Factors Affecting Lecturer's Commitment to Non-Public University: A Study in Ho Chi Minh City, Vietnam

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Abstract
By using SPSS 22.0 software to analyze the reliability through Cronbach's alpha, EFA and AMOS 20.0 to modify the scale through CFA tool, test model through SEM, the study aimed to identify factors affecting lecture's commitment to non-public university – a study in Ho Chi Minh city. Through the offical survey with 510 samples, the result showed the factors affecting lecture's commitment including: satisfaction, leadership and partnership.The satisfaction is the strongest factor. In other hand, the study identified that job satisfaction is affected by training, promotion, income. Based on that, researcher raised some recommends to enhance the lecture's commitment in non-public university.
Keywords: non-public uinversity, commitment, lecture, job satisfaction

1. Introduction
Investing in people, building and maintaining an quality enthusiastic workforce having long-term commitment along with the organization 's sustainable development and reacting flexibly to changes society is becoming a major challenge for the current administration while the traditional competitive factors of businesses such as capital, raw materials, technology ... gradually became saturated. According to the executives and the studies of governance professionals, organizational goals can not be achieved without the long term commitment and effective work of the members (A.Tella et al, 2007).

In the context of globalization and competition level inceasing in width and depth, for the higher education system, the concept of quality is composed of many factors such as facilities, faculty, curriculum, academic activities, scientific research, equipment ... in which the lecture is one of the important contributing factors in determining the quality of education . However, most studies in educational institutions have focused mainly on students and evaluate student satisfaction on the quality of the school's services while often ignoring lecturer, one of the key factors contributing to the core values of the school.

Recognizing above importance, the identify of factors affecting the lecture's commitment to non-public universities in Ho Chi Minh City to help leader understand better the factors and the level afecting of them in the current period, then they can plan, develop and propose valuable solution to enhance the lecture's commitment.

2. Literature Review
2.1 Organization commitment
According to Mowday, Steers & Porter (1979), organization commitment was the concept of the power of unity between individuals and organizations and the active participation in the organization. O'Reilly and Chatman (1986) argued that commitment was a promise of individuals to organizations including the sense of work commitment, loyalty and belief in the values of the organization. In additional, organization commitment was also understood as a psychological state indicating the employee's relationship with the organization, closely linked to the decision to remain a member of the organization (Allen and Meyer, 1990). Research by Do Thuy Lan Huong, 2008 showed that the employees expressed a high level of commitment to the organization will be more satisfied with their work, rarely leave work and the organization.

2.2 Job satisfaction
Weiss, 1967 proposed that job satisfaction was a work attitude represented by feeling, beliefs and behaviors of employees. Or it was emotional and positive state to someone's work experience (Locke, 1976) and the outcome of the consideration the level of the working environment of workers satisfied personal demand (Dawis & Lofquist, 1984). Moreover, job satisfaction also can be understood as the degree employees feel and have a positive orientation towards employment in the organization (James L. Price, 1997). The studies of Oshagbemi, 2000 and Ellickson and Logsdon, 2001 also indicated satisfaction was also the someone's reactions thanks to comparing actual results that he achieved with what they expect, anticipate, and deserve to achieve.

2.3 Factors affecting lecture's commitment
There are many studies and opinions about causal relationship between job satisfaction and employees' organization commitment. Some studies said that job satisfaction work would lead them to their organization

commitment (Lincoln & Kalleberg, 1990; Mowday, Steers and Porter, 1982; Mueller, Boyer, Price & Iverson, 1994 ...). In contrast, according to Vandenberg & Lance (1992) the degree of commitment to the organization staff would make them satisfied with their work. Stum's study (2001) was modeled study of employees' needs, the level of job satisfaction and the organization commitment as shown in Figure.1
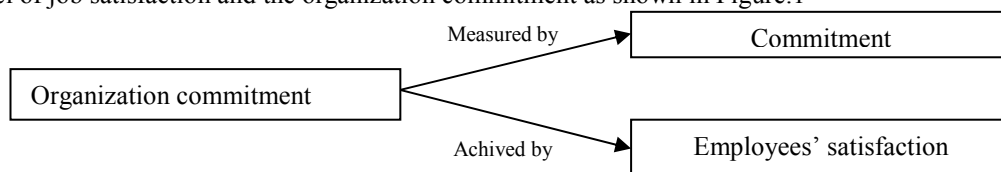

Figure 1. Model of employees' organization commitment (Stum, 2001)

The approach of Stum (2001) was also applied in many Aon Consulting study conducting annually at a national scale, such as the study of Commitment @ Work in the US since 1997, in Canada since 1999, in the UK since 2000 and in Australia in 2002. To clarify the research objectives of the job satisfaction of faculty at medical schools in the US, Wallace D. Boeve (2007) used quantitative research methods. The results of correlation analysis between the elements of job satisfaction in general showed that factors such as the nature of work, relationship with colleagues, opportunities for development and promotion had strongest relation with job satisfaction. Factors such as the support of their superiors and wages were correlated weakly with job satisfaction.

Research of Zainudin Awang et al. (2010) performed at the University of Science Teknologi MARA, Kelantan, Malaysia on "Factors affecting job satisfaction to the organization commitment" by surveying 310 faculties, including 183 women and 127 men showed that 3 variables having strong correlation with job satisfaction with the beta as follows: Relationship colleagues (H5) was 0.617; promotion opportunities (H1) was 0.612 and finally the workload (H4) was 0589. This study developed than previous studies of Yasmin Binti Mohamad Nor (2011) because it studied the effects of component aspects of job satisfaction impacting on organization commitment of staff.

In Vietnam, Tran Kim Dung's research (2005) also conducted a study measuring the level of job satisfaction in the context of Vietnam by using the job description index (JDI) by Smith, Kendall and Hulin (1969). On the other hand, the author added two more factors welfare and working conditions to suit the situation of research in Vietnam. The main objective is to test the scale and how the factors affecting job satisfaction of employees in Vietnam. Results showed that the factors of nature of work, training opportunities, promotion was considered as the most important for job satisfaction. However, as the respondents are students of evening courses so the results did not reflect the attitude of the entire staff at companies in HCM City or whole country.

In addition, a case study in the education field of Tran Minh Hieu (2013), "The satisfaction of faculty in teaching and research at the An Giang University": Quantitative research was conducted with 241 questionnaires collected for a total of 252 questionnaires handed out. The results of analysis of linear regression model indicated 5 factors multiples affect the satisfaction of faculty in teaching and research at the An Giang University namely: (1) Salaries and benefits ; (2) The leader of the upper level; (3) Relationships with colleagues; (4) work environment and (5) the nature of work.

2.4 Hypotheses

Model study of factors affecting the lecture's commitment to non-public universities in the Ho Chi Minh City was based on theoretical background, previous models. Model study of factors affecting the lecture's commitment to non-public universities in the Ho Chi Minh City consisted of seven independent variables, one intermediate factor and one dependent variable. The research hypothesis was stated as followings:

Table 1. The summary of study hypotheses

Notation	Content
H_{1a}	*Leader factor affects positively lecture's organization commitment*
H_{1b}	*Leader factor affects positively lecture's job satisfaction*
H_2	*Relations colleagues affects positively lecture's organization commitment*
H_3	*Working conditions affects positively lecture's job satisfaction*
H_4	*Income and benefits affects positively lecture's job satisfaction*
H_5	*Training and promotion opportunities affect positively lecture's job satisfaction*
H_6	*Trademark affects positively lecture's job satisfaction*
H_7	*Challenges affect positively lecture's organization commitment*
H_8	*Job satisfaction affects positively lecture's organization commitment*

3. Research methodology

The study was carried out in two stages: a preliminary study and formal study. Preliminary studies were carried

out through qualitative method and quantitative method. Qualitative preliminary study's results showed that respondents believing the factors which the author suggested in the model is really necessary in explaining the factors affecting the lecture's commitment to non-public university in Ho Chi Minh City. The next step was carried out in-depth interviews. The interview was conducted on group of 15 people (including 05 full-time staff on educational administration and 10 lecturers involving in teaching undergraduate). This method used the index CVR to determine the selected elements and the elements to remove in the survey questionnaire. The results would be calculated based on the Content Validity Index Ratio (CVR) built by Lawshe (1975). The results showed that all the scales reached reliability.

The formal research was conducted by quantitative research after revising questionnaire from the preliminary study results. This step was conducted by surveying directly on the faculty at non-public universities in Ho Chi Minh City. According to Tabachnick & Fidell (1991), the regression analysis would achieve the best results when the sample size required to satisfy the formula: $n \geq 8k + 50$ (n is the sample size, and k is the number of independent variables of the model). Therefore, sample size with n = 510 was appropriate.

The study used SPSS 22.0 software testing scales with Cronbach Alpha index. After analyzing Cronbach Alpha, the appropriate scale would be tested by exploring factor analysis EFA to adjust. CFA method was used in this study to test the scale and SEM was used to test the adaptability of the theoretical models and hypotheses.

4. Result and discussion

4.1 Sample description

550 questionnaires were delivered to the faculty of 13 non-public universities in Ho Chi Minh City, collected 531 satisfactory survey, the researcher removed 21 questionnaires invalid answered because respondents answered incompletely, answer one point for all the questions. So, valid samples remained 510 samples. Sample description was described in Table 2.

Table 2. Sample description

Content	Quantity	Ratio (%)
1. Gender		
- Male	268	52.5
- Female	242	47.5
Total	510	100
2. Marital Status		
- Single	185	36.3
- Married	325	63.7
Total	510	100
3. Age		
- 26 - 33	126	24.7
- 34 - 41	171	33.5
- 42 - 49	128	25.1
- >=50	85	16.7
Total	510	100
4. Literacy		
- Bachelor	144	28.2
- Master	288	56.5
- PhD.	59	11.6
-Associate Professor; Professor	19	3.7
Total	510	100
5. Seniority (years)		
- 1 - 3	132	25.9
- 4 - 6	165	32.4
- 7 - 9	113	22.2
- >=10 năm	100	19.6
Total	510	100
6. Income (millions/month)		
- 5 - 8	121	23.7
- 9 - 12	177	34.7
- 13 - 15	116	22.7
- >=15	96	18.8
Total	510	100

4.2 Scale accredition

The scale of formal quantitative research was assessed through: (1) Cronbach's alpha index (> = 0.6) and (2). Analytical method EFA (loading factor> = 0.5). Results analysis for independent variables are shown in Table 3.

Table 3. The results of Cronbach's alpha index for independent variables

Factor	Cronbach's Alpha
Leadership (LD)	0.808
Income (TN)	0.901
Working conditions	0.739
Training and promotion opportunities (DT)	0.765
Colleague relations (DN)	0.743
Brand (TH)	0.899
Challenges (TT)	0.807

According to Table 3, Cronbach's alpha coefficients of the scale reached high confidence when values are over 0.7. Correlation coefficient variation - the sum of the observed variables with the overall scale will reach above 0.6, so   the observed variations in the scale was good correlation. Besides, we have KMO coefficient was 0784, testing Bartlet for Sig = 0.000, which showed the level of statistical significance of the analysis results were guaranteed and factor analysis were reliability.Variance equaled to 56 094% showing the variation of the factors would explain 56.1% of the overall variation in the initial data. Besides, the ratio of the Eigenvalues 7th factor the smallest value was 2.236 greater than 1, so there were 07 factors to be taken out of the analysis. In addition, the loading factors were larger thn 0.5, so the analysis of EFA was guaranteed and there was the influence of each observation variables to factor in that the variable performances.

On the other hand, from the table 4, results of EFA analys for the dependent variable showed that KMO coefficient respectively in 0753, 0782, 0826 were greater than 0.5 and factor analysis results were accuracy. Accreditation Bartlet for Sig = 0.000 indicated more guaranteed of significant level of analytical results. The variance also criticized by 58 125%, respectively, 65 715% 59 246% showed variation of given factors from factor analysis, accounted for the greater than 50% of the overall variation. So they were all acceptable. Eigenvalues were greater than 1 in the first element, thus only given 01 factors from factor analysis to explore. This suggested that the observed variables of each dependent variable in the model having high convergence.

Table 4. Results of EFA analys for dependent variables

Factor	Variable	Loading factors	Accredition index	Value
Satisfaction (HL)	HL5	0.793	KMO	0.753
	HL1	0.771	Sig	0.000
	HL2	0.762	Extracted variance	58.125
	HL3	0.722	Eigenvalues	2.742
Organization commitment (CK)	CK8	0.830	KMO	0.826
	CK2	0.817	Sig	0.000
	CK6	0.756	Extracted variance	59.245
	CK7	0.746	Eigenvalues	3.362
	CK3	0.691		

4.3 Scale accredition

Results of confirmed factor analysis CFA showed tipping standardized model having 944 degrees, the relevance measure of the model getting value Chi-square / df = 2,087 <3, TLI = 0908> 0.9, CFI = 0916> 0.9, GFI = 0862> 0.8 and RMSEA = 0.046 <0:08 were satisfactory (Nguyen Dinh Tho and Nguyen Thi Mai Trang, 2011). Therefore, there was a suitable model for the market. Moreover, the table 5 showed that: reliability value and sum extracted variance of the factors in the model being peaked, so the scale would ensure the direction and convergence. So results of CFA analysis showed scales be guarantee the reliability to be used for structural analysis models.

Table 5. The summary of accredition scale

Concept	Number of Components	Observed variable	Cronbach's Alpha	Synthetic reliability	Sum of Extracted variance	λ	Convergence Value and discrimination
LD	1	5	0.808	0.835	0.503	0.709	
DN	1	4	0.743	0.802	0.504	0.708	
DK	1	4	0.739	0.798	0.508	0.705	
TN	1	5	0.901	0.900	0.644	0.802	
DT	1	5	0.765	0.805	0.512	0.672	Satified
TH	1	6	0.899	0.916	0.645	0.802	
TT	1	4	0.807	0.837	0.562	0.749	
HL	1	4	0.847	0.847	0.582	0.762	
CK	1	5	0.877	0.879	0.593	0.768	

4.4 Appriciate accredition of study model

Critiral standardized model included 10 concepts to test the suitability of the model : (1) Working conditions (DK), (2) leadership element (LD), (3) income (TN), (4) training and promotion opportunities (DT), (5) colleagues relationship (DN), (6) brand (TH), (7) challenges (TT), (8) job Satisfaction (HL), and (9) organizational commitment (CK).

4.4.1. SEM Analysis

From the result of SEM analysis, it found that the relevance measure of the model were: Chi - Square / df = 2,181 <3, TLI = 0.900 ≥ 0.9, ≥ 0.9 CFI = 0907, GFI = 0856> 0.8, RMSEA = 0048 <0.08. The indicators are acceptable except GFI = 0.856 (approximately 0.9), according to Hair et al (2010), the index 0.8 <GFI, TLI, CFI <0.9 was still acceptable, so the model was suitable with the market.

Analytical results from the table 6 showed that: all factors expressed the influence for job satisfaction (HL) of the faculty with high statistical significance level. On the other hand, the dependent variable organizational commitment (CK) was influenced by Job Satisfaction (HL), leadership factor (LD) and colleagues relationship (DN). In particular, leadership factor (LD) with a P - Values = 0016 but still less than the 0.05 level, so this factor was still affeced organization commitment (CK) . R-squared coefficient for standardized variables job satisfaction (HL) by 0.557, organization commitment (CK) by 0.792 were greater than 50 %, so the model was accepted

Table 6. Summary of impact factors in standardized model

			Estimate
Job satisfaction	<---	Working conditions	,201
Job satisfaction	<---	Leadership factor	,325
Job satisfaction	<---	Income	,366
Job satisfaction	<---	Training and Promotion	,426
Job satisfaction	<---	Brand	,170
Organization commitment	<---	Job satisfaction	,579
Organization commitment	<---	Leadership factor	,120
Organization commitment	<---	colleagues relationship	,146

4.4.2. Hypotheses accredition

The result of the hypothesis of the research model was synthesized after testing (Table 7).

Table 7. The result of hypotheses accredition

Notation	Content	Result
H_{1a}	*Leader factor affects positively lecture's organization commitment*	Supported
H_{1b}	*Leader factor affects positively lecture's job satisfaction*	Supported
H₂	*Relations colleagues affects positively lecture's organization commitment*	Supported
H₃	*Working conditions affects positively lecture's job satisfaction*	Supported
H₄	*Income and benefits affects positively lecture's job satisfaction*	Supported
H₅	*Training and promotion opportunities affect positively lecture's job satisfaction*	Supported
H₆	*Trademark affects positively lecture's job satisfaction*	Supported
H₇	*Challenges affect positively lecture's organization commitment*	Not Supported
H₈	*Job satisfaction affects positively lecture's organization commitment*	Supported

Thus, the research hypothesis coming from the theory were accepted through survey results excluding Challenge (R) to the job satisfaction, a P-values = 0.170> 0.05. In terms of value, the job challenge (TT) had the

opposite effect on the job satisfaction (HL). The remainin factors in the research model showed positive correlation, it meant when the independent factor raised, it would make the dependent variables such as job satisfaction (HL) and organizational commitment (CK) increased too. From the testing of hypotheses, the reasearcher presented a research model as following:
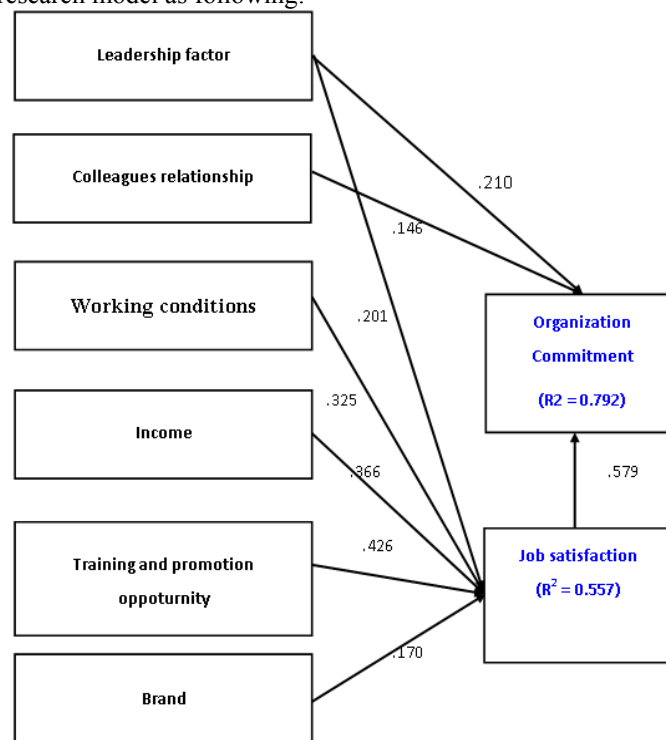

Figure 2. The model of factors affecting the lecture's commitment to non-public universities in Ho Chi Minh City, Viet Nam

5. Conclusion and Recommendations

The results of analysis of SEM showed that factors such as working conditions (DK), leadership factor (LD), Income (TN), training and promotion opportunities (DT), brand (TH) had a positive impact on the job satisfaction of teachers (HL); leadership factor (LD) and colleagues Relationship (DN) had positive impact on the organization commitment (CK). On the other hand, the study also showed a positive impact of job satisfaction (HL) to the organization commitment (CK). However, the challenge didn't have a positive impact on job satisfaction (HL).

Compared with related studies (Stum, 2001; Wallace D. Boeve 2007 Zainudin Awang et al, 2010; Tran Kim Dung, 2005; Tran Minh Hieu, 2013), most teachers feel satisfied when they have favorable conditions for learning, pratice their professional skills, have a chance to express themelves at a high level. Besides, the income factor were always mentioned because when stabilizing not only the metarial but also the morale, lecture would be assured to work and not have to worry too much about spending daily consumption.

On the other hand, working conditions were also quite interested faculty, because they would feel happy to work in a comfortable environment, cleanliness, sanitation, adequate equipment and do not care much to ensure safety in the workplace (Tran Minh Hieu, 2013). The university brand also received attention because of the competitive situation among non-public universities today.. Therefore, the image of the school was also one of the factors contributing to promote the image of teachers.

Based on the results, researcher raised some recommendations in order to achieve common goals and enhance the lecture's commitment:

Strengthening the role of management and support of school board for lecture: building policies, specific and clear regulations to attract and retain highly qualified young professional and practical experience, well-trained in advanced countries lecture ... to participate in teaching at the school. The measures can be cash reward, resort trips, subsidized training, fostering knowledge ...; meetings, contacts and absorb the opinions of lectures for the work environment, the policies of the university (salary, bonus, scientific research, training ...), training opportunities and promotion at work, other care services ...

Give solutions to increase income, bonuses and allowances of lecture: personnel adjustments, rearrange personnel in some departments to increase the salary fund , bonus and benefits.

Create more favorable conditions for the lecture in the process of personal development, self-asserting:

encourage learning regulations, improve professional knowledge for lecture including the encouragement funding support for learning. The program visit, study training links with foreign universities should be implemented for lecture having the opportunity to reach out new teaching methods, with the wealth of knowledge of the countries in the world. In addtion, regulation of wages and bonuses should also tied to the qualifications of the teachers and the contributions of the faculty in the scientific research activities, technology transfer that the university made. The recognition for the contribution should also be reflected in the approval and promoted to management positions especially for young lecturers who have the capacity, visibility, higher qualifications.

Create a working environment with cohesion, higher trust among colleagues: hold regular activities through cultural activities, sports, tourism, scientific conference, the new year party

Finally, the next research can use the results of this study as the basis for the review, evaluate and compare with public universities in the country, foreign universities are slowly encroaching on Vietnam education. Meanwhile, under the influence of foreign universities with new opportunities, new effects the resaerch will be change, is likely to factors or adding new impact factors.

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