master plan, consisting of 14 provinces.¹ The entire region covers an area of approximately 116,898 km², accounting for 35 percent of the country's natural area, with abundant and valuable natural resources; home to over 30 ethnic groups, with a total population of 14.7 million, accounting for about 15.2 percent of the country's population. The region is a strategically important area for politics, economics, culture, society, national defense, security, and foreign affairs of Vietnam (National Assembly of Vietnam, 2023). At the same time, it is also a region with abundant potentials and advantages for sustainable development, with various types of valuable and rare natural resources, extensive hilly forests, magnificent and beautiful natural landscapes, and many distinctive cultural heritages of ethnic minorities, providing opportunities for tourism development and environmental protection.

In addition to trends in innovating training curriculum and teaching methods, the innovation of university management is considered one of the important trends to overcome challenges and barriers of higher education in The Northern midlands-and-mountainous region of Vietnam today. Worldwide, university management through the establishment of the University Council is quite common, whether in developed countries, developing countries, or countries with transitioning economies. The University Council serves as both a governing organization, representing the interests of stakeholders, and the highest power structure in the governance of public higher education institutions, based on three fundamental pillars: decision-making authority, legislative authority, and oversight authority (Dang & Nguyen, 2023). Implementing the State's policy on university autonomy in legalizing the role of the University Council, universities in this region have gradually reorganized their governance systems based on the foundation of the University Council and have initially achieved positive results.

The Ministry of Education and Training of Vietnam affirms that the northern midlands-and-mountainous region is of strategic importance, but it is also a region facing many difficulties such as low level of education due to the majority being ethnic minorities, low to medium income, long geographical distance from the center, limited socio-economic infrastructure,.... Therefore, sustainable development of the region is a major issue to address in both the short and long term. Among the solutions, education and training development, addressing human resources, especially high-quality human resources to enhance intellectual capacity, can be seen as a key solution to drive the region's development forward. "While other regions have progressed, we are still 'alleviating poverty' in education," emphasized by the Minister of Education and Training. The Minister believes that the effort to "alleviate poverty" in higher education will be a challenge that the entire region must face squarely in the coming period (Vietnam Ministry of Education and Training, 2022).

METHODOLOGY

Hypotheses

Recruitment and hiring are the processes of selecting candidates for employment after the recruitment process based on specific criteria using various methods provided by the organization. Recruitment and hiring are the processes of screening individuals with sufficient capabilities and suitable potential with the organization's mission

¹ 14 provinces include Ha Giang, Cao Bang, Lao Cai, Bac Kan, Lang Son, Tuyen Quang, Yen Bai, Thai Nguyen, Phu Tho, Bac Giang, Lai Chau, Dien Bien, Son La, Hoa Binh; bordered to the North by China, to the West by Laos, to the East by the Red River Delta, and to the South by the Northern Central region.

and vision (Martin, 2011; Shahnawaz & Juyal, 2006). The proposed hypothesis is:

H1. Recruitment has a positive impact on lecturers' organizational commitment.

Training and development are activities aimed at providing fundamental knowledge or enhancing professional skills for employees, and creating job promotion for employees of the organization (Dung, 2018; Pham & Nguyen, 2013). The second proposed hypothesis is:

H2. Training and development have a positive influence to lecturers' organizational commitment.

Job performance appraisal are measures aimed at achieving better outcomes in a company's operations by understanding and managing the work achievements of each individual in the organization (Martin, 2011; Shahnawaz & Juyal, 2006). Therefore, the proposed hypothesis is:

H3. Performance appraisal has a positive impact on lecturers' organizational commitment.

Compensation, including salary, rewards and other financial supports are essential factors influencing job satisfaction in developing countries like Vietnam. The organization's compensation, which are highly regarded by employees, lead to greater job satisfaction and high organizational commitment (Martin, 2011; Nik Ab et al., 2011). Thus, the proposed hypothesis is:

H4. Compensation influences positively lecturers' commitment to the university.

Leadership is defined as the behavior of an individual involving self-awareness, fairness, transparency in relationships, and adherence to ethical standards (Anitha, 2014). Leadership may consist of social and contextual factors that can foster or hinder creativity (Shalley & Gilson, 2004). Therefore, the proposed hypothesis is:

H5. Leadership has a positive impact on lecturers' organizational commitment.

Analytical framework

Based on literature review and hypotheses development, an analytical framework is proposed to test impact of HRM on organizational commitment. The framework is illustrated in Figure 1.

In Figure 1, the meaning of each scale can be explained as follow:

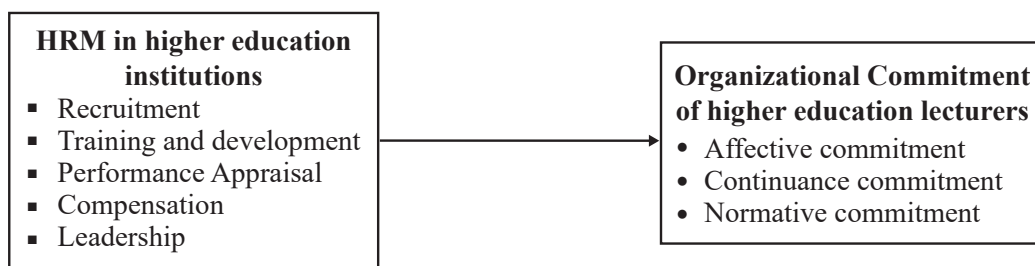


Fig. 1. Analytical framework (compiled by author)

- Recruitment is the process of identifying, attracting, and hiring qualified candidates to fill job vacancies of lecturer within a university.
- Training and development refer to processes designed to enhance lecturers' knowledge, skills, abilities, and competencies in order to improve their job performance, productivity, and career advancement within a higher education institution.
- Performance appraisal is a systematic process of assessing and evaluating a lecturer's job performance and contributions within a university.
- Compensation refers to the total rewards package that lecturers receive in exchange for their work and contributions to the university.
- Leadership refers to how the university's leaders listen to and consider the opinions of lecturers or how to motivate lecturers in working and innovation.
- Affective commitment mentions to lecturers' emotional attachment to the university.
- Continuance commitment refers to perceived costs of leaving the organization.
- Normative commitment refers to lecturers' feelings of obligation to remain with the university.

Data collection and processing

Regarding sample, lecturers in higher education institutions include adjunct lecturers, lecturers, senior lecturers, associate professors, and professors who meet the requirements for ethics, professional qualifications, and expertise as stipulated by the law.

The combination of interview and survey by questionnaire were conducted to collect data of the study. The author interviewed 8 managers including 1 vice president, 2 managers of training department, 2 HR managers and 3 heads of faculties in the local universities to get the overview of HRM and its' influence to lecturers' organizational commitment. In the survey, the study used the convenient sampling method, which is a non-probability sampling approach, elements can be selected based on convenience, choosing those that are accessible. Based on the exploratory factor analysis (EFA) method to determine sample size, after identifying the total number of lecturers working at local universities in the Northern midlands-and-mountainous region of Vietnam, the author relies on the formula of Hair et al. (2010) to calculate the sample size to ensure reliability. Hair et al. (2010) suggest that to achieve effectiveness, the sample size should be at least 5 times the total number of observed variables. In this study, there are 37 survey questions, so the minimum sample size required for the research is $37 \times 5 = 185$ observation samples. The questionnaire consists of 2 parts: (1) Introduction and contact information of the authors; (2) Collecting personal information of the respondents and implementation, Questions to collect respondents' opinions about the impact of HRM on organizational commitment through 8 groups of questions. The questions are rated on a 5-point Likert scale (1 = "Strongly disagree", 2 = "Disagree", 3 = "Normal", 4 = "Agree", 5 = "Strongly agree"). The survey was conducted directly by printed copies with lecturers working in faculties, departments, centers, and institutes of local universities in the northern midlands-and-mountainous region of Vietnam. The obtained result yielded 223 respondents, meeting the requirement compared to the minimum of 185. Detail of the sample is provided in Table 3.

After collecting data, the researcher will proceed with screening, statistical analysis, encoding, and processing through SPSS 20.0 and AMOS 20.0 software. The researcher will conduct Cronbach's Alpha coefficient analysis to assess the reliability of the scales, thereby eliminating inappropriate variables. The steps of exploratory factor analysis (EFA) will be employed to evaluate the quality of the scales, preparing for hypothesis testing in the study. The researcher will utilize structural equation modeling (SEM) to test the research hypotheses. Finally, ANOVA and T-Test analysis will be conducted to identify differences among the sample subjects. The variables of the analytical framework is described in the Table 4.

Table 3. Sample description

	Category	Frequency	Percentage
University's name	Tan Trao University	125	56.1
	Hung Vuong University	98	43.9
Gender	Male	41	18.4
	Female	182	81.6
Age	Below 30	6	2.7
	30 – 39	96	43.0
	40 – 49	108	48.4
	Over 50	13	5.8
Qualification	Doctor/ PhD.	66	29.6
	Master	172	77.1
	Others	0	0.0
Teaching and researching Major	Natural Sciences and Medicine	12	5.4
	Social Sciences	122	54.7
	Engineering and Technology	38	17.0
	Interdisciplinary Sciences and Arts	18	8.1
	Others	33	14.8
	Senior manager (University- level)	2	0.9
Job position	Department- level manager	71	31.8
	Lecturer	165	74.0
	Others	0	0.0
	Less than 6	7	3.1
Average salary/month (in 2023)- million VND	6 – 8	54	24.2
	8 – 10	40	17.9
	10 – 15	125	56.1
	Over 15	12	5.4

Table 4. Description of the variables

Independent Variables	Hypotheses
RM1, RM2, RM3	Recruitment has a positive impact on lecturers' organizational commitment.
TD1, TD2, TD3, TD4, TD5, TD6, TD7, TD8, TD9	Training and development have a positive influence to lecturers' organizational commitment.
PA1, PA2, PA3, PA4, PA5, PA6	Performance appraisal has a positive impact on lecturers' organizational commitment.
CN1, CN2, CN3, CN4, CN5, CN6	Compensation influences positively lecturers' commitment to the university.
LD1, LD2, LD3	Leadership has a positive impact on lecturers' organizational commitment.
Dependent Variable	
OM1, OM2, OM3, OM4, OM5, OM6, OM7, OM8, OM9, OM10	Lecturers' organizational commitment

RESULTS AND DISCUSSION

Table 5 describes the interview results of HR managers in local universities. Most interviewees unanimously point out barriers in university management, especially in HRM of higher education institutions in fostering high organizational commitment of lecturers to the university.

Table 5. Barriers in HRM to lecturers' organizational commitment

Fields	Barriers
Legal policies	• Strategic priorities in higher education development policies have not genuinely focused on quality. • University autonomy is limited, continued intervention by management agencies, and rigid quality assurance mechanisms make higher education institutions lean more towards compliance than innovative improvement to enhance quality. • Implementation organization lacks professionalism, and policy changes without scientific basis also negatively impact all efforts to innovate and enhance quality.
HRM	• In general, higher education institutions still lack investment in financial resources and human resources to improve the quality of training programs. • There are many weaknesses in university management related to human resource management, risk management, managerial capacity, forecasting work, and infrastructure development, so higher education institutions are generally ill-equipped to cope with challenges. • Ineffective participation of stakeholders, decision-making without data, and lack of professionalism among senior leaders are also barriers to improving quality, to retaining talent and fostering their high organizational commitment. • Proper, reliable, and comprehensive data collection for decision-making is not adequately emphasized. • Performance appraisal lacks clear, transparent metrics, so that it fails to create fairness and motivation for lecturers. • Low compensation, inadequate incentive mechanisms, and insufficient emphasis on continuous professional development are causes of the increasing brain drain in higher education.
Lecturers and organizational commitment	• Overall, lecturers still lack appropriate innovative teaching and assessment capabilities to provide students with the necessary skills and competencies. • Few lecturers have exposure to the labor market trends to help them deliver relevant content. The trend of evaluating lecturers based on research works also undermines the importance of teaching. The percentage of lecturers with a doctoral degree remains low. • Most lecturers are committed to their work to ensure stability in their lives, as they are state employees, making it challenging for them to change jobs. • Many lecturers will leave the university for other jobs as soon as they have the opportunity due to factors such as compensation and career development opportunities.

Source: Synthesized from interview results.

The reliability test of the scale measuring the influencing factors of human resource management on lecturers' organization commitment was conducted with 37 observed variables. The reliability test results revealed that 3 observed variables were excluded due to corrected item-total correlation < 0.3 . The final reliability test results, after excluding these 3 observed variables from the model, showed that the Cronbach's Alpha coefficient of each factor was higher than the initial Cronbach's Alpha coefficient, and the corrected item-total correlation of the remaining 34 observed variables in the model was > 0.3 .

The results of exploratory factor analysis (EFA) indicate that the scale of independent variables influences cohesion from the initial five factors remained intact after EFA, resulting in five factors with 24 observed variables. KMO coefficient = 0.903 required duration $0.5 < \text{KMO} < 1$ and Bartlett's test has Sig. = 0.000 < 0.05 shows that the EFA exploratory factor analysis is consistent with the actual data collected. The significance level of Bartlett's test is 0.000, which is less than 0.05, indicating overall correlations among observed variables.

After testing the reliability of the scales using Cronbach's Alpha coefficient and EFA factor analysis, the linear correlations between independent and dependent variables, the relationship between each independent variable and the dependent variable, as well as among independent variables, were also considered. The results from the correlation coefficient matrix indicate that the OM (organizational commitment) variable has a linear correlation with the independent variables, as all Sig. values are very small (0.000). Thus they are statistically significant. Among these, the least correlation with OM is RM ($r=0.457$), and the highest correlation with OM is TD ($r=0.795$). The variance exaggeration factors VIF of the groups of factors are all less than 2,000, it means the independent variables are not correlated with each other.

The results of the linear regression analysis indicate that the model's Sig. F coefficient is 0.000, which is

significantly smaller than 0.05, indicating that the regression model is meaningful and fits the collected dataset. The model's Durbin-Watson coefficient is 1.857, showing no autocorrelation in the model (Trong & Ngoc, 2008). The adjusted R^2 coefficient is 0.667, which is less than the R^2 coefficient of 0.675. With this value, we can conclude that the linear regression model is suitable for the data and can be used. Table 6 below shows that the adjusted R-squared is 0.667, that is, 66.7 percent of the change in the organizational commitment is explained by the variation of the independent variables in the model.

Table 6. Summary of linear regression analysis results

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson		
1	0.822	0.676	0.667	0.45784	1.857		
ANOVA							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	155.210	7	22.173	95.584	0.000	
	Residual	65.191	311	0.210			
	Total	220.401	318				
Independent Variables		Coefficients					
		Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics	
		B	Std. Error	Beta		Tolerance	VIF
RM (Recruitment)		0.111	0.060	0.102	0.008	0.457	1,277
TD (Training and Development)		0.526	0.050	0.547	0.000	0.795	1,558
PA (Performance Appraisal)		0.478	0.067	0.431	0.005	0.578	1,827
CN (Compensation)		0.237	0.058	0.215	0.000	0.754	1,327
LD (Leadership)		0.181	0.063	0.187	0.003	0.634	1,463

The results show that the T-tests for the five independent variables, RM, TD, PA, CN, and LD, all have Sig. coefficients less than 0.05. The linear regression model shows that the TD variable (Training and Development) has the highest coefficient at 0.547, followed by the PA variable (Performance Appraisal) at 0.431, the CN variable (Compensation) at 0.215, the LD variable (Leadership) at 0.187, and the least by RM variable (Recruitment) at 0.102. Specifically, Table 6 provides important data to test research hypotheses.

H2: Training and development have a positive influence to lecturers' organizational commitment. Standardized regression coefficient $\beta = 0.547$, Sig. = 0.000 < 0.05. Hypothesis H2 supports the study up to 99%. The factor "Training and Development" in HRM practices has the strongest impact on the lecturers' organizational commitment at local universities. This shows that higher educational lecturers highly appreciate the opportunities provided for their training and career development.

H3: Performance appraisal has a positive impact on lecturers' organizational commitment. Standardized regression coefficient $\beta = 0.431$, Sig. = 0.005 < 0.05. Hypothesis H2 supports the study up to 99%. The factor of performance appraisal is statistically significant in the regression model and has the second strongest impact on organizational commitment of faculties at local universities. This suggests that lecturers tend to create high commitment to the university if they are evaluated and recognized according to their contributions and work performance.

H4: Compensation influences positively lecturers' commitment to the university. Standardized regression

coefficient $\beta = 0.215$, Sig. = $0.000 < 0.05$. Hypothesis H4 supports the study up to 99%. This is the third most significant factor influencing faculties' commitment. This means that faculty members will have a high organizational commitment if they are paid commensurate with their expectations and contributions.

H5: Leadership has a positive impact on lecturers' organizational commitment. Standardized regression coefficient $\beta = 0.187$, Sig. = $0.005 < 0.05$. Hypothesis H5 supports the study up to 99%. The leadership style of managers, especially in creating an open environment and listening to opinions, will foster lecturers' commitment to the university.

H1: Recruitment has a positive impact on lecturers' organizational commitment. Standardized regression coefficient $\beta = 0.102$, Sig. = $0.008 < 0.05$. Hypothesis H1 supports the study up to 99%. "Recruitment" is a factor with the weakest impact. This can be explained by the fact that the recruitment policies of public universities in Vietnam are strictly dependent on the general policies of the State and local governments. Therefore, this practice of HRM does not significantly influence faculty organizational commitment despite its' some aspects such as suitability to the field and job standards, attention to long-term development potential, etc.

Thus, the model can be rewritten as a linear regression equation with the dependent variable being the organizational commitment of the faculty as follows:

$$OM = 0.547 TD + 0.431 PA + 0.215 CN + 0.187 LD + 0.102 RM$$

The results of the T-Test, at a 95 percent confidence level, there is no significant difference in organizational commitment between male and female employees (Sig. > 0.05). The ANOVA test results in this study show that at a 95 percent confidence level, there are differences in organizational commitment between employee groups based on age, work tenure, educational level, and income (Sig. < 0.05). However, no differences were observed in organizational commitment between lecturers based on their job positions (Sig. > 0.05).

CONCLUSION AND RECOMMENDATIONS

In the context of promoting autonomy in higher education and digital transformation under the 4.0 Industrial Revolution, innovating human resource management to retain talents and motivate their contributions to organizational goals, meaning creating organizational commitment among personnel, is a critical issue.

The study of a sample of 223 lecturers working in faculties, departments, centers, and institutes of local universities in the northern midlands-and- mountainous region showed that all five aspects of HRM including recruitment, training and development, performance appraisal, compensation and leadership, positively influence the organizational commitment of lecturers to their university. Based on these findings, the research proposes solutions and policy implications for university administrators as follows:

Firstly, regarding lecturer recruitment, an effective recruitment policy contributes to increasing lecturers' long-term engagement. Universities must have specific, detailed, clear, and transparent recruitment processes. They should develop a recruitment plan aligned with the needs and work of each specific unit, adhering to recruitment standards for each lecturer position to ensure the recruited personnel are well-qualified for their roles.

Secondly, in terms of training and development, universities should enhance professional training programs in various forms to meet job requirements. For example, providing necessary training courses in the first year of lecturers' work helps them quickly integrate into the job, making them feel aligned with their personal skills and encouraging long-term commitment. Furthermore, universities need to develop a career path for lecturers and prepare a succession team for the future. They should periodically evaluate results to identify skills and knowledge gaps that require further training aligned with the university's development goals. Implement promotion policies,

particularly for excellent young lecturers.

Thirdly, about performance evaluation, universities should establish clear, specific, and transparent evaluation processes. Building measurable and quantifiable evaluation tools is essential so that the universities may create motivation for lecturers by evaluating, praising, and recognizing lecturers' contributions, especially their initiatives and innovations.

Fourthly, regarding compensation for lecturers, universities should develop a pay scale commensurate with lecturers' abilities and performance. Implement special policies to attract and retain talents. Focus on policies that balance lecturers' work and life, ensuring fair salary and benefits not only between individuals but also among different units of the university.

Finally, leadership is a core factor that has a direct, long-term impact throughout an employee's tenure. It can influence changes in other factors and determine lecturers' organizational commitment. University leaders should uphold ethical standards and always be role models in interactions between leaders and employees. They should adopt open and frequent communication methods with lecturers and listen to and acknowledge lecturers' feedback, contributions, and suggestions.

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고등교육 강의에서 인적자원관리가 조직몰입에 미치는 영향: 베트남 북부 산간지역 대학사례를 중심으로

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이 연구는 베트남 북부 산악 지역의 대학에서 근무하는 223명의 강사를 대상으로 진행되었으며, 인적 자원 관리가 대학 강사들의 조직 헌신에 미치는 영향을 식별하고 측정하는 것을 목표로 하였습니다. 연구 결과는 인터뷰와 설문을 통해 수집되었으며, 질적 및 양적 결과는 인사 관리, 교육 및 개발, 성과 평가, 보상, 리더십 등 다섯 가지 인적 자원 관리 요소가 강사들의 대학에 대한 조직 헌신에 긍정적인 영향을 미친다는 것을 보여주었습니다. 이 중에서도 교육 및 개발 요소가 가장 강한 영향을 미치며, 반면에 채용 요소가 가장 적은 영향을 미친다고 결과는 나타났습니다. 이를 바탕으로 연구는, 대학 강사들이 가지는 조직 헌신을 높이기 위해 인적 자원 관리 측면에서 실천의 효과를 높이는 해결책을 제안하였습니다. 이는 대학의 발전과 국가 고등 교육의 인재유치 및 유지를 위한 중요한 방안으로 작용할 것입니다.

주제어: 인적 자원 관리, 조직 헌신, 고등 교육, 강사, 지역 대학

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