Study of Factors Affecting the Job Performance of Lecturers at Private Universities in Hanoi, Vietnam

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ABSTRACT
The survey sample consists of 286 university lecturers from 3 private universities in Hanoi. The results of the Cronbach's Alpha test indicate that 36 observed variables representing 5 influencing factors and 9 observed variables representing the dependent variable are appropriate and the scales are reliable. The Exploratory Factor Analysis (EFA) results reveal 5 factors affecting the "Job Performance of Lecturers at Private Universities in Hanoi," which align with the established theoretical framework. Among these factors, there is 1 negatively impacting factor (work stress) and 4 positively impacting factors (colleague support, commitment to work, managerial support, and job satisfaction).
Keywords: Job performance, lecturers, private universities.

I. INTRODUCTION

In the current context in Vietnam, the quality of higher education training is always a focal point aimed at improving the quality of human resources for society. In this regard, the quality of lecturers plays a crucial role, being a decisive factor in the quality of higher education.The quality of lecturers is reflected not only in their professional qualifications, teaching ability, research skills, foreign language proficiency, and computer skills, but also in their role in educating students' character. Lecturers must meet high ethical standards, serving as role models and benchmarks for students to follow and learn from. However, the evaluation of university lecturers' quality currently faces many challenges, as this workforce has high qualifications, and their work involves numerous specific characteristics. It is difficult to apply a purely time-based evaluation method or an evaluation based solely on objectives, quantity, and quality of work. Instead, a comprehensive approach that integrates multiple evaluation methods is required. Among these methods, evaluating job performance is considered a necessary solution to reflect the true quality of the lecturer workforce.

II. THEORETICAL FOUNDATION OF THE STUDY

2.1 Job Performance
Job performance is a complex issue. The effectiveness of job performance is evaluated based on the results of assigned tasks. Specific aspects to consider include the quantity of work completed, the quality of that work, and the progress of completion. Job performance is viewed as labor quality, where the degree of task completion and the fulfillment of responsibilities (the results of assigned tasks) are central criteria (Đặng Thị Hồng Hoa, 2016). Bernardin and Russell (1993) assert that job performance is a synthesis of the results produced from certain functions or tasks performed by an employee over a period of time. Therefore, for university lecturers, job performance is linked to their achievements and work capabilities.

2.2 Some Factors Affecting Job Performance
University lecturers are a specific group of employees, and the effectiveness of their job performance generally follows the theories of job performance for employees in general. Therefore, this study primarily consolidates theoretical bases on factors affecting job performance in general to research the case of university lecturers.

There can be various factors affecting the job performance of university lecturers, which can be categorized into subjective factors, objective factors, personal factors of the lecturers, factors related to the university, and factors related to government policies, among others. However, due

to resource limitations, this study has summarized 5 key factors affecting job performance as follows:

2.2.1 Work Stress

Stress encompasses all the wear and tear caused by life. It not only reduces the quality of life but also leads to various health issues (Selye, 1956). Work stress arises when employees are required to perform tasks that demand a certain level of independence and authority to achieve optimal results, but the organization does not grant enough authority for employees to complete their work (VanSell et al., 1981). In another study, work stress is described as a chronic condition that negatively impacts individual productivity (Luthans, 1995).

Studies on the impact of work stress on employees' job performance have not always yielded consistent results. Research involving 126 managers in service and manufacturing companies in the US concluded that there is no correlation between employees' work stress and their job performance (Chen & Silverthorne, 2005). Similarly, Zhang et al.'s study of 368 employees and 45 managers at commercial banks in Zhejiang Province, China, also found no statistically significant effect of work stress on job performance of the surveyed subjects (Zhang et al., 2011).

Mohr and Puck (2007) found a significant negative impact of work stress among CEOs on the performance of joint ventures. A similar result was observed in Abualrub's (2004) study. Explanations for this include employees asserting that work stress leads to frequent mistakes in job performance, thereby resulting in unsatisfactory job performance.

Conversely, Hunter and Thatcher's research shows that work stress can have a seemingly positive impact on job performance. According to Hunter and Thatcher, while the level of work stress may be the same, its impact on job performance varies among different individuals. For instance, for newly hired employees, work stress negatively affects their job performance. However, for experienced employees, work stress seems to be a motivating factor leading to higher job performance (Hunter & Thatcher, 2007). Thus, there is considerable debate regarding the impact of work stress on job performance across various fields.

2.2.2 Job Satisfaction

Job satisfaction is defined as the assessment of the pleasure derived from one's work, encompassing both emotional and cognitive aspects (Edwards et al., 2008). Many researchers have focused on explaining the relationship between job satisfaction and job performance. They argue that attitudes towards work, such as job satisfaction, influence employees' behaviors at work, for example, by leading them to perform more effectively (Ajzen, 1991; Ajzen & Fishbein, 2005). There is also a reciprocal relationship between job satisfaction and job performance (Edwards et al., 2008). However, a meta-analysis of 221 primary studies using longitudinal methods on the relationship between job satisfaction and job performance found that the effect of job satisfaction on job performance seems to be stronger than the reverse effect (Harrison et al., 2006).

Nevertheless, Fu and Deshpande (2014) did not find evidence of the impact of job satisfaction on job performance. Similarly, other studies have shown no effect of employee job satisfaction on their job performance. Research by Li and Ngo (2017) also produced similar results.

These research findings suggest that the relationship between job satisfaction and job performance is complex and necessitates further empirical studies to verify.

2.2.3 Commitment to Work

Commitment to work is one of the crucial input factors affecting employees' job performance (Edwards et al., 2008; Fu & Deshpande, 2014; Li & Ngo, 2017). Research indicates a positive correlation between work commitment and employee job performance (Yu et al., 2014). Similar results are found in studies by Ma et al. (2013), Khan et al. (2018), Zhang and Zheng (2009), who concluded that work commitment positively impacts employee performance (Zhang & Zheng, 2009), as well as research by Suharnomo and Hashim (2019). However, there are also discrepancies in the results of different studies. One study suggests that commitment may not affect employees' job performance (Muse & Stamper, 2007).Thus, there are still contradictions in research findings regarding the relationship between work commitment and job performance.

2.2.4 Support from Colleagues

Support from colleagues, especially when there is value alignment with them, enhances mutual assistance among coworkers, thereby increasing job performance (Adkins et al., 1996). When employees perceive that their colleagues provide support by listening more, they tend to have a more positive outlook, which can improve

job performance (Chu, 2014). Relationships with colleagues significantly influence job satisfaction and employee performance (Borzaga & Tortia, 2006; Ellickson, 2002). Peterson et al. argue that friendliness in supervision and relationships with colleagues are crucial factors that determine work motivation and job performance (Peterson et al., 2003).

2.2.5 Support from Management

Managers are a critical factor influencing employees' job performance. Managerial behavior is the focus of numerous studies. Good relationships with managers, career development, and involvement in organizational policies and strategies affect employee job performance (Ellickson, 2002; Borzaga & Tortia, 2006).

However, managerial support can also lead to a loss of employee autonomy, which may decrease their work motivation (Kanat-Maymon & Reizer, 2017). Conversely, without managerial support, employees' efforts, including those aimed at improving job performance, may become misaligned (Kanat-Maymon & Reizer, 2017). Due to this conflicting view, the role of managerial support in influencing employee performance continues to be a subject of research and debate.

Based on the research findings, there is an evident impact of managerial support on employee performance, although whether this impact is positive or negative remains a topic of discussion.

III. RESEARCH DESIGN

3.1 Research Model

Based on a review of domestic and international studies on job performance and the factors affecting the job performance of employees in general and university lecturers in particular, the proposed research model for this study is as follows:

Diagram 1.1. Research Model of University Lecturer Job Performance
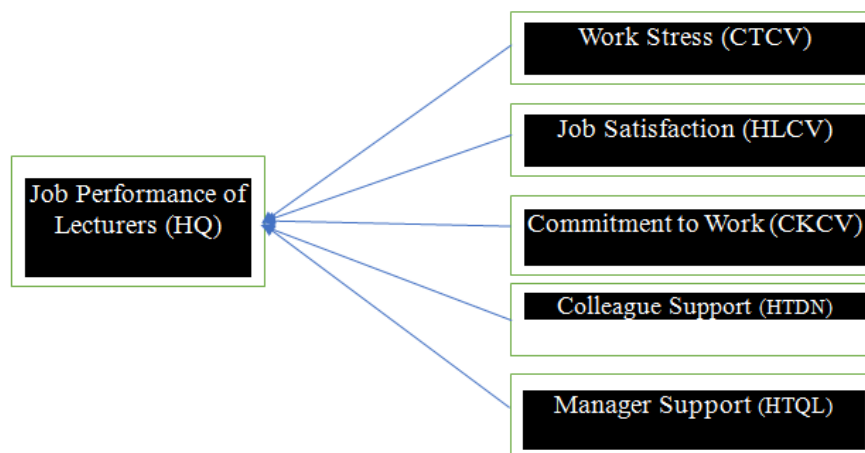
(Source: Author's summary)

3.2 Research Hypotheses

From the research model, the following research hypotheses are summarized:

Hypothesis 1 (H1): Job stress negatively impacts the job performance of lecturers at non-public universities in Hanoi.

Hypothesis 2 (H2): Job satisfaction positively impacts the job performance of lecturers at non-public universities in Hanoi.

Hypothesis 3 (H3): Job commitment positively impacts the job performance of lecturers at non-public universities in Hanoi.

Hypothesis 4 (H4): Colleague support positively impacts the job performance of lecturers at non-public universities in Hanoi.

Hypothesis 5 (H5): Manager support positively impacts the job performance of lecturers at non-public universities in Hanoi.

3.3 Research Data

Due to resource limitations, the author used a convenient, non-probability sampling method. The author surveyed 286 lecturers working at three non-public universities in Hanoi (Dai Nam University, Thang Long University, and Hanoi University of Business and Technology).

Table 1. Characteristics of Non-public University Lecturers in Hanoi in the Survey Sample

No.	Content	Category	Number (lecturers)	Percentage (%)
1	Gender	Male	154	53.8
		Female	132	46.2
2	Age	Under 30	52	18.2
		30 - 50	187	65.4
		Over 50	47	16.4
3	Academic Degree	Doctorate	47	16.5
		Master's	226	79.0
		Other	13	4.5
4	Experience	Less than 5 years	68	23.8
		5 - 10 years	146	51.0
		More than 10 years	72	25.2
5	Number of Teaching Hours per Year at the Institution	Below standard hours	1	0.4
		Meets standard hours	95	33.2
		Exceeds standard hours	190	66.4
6	Number of Research Hours per Year at the Institution	Below standard hours	138	48.2
		Meets standard hours	114	39.9
		Exceeds standard hours	34	11.9

(Source: Data processed using SPSS software)

There is no significant gender disparity, but the majority of lecturers at private universities are relatively young, with 65.4% of lecturers aged between 30 and 50, 18.2% under 30, and the remainder over 50. This age structure corresponds to their tenure, as most lecturers at the universities in the study sample have less than 10 years of experience (74.8%). Consequently, 79% of lecturers hold a master's degree, while only 16.4% have a doctorate. These figures explain the performance results for lecturers at private universities in the sample, where 99.6% of lecturers meet or exceed the required teaching hours, but 48.2% do not meet the required research hours as per the university's regulations.

The work performance results of lecturers in the survey reflect a current reality at private universities in Hanoi: lecturers are heavily focused on teaching duties, leaving limited time for scientific research. Another issue is that most lecturers are relatively young both in terms of age and professional experience, and their academic qualifications are mostly at the master's level. As a result, their research capabilities are limited, leading to many lecturers not fulfilling the scientific research tasks set by the university.

IV. RESEARCH RESULTS
4.1 Research Results

Table 2. Current Status of Job Performance of Private University Lecturers in Hanoi

Observation Variable	N	Mean
My job performance is much higher than the average standard set by the institution	286	3.34
My work quality exceeds the official standards for this job set by the institution	286	3.86
My work meets the expectations of the managers in the Department/Faculty/Institution	286	3.92
I strive for work quality (teaching and research) that exceeds the requirements of the Department/Faculty/Institution	286	3.41

I make a significant effort and my career has achieved certain successes	286	3.59
I have more knowledge than other colleagues working in the same field	286	3.64
I find real joy in the results of my work	286	3.62
I am happier with my job compared to other colleagues	286	3.63
I plan to stay committed to my position as a lecturer at private universities	286	3.65
Average	**286**	**3.63**

(Source: Data processed using SPSS software)

The results in Table 2 indicate that private university lecturers in Hanoi self-assess their job performance as relatively high (3.63 points, Level 4). Most private university lecturers believe that their job quality standards exceed the official standards set by their institutions (3.86 points), their work meets the expectations of managers at the Department/Faculty/Institution (3.92 points), and they plan to stay long-term in their current position (3.65 points). However, when comparing this with their teaching and research results, it is evident that most private university lecturers primarily fulfill their teaching duties but have not fully accomplished their research tasks. This issue is not solely due to the lecturers but also reflects a broader reality: private universities in Hanoi in recent years have been focusing too much on educational goals and paying less attention to research, or lack the conditions and policies to encourage scientific research among lecturers.

4.2 Impact of Factors Affecting the Job Performance of Private University Lecturers in Hanoi

4.2.1 Testing the Validity and Reliability of Concepts and Measurement Scales

Table 3. Summary of Factor Analysis (EFA) Coefficients

Round	Total number of observed variables	Number of excluded observed variables	KMO coefficient	Significance	Explained variance	Number of extracted factors
1	26	0	0.818	0.000	63.681	05

(Source: Data processed using SPSS software)

The results obtained are as shown in Table 3: The KMO coefficient is 0.818, which satisfies the condition 0.5 < KMO < 1, and the Sig value is 0.000. We conclude that the factors are suitable for the survey data and that the observed variables are linearly correlated with the representative factors.

Table 4. Total Variance Explained in EFA Analysis

Component	Initial Eigenvalue			Sum of Squared Loadings (Factor 1)			Sum of Squared Cross Loadings		
	Total	Percent Variance Explained (%)	Cumulative %	Total	Percent Variance Explained (%)	Cumulative %	Total	Percent Variance Explained (%)	Cumulative %
1	6.477	24.912	24.912	6.477	24.912	24.912	4.833	18.589	18.589
2	4.117	15.834	40.746	4.117	15.834	40.746	3.451	13.274	31.863
3	2.482	9.545	50.291	2.482	9.545	50.291	3.088	11.877	43.740
4	1.938	7.456	57.747	1.938	7.456	57.747	2.658	10.224	53.964
5	1.543	5.935	63.681	1.543	5.935	63.681	2.526	9.717	63.681
6	0.941	3.620	67.301						
…	…	…	…						
26	0.128	0.491	100.000						

(Source: Data processed using SPSS software)

The results show that the extracted variance value is 63.681%, with the factor's Eigenvalues stopping at 1.543. This indicates that 63.681% of the variance affecting the job performance of lecturers at private universities in Hanoi is explained by the observed variables, and 26 observed variables are grouped into 05 main factors consistent with the theoretical framework. The factor rotation matrix results show the highest factor loading coefficient for each observed variable. The characteristic variables all have factor loadings greater than 0.5. However, the results show a binary observed variable (SHL1) explaining two different factors, but since the factor loading coefficients converge on the main factor, the author decides to keep these variables for reliability testing.

Next, the author conducts an Exploratory Factor Analysis (EFA) with the dependent variable "Job performance of lecturers at private universities in Hanoi" using 09 observed variables. The results show that the KMO coefficient is 0.896, Sig.=0.000, and the observed variables converge on a single factor with an extracted variance value of 53.494%. Therefore, all 09 observed variables are suitable, and none are excluded.

Thus, after collecting and analyzing the data, it is evident that the factors affecting the job performance of lecturers at private universities in Hanoi align with the theoretical framework outlined. The author then proceeds to test the reliability of the research concepts and scales.

Table 5: Summary of Cronbach's Alpha Coefficients for Research Concepts and Scales

No.	Observed Variable	Mean of Scale if Variable is Removed	Variance of Scale if Variable is Removed	Correlation Coefficient with Total Variable	Cronbach's Alpha if Variable is Removed
Factor 1: Work Stress (α=0.884)					
1	CTCV1	11.591	16.278	0.764	0.850
2	CTCV2	11.619	17.381	0.595	0.888
3	CTCV3	11.423	15.677	0.796	0.841
4	CTCV4	11.364	15.881	0.769	0.848
5	CTCV5	11.178	16.365	0.689	0.867
Factor 2: Job Satisfaction (α=0.886)					
1	HLCV1	19.227	28.022	0.592	0.877
2	HLCV2	19.713	27.160	0.729	0.866
3	HLCV3	19.741	26.873	0.720	0.866
4	HLCV4	19.185	27.969	0.564	0.880
5	HLCV5	19.374	27.751	0.636	0.874
6	HLCV6	19.465	28.053	0.648	0.873
7	HLCV7	19.441	27.910	0.583	0.878
8	HLCV8	19.535	28.025	0.623	0.875
9	HLCV9	19.367	27.307	0.646	0.873
Factor 3: Job Commitment(α=0.749)					
1	CKCV1	12.503	11.711	0.408	0.742
2	CKCV2	12.570	9.649	0.688	0.635
3	CKCV3	12.503	11.275	0.480	0.717
4	CKCV4	12.675	11.518	0.410	0.743
5	CKCV5	12.490	10.756	0.604	0.673
Factor 4: Support from Colleagues (α=0.881)					
1	HTDN1	4.888	3.026	0.734	0.863
2	HTDN2	4.804	2.740	0.783	0.818
3	HTDN3	4.888	2.507	0.798	0.807
Factor 5: Support from Manager (α=0.897)					
1	HTQL1	6.430	5.495	0.773	0.866
2	HTQL2	6.469	5.611	0.768	0.867
3	HTQL3	6.423	5.459	0.791	0.859

No.	Observed Variable	Mean of Scale if Variable is Removed	Variance of Scale if Variable is Removed	Correlation Coefficient with Total Variable	Cronbach's Alpha if Variable is Removed
4	HTQL4	6.661	5.846	0.750	0.874
Factor 6: Job Performance of Lecturers at Private Universities in Hanoi (α=0.890)					
1	HQ1	29.315	27.550	0.610	0.880
2	HQ2	28.794	26.452	0.762	0.868
3	HQ3	28.734	26.448	0.753	0.869
4	HQ4	29.238	27.705	0.593	0.882
5	HQ5	29.059	27.853	0.622	0.879
6	HQ6	29.007	28.014	0.616	0.880
7	HQ7	29.028	27.929	0.564	0.884
8	HQ8	29.024	26.831	0.665	0.876
9	HQ9	29.003	27.568	0.623	0.879

(Source: Data processed using SPSS software)

The results of the factor analysis of the measurement scales are shown in Summary Table 5. The Cronbach's Alpha coefficients for the factors in the model are all greater than 0.7, and the correlation coefficients with the total variable for the component observed variables are all greater than 0.3. Therefore, the 36 observed variables representing the 05 influencing factors and the 09 observed variables representing the dependent variable are all appropriate, and the scales are reliable. The concepts and measurement scales used in the model are suitable and reliable for estimating the linear regression model.

4.2.2 Results of Linear Regression Analysis

Table 6: Regression Results

Model Summary^b

Model	R	R-squared	Adjusted R-squared	Standard Error of Estimate	Durbin-Watson
1	0.598^a	0.358	0.346	0.52513	1.480

a. Predictors: (Constant), QL, CT, DN, SHL, CK

b. Dependent Variable: HQ

(Source: Data processed using SPSS software)

The results of the regression analysis indicate that the R value is 0.598, meaning that the relationship between the variables in the study is relatively strong. The R-squared coefficient is 0.358, which means that the model accounts for 35.8% of the variation in the research model's suitability. Additionally, the Adjusted R-squared value provides a more accurate reflection of the model's fit to the population, showing an Adjusted R-squared of 0.346. This indicates that 34.6% of the variability in the dependent variable (Y) "Job Performance of Lecturers at Private Universities in Hanoi" is explained by the 05 variables in the study, corresponding to the 05 factors influencing job performance. The remaining 65.4% is due to other factors not included in the model and random error.

To assess the overall fit of the regression analysis, we will consider the F-statistic value in Table 7.

Table 7: ANOVA Results

Model		Sum of Squares	Degrees of Freedom (df)	Mean Square	F	Sig.
1	Regression	43.022	5	8.604	31.202	0.000[b]
	Residual	77.213	280	0.276		
	Total	120.235	285			

a. Dependent Variable: HQ
b. Predictors: (Constant), QL, CT, DN, SHL, CK
(Source: Data processed using SPSS software)

In Table 7, the ANOVA analysis shows an F value of 31.202 with a significance level of Sig. = 0.000 < 0.05, indicating that the linear regression analysis is appropriate for the dataset and can be used.

To assess whether the regression analysis suffers from multicollinearity, we examine the Variance Inflation Factor (VIF). In this study, the VIF values obtained for the factors are all less than 2, suggesting that multicollinearity is not a concern, meaning that the independent variables are not highly correlated with each other.

Table 8: Results of Multiple Regression Analysis

Coefficients[a]

Factor		Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics	
		B	Standard Error	Beta			Tolerance	VIF
1	(Constant)	2.885	0.249		11.583	0.000		
	CT	-0.283	0.036	-0.434	-7.939	0.000	0.766	1.305
	SHL	0.141	0.053	0.141	2.663	0.008	0.815	1.227
	CK	0.152	0.045	0.188	3.399	0.001	0.747	1.339
	DN	0.189	0.042	0.234	4.437	0.000	0.824	1.214
	QL	0.128	0.044	0.152	2.866	0.004	0.812	1.231

a. Dependent Variable: HQCV
(Source: Data processed using SPSS software)

The data in Table 8 shows that the independent variables representing the factors affecting the "Job Performance of Lecturers at Private Universities in Hanoi" are all significant in the study (Sig. < 0.05) and have an impact on the "Job Performance of Lecturers at Private Universities in Hanoi." Among these factors, 04 factors have a positive impact, while 01 factor, namely "Work Stress," has a negative impact.From the results of the regression analysis, we have:

HQ = 2.885 - 0.283*CT + 0.141*SHL + 0.152*CK + 0.189*DN + 0.128*QL + e

The standardized Beta coefficients more accurately reflect the impact of the independent variables on the dependent variable. Based on the standardized Beta coefficients, the factors affecting the "Job Performance of Lecturers at Private Universities in Hanoi" can be ranked from highest to lowest impact as follows:The

strongest and negative impact is from the factor "Work Stress" with $\beta1 = 0.434$ and significance at over 99% (P_value = 0.000).The second is the factor "Support from Colleagues" with $\beta4 = 0.234$ and significance at over 99% (P_value = 0.000).The third is the factor "Commitment to the Organization" with $\beta3 = 0.188$ and significance at over 99% (P_value = 0.001).The fourth is the factor "Support from Manager" with $\beta5 = 0.152$ and significance at over 99% (P_value = 0.004).Finally, the factor "Job Satisfaction" has $\beta2 = 0.141$ with significance at over 99% (P_value = 0.008).

V.   IMPLICATIONS FOR ADMINISTRATORS

Based on the analysis of the current situation, the author proposes several solutions to enhance the job performance of lecturers at private universities in Hanoi. These solutions are intended to provide guidance for school leaders to consider

and develop policies suited to each institution's specific context.

First, universities need to place greater emphasis on the scientific research work of lecturers. The primary roles of university lecturers are teaching and research, and these two activities are closely related. Teaching disseminates knowledge, while scientific research explores and discovers new knowledge. Research helps lecturers stay updated with new information, enriching their lectures and making them more dynamic and insightful. To enhance the focus on research activities, universities should establish regulations to encourage and create a favorable environment for lecturers to engage in scientific research.

Second, in addition to adhering to the standard hours set by the Ministry of Education, universities should facilitate lecturers' participation in scientific research. Specifically, universities should provide language training, particularly in English, to lecturers. Proficiency in foreign languages is a crucial tool for lecturers to access new research materials, utilize updated findings, and engage in academic exchanges with international researchers. One reason for the low number of international publications by private university lecturers is limited English proficiency. Therefore, enhancing foreign language skills is essential for lecturers to integrate into the international academic environment.

Third, private universities should develop strategies to attract PhD-level staff. As noted earlier, only 16.5% of the surveyed lecturers hold a PhD, which is relatively low compared to the general rate at universities in Vietnam and globally. With financial autonomy, private universities can implement policies to attract PhD-qualified lecturers by offering attractive benefits and creating a professional working environment that allows lecturers to maximize their potential. In addition to recruiting external PhD lecturers, private universities should also develop and support their current staff, particularly younger lecturers. Providing support for current lecturers to pursue PhD studies or attend specialized research training can enhance their professional skills and improve overall job performance and research capabilities.

Fourth, universities should review lecturers' working conditions and propose solutions to improve job satisfaction. Analysis results show that job satisfaction positively affects job performance. However, the observed variables for job satisfaction are rated very low. This might be due to lecturers often having additional responsibilities beyond teaching and research, such as academic advising or extracurricular activities. Universities should reorganize jobs to focus on specialization, assigning non-academic tasks like student management and extracurricular activities to specialized departments. This would allow lecturers more time and energy to dedicate to teaching and research.

Fifth, increase academic exchange activities within departments and faculties. Research indicates that lecturers at private universities rate "support from colleagues" and "support from managers" quite low. This suggests that lecturers receive limited professional support from colleagues and supervisors. Therefore, universities should implement effective departmental and faculty-level academic activities. Colleagues with similar expertise and direct managers are best positioned to support lecturers, especially younger ones, in gaining additional knowledge and practical experience in teaching and research.

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