



ISSN: 2617-6548

URL: www.ijirss.com



Factors influencing the organizational commitment of lecturers at non-public universities in Hanoi

 Nguyen Thi Thuy¹,  Duong Minh Tu^{2*}

^{1,2}*Faculty of Business Administration, Dai Nam University, Vietnam.*

Corresponding author: Duong Minh Tu (Email: tudm@dainam.edu.vn)

Abstract

This study aims to analyze the factors influencing the organizational commitment of full-time lecturers at non-public universities in Hanoi, Vietnam. A survey was conducted with 356 full-time lecturers from 20 non-public universities in Hanoi. The data were analyzed using the PLS-SEM path model. The results indicate that all five factors studied (career development prospects, institutional brand, working environment, leadership style, and compensation and benefits) have a positive relationship with lecturers' organizational commitment. Notably, career development prospects and institutional brand play a significant role in promoting faculty commitment. The study also suggests that income is not the most decisive factor in faculty commitment in this context.

Keywords: Non-public university lecturers, Organizational commitment, PLS-SEM.

DOI: 10.53894/ijirss.v8i3.6974

Funding: This study received no specific financial support.

History: Received: 27 March 2025 / Revised: 1 May 2025 / Accepted: 5 May 2025 / Published: 13 May 2025

Copyright: © 2025 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: Both authors contributed equally to the conception and design of the study. Both authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Publisher: Innovative Research Publishing

1. Introduction

Organizational commitment (OC) is defined as the relationship between an individual's perception of an organization and their desire to continue working for that organization [1]. An organization will be sustainable and operate efficiently if the level of OC among its members is high. However, OC is not merely about long-term attachment to an organization or completing assigned tasks; it also involves professionalism, dedication to the organization, and long-term commitment to one's work or career. Teaching is considered a special and noble profession. Teaching is not simply a job to earn a living, but a social service for the development of the country. A teacher must have a long-term commitment to their work; this commitment refers to the sense of dedication individuals within a group feel toward their profession. This area of commitment includes two essential components: pride in the teaching profession and a strong desire for professional development [2]. During and even after teaching hours, a dedicated teacher's mind is always busy with thoughts about their students, their

development, and the improvement of their achievements. Dedicated teachers not only strive for the comprehensive development of their students but also work hard to develop their own professional skills. They adhere to professional ethics that align with the noble nature of their profession. Currently, non-public universities (NPU) provide educational services under intense competitive pressure and academic freedom, while also facing a shortage of high-quality human resources and challenges in retaining qualified lecturers. Lecturers working at NPUs are guaranteed a good and stable income, but in practice, faculty members still do not demonstrate a high level of commitment to their work. NPUs find it particularly difficult to recruit lecturers, especially those with academic titles, high professional qualifications, or those who have received formal or international training, despite offering many attractive policies [3]. Additionally, the issue of brain drain in this sector remains prevalent and increasingly common. This highlights that retaining talented lecturers is a challenging issue for NPUs. The cause may stem from an unsuitable working environment, which affects lecturers' satisfaction and attachment, along with many other hindering factors [4]. To address these issues, NPUs must reform their management policies while creating an academic environment that sparks motivation among lecturers to deliver effective and creative lessons and ignite their passion [5]. Although many studies on OC among lecturers have been conducted, there is still limited research on this topic in the non-public sector. Therefore, this study will provide practical and useful reference information for managers of NPUs.

2. Literature Review

There have been numerous studies on the topic of organizational commitment (OC) among university lecturers. However, these studies often focus on aspects such as attachment Amin [6] and Anwar et al. [7] and lecturers' intention to leave their jobs [8-10]. Most of these studies tend to address the direct or intermediary relationship between OC and job satisfaction Amin [6], job attachment [11] and the ability to balance work and life [9].

In the context of higher education, there have been several studies on lecturers' organizational commitment (OC). For example, research by Sari and Seniati [12] discusses the role of OC as an intermediary factor in the relationship between job satisfaction and OC among university lecturers [12]. Other studies explore the moderating role of ethical leadership on organizational fairness, career commitment, and organizational citizenship behavior [13] the impact of lecturer empowerment and competence, and the influence of transformational leadership on lecturer commitment [14] along with many other research directions. Research on OC among non-public university lecturers includes the study by Tai et al. [15] conducted in Ho Chi Minh City, Vietnam [10, 15].

Regarding the factors influencing OC among lecturers, research has identified numerous factors, which can be divided into two major groups [16]. The first group consists of intrinsic factors such as work motivation, passion for the job, job satisfaction, personal competence, and the ability to balance work and life. The second group includes a variety of extrinsic factors such as empowerment, trust, academic culture, knowledge management, working conditions and environment, leadership style, salary, bonuses, and promotion opportunities.

3. Theoretical Framework

3.1. Concept of Organizational Commitment

Organizational commitment (OC) is one of the most important dependent variables in organizational behavior models [17]. OC can be understood as an individual's consideration of the need to give up certain supports if they leave the organization, or the employee's willingness to remain attached to the organization [18]. However, the most widely respected and used description of OC in modern research was introduced by Porter, Steers, Mowday, and Boulian in the late 20th century, which defines OC as the energy of employees, aligned with and engaged in a specific organization, characterized by three emotional components: the desire to stay with the organization, maximum effort, and consideration of the organization's goals. This concept is concretized for lecturers at non-public universities (NPUs), where OC is understood as a psychological state that reflects the cognitive bond between the lecturer and both the teaching profession and the NPU where they work. OC is a multidimensional concept with three dimensions [1, 13]. Specifically:

Affective Commitment: This refers to the emotional attachment of the lecturer to both their profession and the institution. Accordingly, lecturers invest all their mental focus and effort into their professional work and contribute to the development of the institution. The affective commitment of lecturers can fluctuate based on their positive or negative emotions.

Continuance Commitment: This aspect is based on the lecturer's calculation of the benefits of working at the organization as well as the potential opportunities or losses that might occur if they leave. There is a comparison between their contributions and the compensation they receive from the institution. This dimension of commitment is considered a tool or means for lecturers to achieve the benefits they desire.

Normative Commitment: This reflects the lecturer's awareness of the necessity and importance of adhering to professional ethics and their responsibility toward students and the organization, which compels them to stay and work at the organization. This dimension often arises from the lecturer's internal motivation, driving them to contribute responsibly to their work and the organization with a sense of obligation. They voluntarily and proactively work for the benefit of the students while also sharing and shouldering difficulties with the organization.

3.2. Research Hypotheses and Model

The research model is designed to test the relationships between these factors and lecturers' organizational commitment in the context of non-public universities. The model focuses on both intrinsic and extrinsic factors that may influence the commitment of lecturers to their institutions. This will be tested through the application of the PLS-SEM path analysis model to assess the strength and significance of the relationships between the variables.

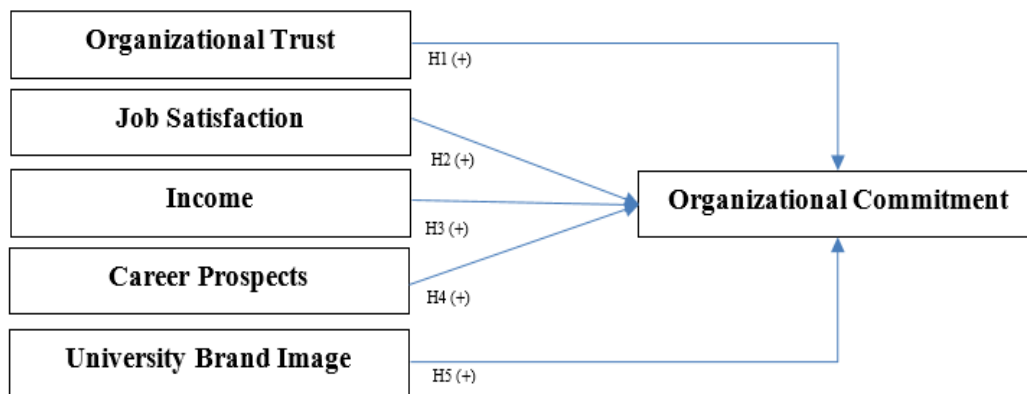


Figure 1.
Proposed Research Model.

This figure typically illustrates the relationships between the independent variables (career development prospects, institutional brand, working environment, leadership style, compensation, and benefits) and the dependent variable (organizational commitment). The model is designed to visually represent the hypothesized connections between these variables, with arrows indicating the direction of influence each factor has on organizational commitment. The figure is likely formatted as a diagram showing the pathways that will be analyzed in the research.

3.3. Organizational Trust

Organizational trust is understood as the internal trust within an organization, focusing on the relationships between employees, between employees and their superiors, or between employees and the owners [15]. It also reflects the perceived reliability felt by employees on an organizational scale [19]. Trust relates to the psychological relationship between two parties (which can be between two individuals or between an individual and the organization). Trust is tied to a person's character, ability, or strength [20]. It is something that one feels confident will bring positive expectations about real opportunities rather than just formal ones [17]. If a person trusts someone (whether an individual, organization, or superior), they are willing to accept any potential risks [21]. However, perceptions of trust may vary depending on individual and organizational characteristics [22].

In the university context, lecturers' organizational commitment is a key factor in achieving educational goals, and trust in the university positively affects their commitment [10, 15, 23]. In non-public universities (NPU), trust in the organization is a powerful factor influencing lecturers' organizational commitment. It is also an intermediary variable, influenced by leadership and colleagues, through which these factors indirectly affect lecturer commitment [15, 23].

Hypothesis 1: Trust positively affects lecturers' organizational commitment.

3.4. Job Satisfaction

Job satisfaction is defined as a pleasant emotional state, an emotional response to work, and an attitude toward one's job [24]. Job satisfaction has a strong impact on the organizational commitment of university lecturers [15, 25]. When lecturers are satisfied with their jobs, they tend to have higher levels of career commitment [2, 26]. Many other authors agree with Kuva in confirming that this is the most important factor, directly and strongly affecting the career commitment of workers in general and lecturers in particular [26, 27]. From the above analysis, the following hypothesis is proposed:

H₂: Job satisfaction positively affects the organizational commitment of NPU lecturers.

3.5. Income

Income is also an extrinsic factor that directly impacts the career commitment of university lecturers [28]. The income of university lecturers is the total amount they periodically receive from various sources within the university where they work over a specified period (monthly or yearly). A good salary and remuneration policies can help lecturers feel valued, recognized, and motivated to fully dedicate themselves to their work. According to research by Gunawan et al. [28], there is a positive relationship between salary and lecturers' career commitment [28]. Researchers have found that lecturers with higher salaries tend to be more committed to their careers than those with lower salaries [10]. The next hypothesis proposed by the authors is: H₃: Income positively affects the organizational commitment of NPU lecturers.

3.6. Career Prospects

Career prospects are understood as lecturers' perceptions of opportunities for training, promotion, personal development, and long-term career futures. Lecturers with opportunities for self-development tend to feel satisfied with their jobs and exhibit higher levels of career commitment Nawaz and Pangil [29], Thuy et al. [16], Novitasari et al. [13]. Tai et al. [15] also demonstrated that opportunities for training and career advancement positively impact lecturers' organizational commitment [15]. For these reasons, the authors propose the following hypothesis: H₄: Career prospects positively affect the organizational commitment of NPU lecturers.

3.7. University Brand Image

The university brand has also gained attention due to the current competitive landscape among NPUs. Brand image refers to the way the public perceives and evaluates the brand of Hair et al. [30]. Brand image is shaped by several factors, including: (1) Brand awareness—the extent to which the public is familiar with the brand; (2) Brand trust—the level of trust the public has in the brand; (3) Brand loyalty—the degree to which the public is attached to the brand and willing to use its products/services; (4) Emotional image—the emotions the public feels when thinking about the brand.

Building a university's brand image is a long process that requires the efforts of the entire staff, lecturers, and students of the institution. A strong brand helps attract talented students, potential investors, and international partners, contributing to the sustainable development of the institution [30]. Therefore, the university brand is also one of the factors that enhance the image of educators. Although limited in number, several studies have demonstrated that the "university brand image" positively impacts the organizational commitment of NPU lecturers [10, 13, 15]. Based on these arguments, the authors propose the following hypothesis.

H₅: The university brand image positively affects the organizational commitment of NPU lecturers.

4. Research Methodology

To achieve comprehensive research results, the authors combined both qualitative and quantitative research methods. In the qualitative research phase, in addition to synthesizing and analyzing secondary data from available documents, articles, and studies, the authors conducted several interviews: (1) Group interviews with 20 full-time lecturers at 20 non-public universities to clarify and explore the core concepts of the main research variables (dependent and independent variables) for the theoretical research model and adjust as necessary; (2) In-depth interviews with 5 lecturers with over 10 years of experience from 5 non-public universities to understand the nature of the profession, the characteristics of the lecturers' work, and the management policies of each institution. This information was then synthesized to describe the characteristics of the non-public university sector.

The second phase involved quantitative research. Primary data were collected through direct surveys using questionnaires with 356 full-time lecturers from 20 universities in Hanoi. The questionnaire was designed with 43 observed variables corresponding to 7 research concepts. The measurement scales used were inherited and modified from previous studies [10, 13, 15]. The sample size was calculated based on the recommendations of Hair et al. [30]. A convenient sampling method was used, with a stratified sample structure to ensure the selection of lecturers was representative in terms of gender, seniority, field of expertise, and representation from different universities. The survey data were processed using SPSS 22.0 and SmartPLS 4.1 software.

5. Research Results

5.1. Reliability Analysis Results

The measurement scales were tested using Cronbach's alpha to determine their reliability, as described in the following table.

Table 1.
Reliability Statistics for Measurement Scales.

| Item | Mean if Item Deleted | Variance if Item Deleted | Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-------------------------|--------------------------|--------------------------|------------------------|----------------------------------|
| Trust in the University | Cronbach's Alpha = 0.902 | | | |
| TRU1 | 17.12 | 12.493 | 0.739 | 0.883 |
| TRU2 | 16.99 | 12.704 | 0.725 | 0.885 |
| TRU3 | 16.88 | 12.726 | 0.724 | 0.886 |
| TRU4 | 16.76 | 12.508 | 0.746 | 0.882 |
| TRU5 | 16.69 | 12.34 | 0.788 | 0.876 |
| TRU6 | 16.75 | 12.896 | 0.668 | 0.894 |
| Job Satisfaction | Cronbach's Alpha = 0.928 | | | |
| SAT1 | 15.06 | 14.610 | 0.786 | 0.916 |
| SAT2 | 15.06 | 15.134 | 0.784 | 0.916 |
| SAT3 | 15.48 | 14.769 | 0.778 | 0.917 |
| SAT4 | 16.02 | 14.766 | 0.788 | 0.915 |
| SAT5 | 15.55 | 14.969 | 0.765 | 0.918 |
| SAT6 | 15.57 | 14.381 | 0.842 | 0.908 |
| Income | Cronbach's Alpha = 0.884 | | | |
| INC1 | 6.41 | 5.093 | 0.737 | 0.855 |
| INC2 | 6.40 | 5.243 | 0.746 | 0.851 |
| INC3 | 7.04 | 5.393 | 0.753 | 0.849 |
| INC4 | 7.07 | 5.404 | 0.755 | 0.848 |
| Career Prospects | Cronbach's Alpha = 0.843 | | | |
| TV1 | 7.92 | 4.841 | 0.634 | 0.819 |
| TV2 | 7.81 | 4.647 | 0.690 | 0.795 |

| Item | Mean if Item Deleted | Variance if Item Deleted | Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------------------------|--------------------------|--------------------------|------------------------|----------------------------------|
| TV3 | 7.77 | 4.538 | 0.693 | 0.794 |
| TV4 | 7.71 | 4.448 | 0.693 | 0.794 |
| University Brand | Cronbach's Alpha = 0.852 | | | |
| UB1 | 7.88 | 4.783 | 0.704 | 0.807 |
| UB2 | 7.69 | 4.790 | 0.698 | 0.810 |
| UB3 | 7.69 | 4.810 | 0.682 | 0.817 |
| UB4 | 7.60 | 4.669 | 0.688 | 0.815 |
| Affective Commitment | Cronbach's Alpha = 0.884 | | | |
| CX1 | 12.94 | 9.7433 | 0.711 | 0.862 |
| CX2 | 12.84 | 9.9264 | 0.706 | 0.863 |
| CX3 | 12.72 | 9.6505 | 0.742 | 0.854 |
| CX4 | 12.64 | 9.8591 | 0.730 | 0.857 |
| CX6 | 12.52 | 9.9179 | 0.714 | 0.861 |
| TRU6 | 16.75 | 12.896 | 0.668 | 0.894 |
| Continuance Commitment | Cronbach's Alpha = 0.926 | | | |
| TT1 | 16.07 | 17.237 | 0.731 | 0.920 |
| TT2 | 15.97 | 16.791 | 0.761 | 0.916 |
| TT3 | 15.91 | 16.212 | 0.846 | 0.905 |
| TT4 | 15.81 | 17.056 | 0.770 | 0.915 |
| TT5 | 15.66 | 16.906 | 0.784 | 0.913 |
| TT6 | 15.92 | 16.421 | 0.825 | 0.907 |
| Normative Commitment | Cronbach's Alpha = 0.918 | | | |
| CM2 | 13.61 | 10.323 | 0.772 | 0.904 |
| CM3 | 13.50 | 10.161 | 0.800 | 0.898 |
| CM4 | 13.27 | 10.440 | 0.748 | 0.908 |
| CM5 | 13.06 | 10.594 | 0.785 | 0.901 |
| CM6 | 13.56 | 9.9426 | 0.846 | 0.888 |

Note: Replace "X items" and "Cronbach's Alpha value" with the actual numbers and values if available.)

With five independent variables and one dependent variable included in the reliability analysis, the results show that all measurement scales achieved reliability, with Cronbach's Alpha coefficients for the total variable all being greater than 0.7. The Cronbach's Alpha coefficients, if an item were deleted, were all lower than the total variable. However, the variable "income," with five observed variables, had one observed variable, INC5, removed because it reduced the overall reliability of the measurement scale.

5.2. EFA Factor Analysis Results

Next, these scales were subjected to exploratory factor analysis (EFA). The group of 5 independent variables, with a total of 24 observed variables, extracted 5 factors with a total explained variance of 69.4%, and the KMO coefficient reached 0.88 with a significance level of <5%. The statistical indicators indicate that the scale is statistically significant. The independent variables include: Job Satisfaction (SAT6, SAT2, SAT1, SAT3, SAT4, SAT5); Trust (TRU5, TRU4, TRU1, TRU3, TRU2, TRU6); Income (INC3, INC4, INC2, INC1); University Brand (UB2, UB1, UB4, UB3); and Career Prospects (TV3, TV2, TV4, TV1). Similarly, the EFA results for the dependent variable also revealed 3 extracted components with a total of 16 observed variables. The total explained variance reached 72.6%. The KMO coefficient was 0.914 with a significance level of <5%, indicating statistical significance. The component variables are as follows: Continuance Commitment (TT3, TT6, TT4, TT5, TT1, TT2); Normative Commitment (CM6, CM5, CM3, CM2, CM4); and Affective Commitment (CX3, CX4, CX2, CX1, CX6).

5.3. Current Situation of Organizational Commitment among Lecturers at Non-Public Universities

To assess the current state of OC among lecturers at NPUs, a descriptive statistical analysis was performed on the mean values of the observed component variables. Specifically.

Table 2.
Descriptive Statistics for Organizational Commitment Components.

| Component | Component Name | Mean | Interpretation |
|-----------|------------------------|------|----------------|
| CKCX | Affective Commitment | 3.22 | Average |
| CKTT | Continuance Commitment | 3.18 | Average |
| CKCM | Normative Commitment | 3.32 | Average |

With a 5-point Likert scale, the reference ranges for the mean values are as follows:

- Very High (4.21 - 5).
- High (3.41 - 4.2).

- Average (2.61 - 3.2).
- Low (1.81 - 2.6).
- Very Low (1 - 1.8).

According to Table 2, the level of organizational commitment among lecturers is generally at an average level, with the lowest being continuance commitment and the highest being normative commitment.

5.4. Hypothesis Testing Results

Next, the study used the PLS SEM path model to test the research hypotheses. The results are described below:

Table 3.

Research Model Analysis Results.

| Hypothesis | Parameter Estimates | Standard Errors | T values | P values | Conclusion |
|---------------|---------------------|-----------------|----------|----------|-------------------|
| INC -> CKTCGV | 0.173 | 0.069 | 2.524 | 0.012 | Accept hypothesis |
| SAT -> CKTCGV | 0.211 | 0.068 | 3.087 | 0.002 | Accept hypothesis |
| TRU -> CKTCGV | 0.217 | 0.072 | 3.003 | 0.003 | Accept hypothesis |
| TV -> CKTCGV | 0.287 | 0.087 | 3.306 | 0.001 | Accept hypothesis |
| UB -> CKTCGV | 0.274 | 0.075 | 3.675 | 0.000 | Accept hypothesis |

Table 3 shows the reliability statistics summarizes the results of the hypothesis testing, showing the parameter estimates, standard errors, t-values, p-values, and the conclusions regarding the acceptance or rejection of each hypothesis. All hypotheses were accepted, indicating significant relationships between the independent variables (Income, Job Satisfaction, Trust, Career Prospects, and University Brand) and the dependent variable (Organizational Commitment of Lecturers).

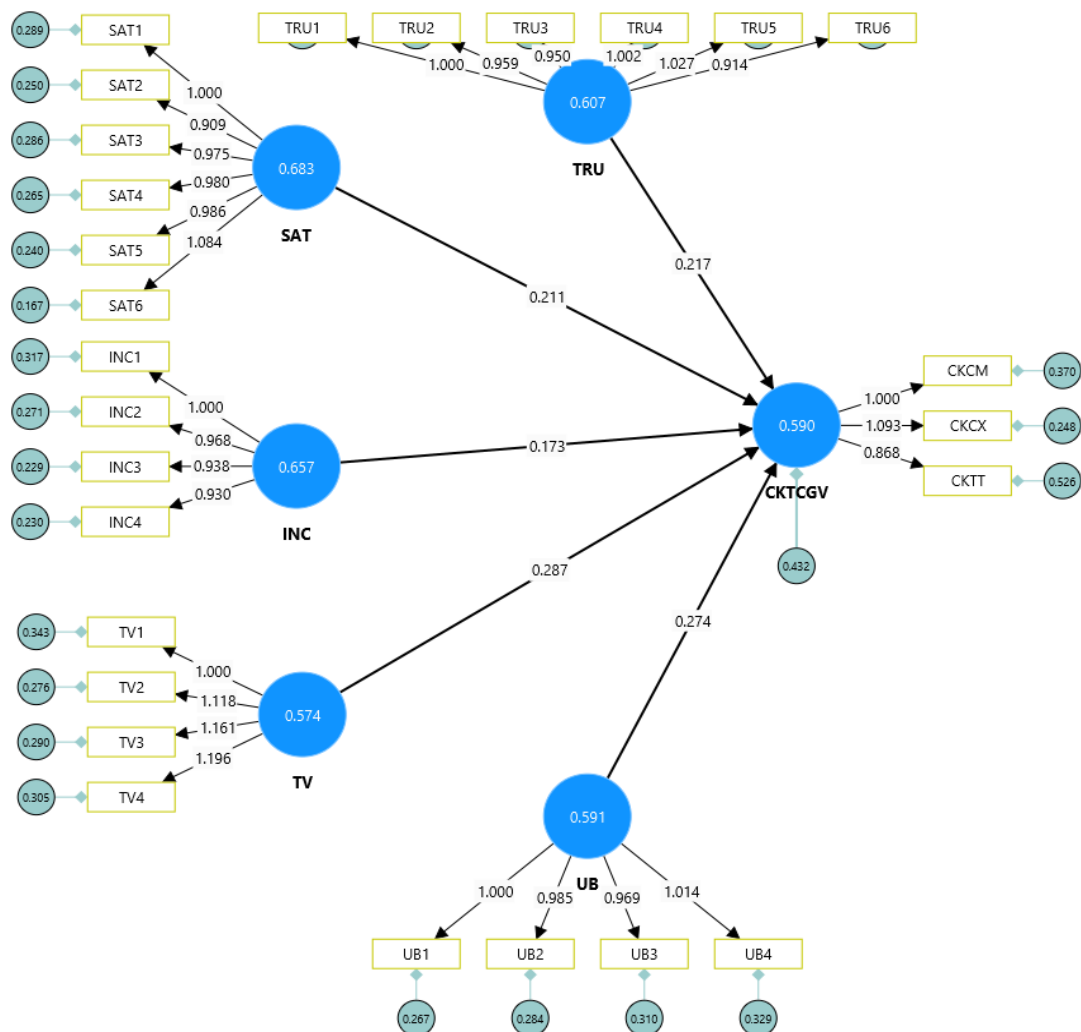


Figure 2.
Results of PLS-SEM Analysis.

According to the hypothesis testing results presented in the table above, we observe that all 5 hypotheses have P-values < 0.05 , reaching statistical significance. Thus, all 5 hypotheses are accepted with positive impact coefficients. Therefore, we can conclude that the 5 factors—trust, income, job satisfaction, career prospects, and university brand—positively influence

lecturers' organizational commitment. Among them, the strongest impact comes from the "career prospects" variable, with an impact coefficient of 0.287, followed by the university brand variable with an impact coefficient of 2.74, which is approximately equal to career prospects. The third strongest impact comes from trust in the organization, with an impact coefficient of 0.217. Job satisfaction positively influences organizational commitment and ranks fourth with an impact coefficient of 0.211. Finally, income has the lowest level of impact, with an effect of 0.173.

Table 4.

Multi-group Analysis Results by Gender and Seniority.

| Hypothesis | P value (Male) | P value (Female) | P value (Less than 5 years) | P value (More than 5 years) |
|-------------|----------------|------------------|-----------------------------|-----------------------------|
| INC -> CKTC | 0.162 | 0.024 | 0.042 | 0.173 |
| SAT -> CKTC | 0.242 | 0.001 | 0.000 | 0.829 |
| TRU -> CKTC | 0.000 | 0.697 | 0.020 | 0.002 |
| TV -> CKTC | 0.000 | 0.077 | 0.004 | 0.078 |
| UB -> CKTC | 0.008 | 0.000 | 0.000 | 0.215 |

As illustrated in Figure 2, the results of the multi-group analysis, comparing the impact of various factors on organizational commitment (CKTC) based on gender and seniority (work experience). The P-values indicate whether the relationships between the independent variables and organizational commitment are statistically significant for each group.

5.5. Results of Testing the Differences in Organizational Commitment by Seniority and Work Unit

To assess the differences in CKTC levels among lecturers by gender and seniority, the study employed the one-way ANOVA analysis technique for seniority and gender. The results are described below:

Table 5.

Results of Testing the Differences in Organizational Commitment by Seniority.

| Observed Variable | Levene's Test Result | df ₁ | df ₂ | Sig. |
|-------------------------------|----------------------|-----------------|-----------------|-------|
| Affective Commitment (CKCX) | 1.125 | 3 | 352 | 0.339 |
| Continuance Commitment (CKTT) | 0.971 | 3 | 352 | 0.406 |
| Normative Commitment (CKCM) | 1.706 | 3 | 352 | 0.165 |

Source: One-way ANOVA analysis results comparing the mean values by seniority.

Table 5 shows the reliability statistics; the sig value is > 0.05 , which means the hypothesis is rejected, indicating that there is no significant difference in the mean values of the Organizational Commitment dimensions between lecturer groups with different levels of seniority. However, there are certain differences in the trend lines for each dimension of Organizational Commitment. Specifically, the higher the seniority, the lower the continuance commitment, while normative commitment increases. For affective commitment, there is variation: those with low seniority (less than 1 year) show very high affective commitment, which decreases for those with seniority of 1 to 5 years, but increases again for those with more than 5 years of seniority. This is an interesting characteristic that universities can consider when building policies to foster Organizational Commitment for different groups of lecturers with varying levels of seniority.

Regarding work units, the analysis results (Figure 4) also show no significant difference in the mean values (sig > 0.05) of the Organizational Commitment dimensions among lecturers at different non-public universities. However, there are certain differences in the trend lines for each dimension of Organizational Commitment. Specifically, some universities show relatively high levels of Organizational Commitment, such as Dai Nam University, Phenikaa University, FPT, RMIT, Thang Long University, and the University of Business and Technology. In contrast, some universities, such as Hoa Binh University and CMC University, show significantly lower levels of CKTC across all three dimensions.

Table 6.

Results of Testing the Differences in Lecturers' Organizational Commitment by University (Robust Tests of Equality of Means).

| Observed Variable | Statistical | df ₁ | df ₂ | Sig. |
|-------------------------------|-------------|-----------------|-----------------|--------|
| Affective Commitment (CKCX) | Weich | 1.125 | 7 | 78.449 |
| Continuance Commitment (CKTT) | Weich | 0.971 | 7 | 78.591 |
| Normative Commitment (CKCM) | Weich | 1.706 | 7 | 78.582 |

Source: One-way ANOVA analysis results comparing the mean values across the surveyed universities.

Table 6 shows the reliability statistics that for all observed variables, the significance value (Sig.) is greater than 0.05, indicating that there is no statistically significant difference in the organizational commitment dimensions (Affective Commitment, Continuance Commitment, and Normative Commitment) among lecturers at the surveyed universities.

6. Discussion

The study has achieved several important results, affirming the factors that influence the organizational commitment (OC) of non-public university lecturers, including trust in the organization, job satisfaction, income, career prospects, and the university brand. Among these, the university brand plays the most significant role in positively impacting lecturers' OC in the context of non-public universities. There are certain differences in the factors affecting OC between male and female

lecturers, as well as between lecturers with different levels of seniority. However, there is no significant difference in the OC levels across the three dimensions based on demographic factors. The detailed discussion of the results is as follows:

Firstly, regarding the level of OC among lecturers at non-public universities, the average score of most observed variables is at a moderate to moderately low level. The overall average score of each OC component is also moderate. This indicates that the current level of OC among lecturers is not very high. The lowest is continuance commitment, which is based on calculating benefits and opportunities, while the highest is normative commitment. This result aligns well with the unique nature of the teaching profession. Normative commitment refers to the responsibility, duty, and dedication of lecturers to their work, students (learners), colleagues, the organization, and society at large. Those in this profession often have a certain "professional pride" and "self-esteem" that guide their behavior. Thus, this dimension of commitment is intrinsic to each lecturer and stems from the characteristics of the profession, being less influenced by the individual organization they work for and more by societal values and culture.

For continuance commitment, this reflects the calculated decisions that employees make when contributing to an organization, helping them decide whether or not to engage in a particular behavior. From the perspective of expectancy theory, the study results show consistency: if the organization, in this case, non-public universities, as well as the labor market, offers different opportunities and benefits, it will influence the level of commitment of the lecturers, either high or low. The current average score of this commitment dimension is the lowest, indicating that improvements are needed - and possible - as this dimension has the second-strongest impact (after normative commitment) on lecturers' organizational commitment.

The third dimension is affective commitment. The emotional values that the profession and organization bring to the lecturer affect their decision to stay with the organization. This dimension is like an "invisible thread" connecting employees to each other and to the organization. However, the current score for this commitment dimension is still low, only reaching a moderate level, indicating the need to improve the organizational commitment (OC) of lecturers in this dimension as well.

In summary, the organizational commitment (OC) of lecturers at non-public universities, across the three dimensions, is at a moderate level. Suitable and scientifically based solutions are needed to improve and enhance their OC. The priority for intervention should be in the following order: normative commitment, followed by continuance commitment, and lastly, affective commitment.

Next, regarding the factors influencing lecturers' organizational commitment (OC), the research results identified five factors that positively influence the OC of non-public university lecturers, ranked in descending order: Career prospects, followed by the university brand, trust in the organization, job satisfaction, and lastly, income. These results align with most previous studies, including those by Tai et al. [10], Setyaningsih et al. [17] and others.

However, in this study, the factor income had the weakest impact on OC, with an impact score of 0.173. This result contradicts the expectations of the authors and many previous studies, such as those by Tai et al. [10], Tuan and Anh [5] and others. The authors suggest that this result may be due to the approach taken in this study, which examined career commitment through three dimensions. Job satisfaction, and particularly income, primarily influence continuance commitment, which is based on benefits. Since this dimension contributes the least to the overall structure of lecturers' OC, its impact is weaker than that of the other factors. Nevertheless, increasing job satisfaction and improving income are still necessary and always important for enhancing the OC of lecturers.

References

- [1] N. J. Allen and J. P. Meyer, "The measurement and antecedents of affective, continuance and normative commitment to the organization," *Journal of Occupational Psychology*, vol. 63, no. 1, pp. 1-18, 1990. <https://doi.org/10.1111/j.2044-8325.1990.tb00506.x>
- [2] L. Bashir, "Job satisfaction of teachers in relation to professional commitment," *The International Journal of Indian Psychology*, vol. 4, no. 4, pp. 52-59, 2017. <https://doi.org/10.25215/0404.007>
- [3] P. T. H. Phuong, *Connecting with the organization of lecturers of universities and colleges*. Hanoi National University Publishing House, 2021.
- [4] J. Janib, R. M. Rasdi, and Z. Zaremozhzabieh, "The influence of career commitment and workload on academics' job satisfaction: The moderating role of a supportive environment," *International Journal of Learning, Teaching and Educational Research*, vol. 21, no. 1, pp. 1-17, 2022. <https://doi.org/10.26803/ijlter.21.1.1>
- [5] V. V. Tuan and B. H. Anh, "Measuring factors affecting job satisfaction and engagement among academic staff at the tertiary level," *TNU Journal of Science and Technology*, vol. 227, no. 4, pp. 52-58, 2022. <https://doi.org/10.34238/tnu-jst.5373>
- [6] M. S. Amin, "Organizational commitment, competence on job satisfaction and lecturer performance: Social learning theory approach," *Golden Ratio of Human Resource Management*, vol. 2, no. 1, pp. 40-56, 2022. <https://doi.org/10.52970/grhrm.v2i1.156>
- [7] A. A. Anwar, H. Maupa, S. Haerani, and C. Pahlevi, "The effects of leadership styles, organizational climate, environmental aspects and organizational commitment and job satisfaction on the lectures' performance of Kopertis III in Jakarta," *Scientific Research Journal*, vol. 3, no. 9, pp. 2201-2796, 2015.
- [8] H. T. T. Chung, "Factors affecting the intention to leave of university lecturers in Vietnam," *Dalat University Science Journal*, vol. 8, no. 1S, pp. 75-86, 2018.
- [9] H. Farid, Z. Izadi, I. A. Ismail, and F. Alipour, "Relationship between quality of work life and organizational commitment among lecturers in a Malaysian public research university," *The Social Science Journal*, vol. 52, no. 1, pp. 54-61, 2015. <https://doi.org/10.1016/j.soscij.2014.09.003>

- [10] T. D. Tai, H. Singh, and V. M. Hieu, "Factors affecting lecturers' commitment to their university: A study in Ho Chi Minh City, Vietnam," *Webology*, vol. 18, pp. 71-91, 2021. <https://doi.org/10.14704/WEB/V18SI03/WEB18021>
- [11] S. Rosita, M. Musnaini, and D. M. Fithriani, "Commitment, satisfaction and motivation in improving organizational citizenship behavior and its impact on lecturer performance in higher education," in *Proceedings of the 5th NA International Conference on Industrial Engineering and Operations Management, Detroit, Michigan, USA*, 2020.
- [12] R. Sari and A. Seniati, "The role of professional commitment as a mediator in the relationship between job satisfaction and organizational commitment among lecturers in higher-education institutions," Routledge, 2017, pp. 397-404.
- [13] D. Novitasari, A. L. Riani, J. Suyono, and M. Harsono, "The moderation role of ethical leadership on organisational justice, professional commitment, and organisational citizenship behaviour among academicians," *International Journal of Work Organisation and Emotion*, vol. 12, no. 4, pp. 303-324, 2021. <https://doi.org/10.1504/IJWOE.2021.120718>
- [14] P. Simanjuntak, M. Mukhtar, and M. Wahyudi, "The effects of transformational leadership, learning organizations and decision making on lecturers' professional commitment," *International Journal of Recent Technology and Engineering*, vol. 7, no. 6S5, pp. 819-824, 2019.
- [15] T. D. Tai, N. X. Truong, T. A. Cam, and T. H. C. Tu, "Factors affecting lecturer's commitment to non-public university: A study in Ho Chi Minh City, Vietnam," *Commitment*, vol. 6, no. 10, pp. 71-91, 2016. <https://doi.org/10.14704/WEB/V18SI03/WEB18021>
- [16] N. T. Thuy, V. L. Giang, and N. M. Phuc, "Professional commitment of lecturers: Theoretical framework and application," *Journal of Education and Society*, vol. 159, no. 289, pp. 301-305, 2024.
- [17] S. Setyaningsih, M. S. N. Ishlah, and S. Hardhienata, "Optimization of enhancement of lecturer professional commitment using path analysis and sitorem method," *International Journal of Recent Technology and Engineering*, vol. 8, no. 2, pp. 5-10, 2019. <https://doi.org/10.35940/ijrte.B1002.0782S719>
- [18] O. Grusky, "Career mobility and organizational commitment," in *Organizational Careers*, Routledge, 2017, pp. 188-190.
- [19] H. H. Tan and C. S. Tan, "Toward the differentiation of trust in supervisor and trust in organization," *Genetic, Social, and General Psychology Monographs*, vol. 126, no. 2, p. 241, 2000. <https://doi.org/10.1080/87567570009595706>
- [20] Z. Malik and A. Bouguettaya, "Trust management for service-oriented environments," *Springer Science & Business Media*, 2009.
- [21] J. A. Colquitt, J. A. Lepine, and M. Wesson, *Organizational behavior: Improving performance and commitment*. McGraw-Hill Education, 2015.
- [22] Y. S. Ozmen, "How employees define organisational trust: analysing employee trust in organisation," *Journal of Global Responsibility*, vol. 9, no. 1, pp. 21-40, 2018. <https://doi.org/10.1108/JGR-04-2017-0025>
- [23] S. P. Robbins and T. A. Judge, *Essentials of organizational behavior*. pearson, 2018.
- [24] J. Sonia, *Organizational commitment and job satisfaction: A study of employees in the information technology industry in Bangalore*. India: Christ University, 2010.
- [25] S. Damanik, B. Situmorang, and R. Dewi, "The influence of participatory leadership, quality culture, and job satisfaction on lecturer organizational commitment (case study of universities in Indonesia)," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanit. Soc. Sci.*, vol. 4, no. 1, pp. 654-663, 2021.
- [26] M. Kuva, "The relationship between job satisfaction and organizational commitment among academic staff in finnish higher," *Education Higher Education Journal*, vol. 56, no. 4, 2008.
- [27] R. Bogler and I. Berkovich, "A systematic review of empirical evidence on teachers' organizational commitment 1994–2018," *Leadership and Policy in Schools*, vol. 21, no. 3, pp. 440-457, 2022. <https://doi.org/10.1080/15700763.2020.1774783>
- [28] D. Gunawan, J. R. Suyono, and B. H. Hayadi, "The effect of rewards, lecturers responsibility, and profession commitment to lecturer's discipline," *PSYCHOLOGY AND EDUCATION*, vol. 58, no. 1, pp. 5246-5253, 2021. <https://doi.org/10.17762/pae.v58i1.1778>
- [29] M. S. Nawaz and F. Pangil, "The relationship between human resource development factors, career growth and turnover intention: The mediating role of organizational commitment," *Management Science Letters*, vol. 6, pp. 157-176, 2016. <https://doi.org/10.5267/j.msl.2015.12.006>
- [30] J. Hair, M. Page, and N. Brunsveld, *Essentials of business research methods*. New York: Routledge, 2019.