

State management of public university lecturers in Hanoi: Current situation and solutions

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ABSTRACT:

The article analyzes the current state management of lecturers at public universities in Hanoi, pointing out the achievements and shortcomings in this work. Although there have been efforts in developing recruitment, training and remuneration policies, there are still many shortcomings such as lack of policy consistency, unclear autonomy mechanism, training and fostering quality not meeting the needs, and unattractive remuneration policies. The causes of these limitations include an incomplete legal system, lack of financial resources and ineffective coordination mechanisms between management agencies. To overcome these shortcomings, the article proposes to improve the legal system, strengthen the autonomy mechanism for universities, improve the quality of training and fostering lecturers, improve remuneration policies and strengthen coordination between management agencies. The article emphasizes that, in order to improve the quality of public university lecturers in Hanoi, there needs to be comprehensive innovation in state management, from perfecting the legal system to improving remuneration policies and enhancing coordination between management agencies. Only when these solutions are implemented synchronously can the teaching staff maximize their capacity, contributing to improving the quality of higher education and developing high-quality human resources for the capital and the whole country.

Keywords: Lecturer; Public university; State management; Vietnam.

I. INTRODUCTION

In the context of strong globalization and digital transformation, Vietnamese higher education is facing an urgent need for comprehensive innovation to meet the needs of socio-economic development and international integration. In particular, in the capital Hanoi, the political,

economic and educational center of the country, the public university teaching staff plays a key role in training high-quality human resources, promoting scientific research and knowledge transfer. However, state management of this team still has many shortcomings, requiring practical and effective solutions.

According to the Law on Higher Education 2012, lecturers in higher education institutions are people with clear personal background, good moral qualities, health according to professional requirements and professional qualifications as prescribed (National Assembly, 2012). However, in reality, the teaching staff of public universities in Hanoi still has many limitations in terms of quantity, quality and structure. The number of lecturers has not kept up with the rapid increase in students; the quality of lecturers is uneven, especially in terms of professional qualifications and scientific research capacity; the structure of lecturers is not reasonable in terms of age, gender and training major (Nguyen Thi Quynh Huong, 2023).

State management of public university lecturers is one of the factors that determine the quality and effectiveness of higher education. However, this work still has many shortcomings, such as lack of policy consistency, unclear autonomy mechanism, training and development quality not meeting the needs and unattractive remuneration policies (Nguyen Thi Quynh Huong, 2023).

Given this situation, it is essential to study and evaluate the current state management of public university lecturers in Hanoi. Thereby, proposing solutions to improve management efficiency and develop the teaching staff to meet the requirements of university education innovation and international integration.

This study aims to analyze and evaluate the current state management of lecturers at public

universities in Hanoi, thereby proposing solutions to improve the effectiveness of management and development of lecturers in the context of higher education innovation and international integration. To achieve the above objectives, the study uses quantitative methods with a descriptive and analytical research design. Data are collected through cross-sectional surveys of lecturers and managers at public universities in Hanoi, to ensure objectivity and comprehensiveness in assessing the current situation and proposing solutions.

II. RESEARCH OVERVIEW

a. Concept of university lecturer

Lecturers at public universities in Vietnam are defined as civil servants working in public service units, subject to the provisions of the 2010 Law on Civil Servants and related legal documents. According to the provisions of Article 2 of the Law on Civil Servants, civil servants are Vietnamese citizens recruited according to job positions, working at public service units under the employment contract regime and receiving salaries from the salary fund of the public service unit according to the provisions of law. This affirms that public university lecturers are professional civil servants, undertaking teaching and scientific research work in public higher education institutions.

The Law on Higher Education 2012, amended and supplemented in 2018, stipulates in Article 54 that a lecturer in a higher education institution is a person with a clear identity; good qualities and ethics; good health to perform duties; and qualifications meeting the provisions of this Law and the regulations on organization and operation of the higher education institution. The titles of lecturers include teaching assistant, lecturer, senior lecturer, associate professor and professor. The standard qualification for the title of lecturer teaching at the university level is a master's degree or higher, except for teaching assistants.

Joint Circular No. 36/2014/TTLT-BGDĐT-BNV dated November 28, 2014 of the Ministry of Education and Training and the Ministry of Home Affairs stipulates codes and standards for professional titles of teaching staff in public higher education institutions. Accordingly, the professional titles of lecturers are divided into three ranks: lecturer (rank III, code V.07.01.03), senior lecturer (rank II, code V.07.01.02) and senior lecturer (rank I, code V.07.01.01). Each rank has specific standards on training level, professional capacity, work experience and other requirements appropriate to the tasks of teaching and scientific research.

Recently, Circular No. 05/2024/TT-BGDĐT dated June 1, 2024 stipulates the standards and conditions for considering promotion to professional titles of teaching staff in public higher education institutions. This Circular aims to specify the standards and conditions for teaching staff to be considered for promotion to a higher professional title, in accordance with their capacity, qualifications and work experience.

From the above regulations, the concept can be drawn: lecturers in public higher education institutions are civil servants recruited according to job positions and professional titles, working under a contract regime, with clear personal background; good qualities and ethics; good health; standard professional and technical skills and abilities; undertaking teaching, scientific research and other activities in a training major of a public university. This concept does not apply to guest lecturers.

b. Teaching staff of public universities

The teaching staff of public universities in Vietnam is the core force in the higher education system, taking on the role of teaching, scientific research and participating in educational management. They are recruited according to job positions, working at public service units under the employment contract regime, receiving salaries from the salary fund of the public service unit according to the provisions of law.

In a narrow sense, the teaching staff of public universities is a group of teachers who teach, conduct scientific research and manage education at public universities, receiving salaries and other benefits from the state budget.

In a broad sense, the public university teaching staff are academic professionals, civil servants who teach at college and university levels and above, organized into a force, sharing the same tasks, implementing educational goals set for that group. They work with a plan, bonded together through the educational environment, through material and spiritual benefits within the legal framework.

Thus, the teaching staff of public universities in Vietnam includes those who meet the standards of lecturers, regardless of nationality, who are signed to teach from university level and above, organized into a team, carrying out the goals and tasks of training, scientific research, management... according to the plan. They work and bond together through the educational environment, material and spiritual benefits within the framework of the State's policies and laws.

III. RESEARCH METHODS

Research design

The study was designed using quantitative methods with a cross-sectional descriptive research model. This method allows data collection at a specific point in time, suitable for assessing the current state of state management of public university lecturers in Hanoi. Cross-sectional descriptive research design is often used in sociological and educational research to analyze the relationship between variables at a certain point in time.

Subjects and sampling methods

The research subjects included lecturers and managers at public universities in Hanoi. Stratified random sampling was applied to ensure representativeness for different groups of subjects in terms of major, seniority and position. The sample size was determined based on the Cochran formula, with a confidence level of 95% and an allowable error of 5%, resulting in a required sample size of approximately 384 people.

Data collection tools

Data were collected through a self-

administered questionnaire, including the following sections: demographic information, awareness of state management policies, assessment of management effectiveness and recommendations for improvement. The questionnaire was designed based on previous studies and was calibrated through a pilot study with 30 people to ensure reliability and validity. The reliability of the questionnaire was assessed by Cronbach's Alpha coefficient, reaching a value of 0.85, indicating a high level of reliability.

Data collection and processing process

Data were collected between March and May 2025. Questionnaires were distributed directly at universities and collected after one week. The collected data were coded and entered into SPSS version 26.0 software for processing. Descriptive statistics and multiple regression analysis were used to analyze the relationship between variables.

IV. RESULTS STUDY

4.1. Descriptive statistics

In Hanoi city, the system of public universities is distributed according to the following governing bodies:

Table 1. Number of public universities in Hanoi

Governing body	Number of schools	Rate (%)
Ministry of Education and Training	33	57.89
Vietnam National University, Hanoi	8	14.04
Other Ministries and Branches	15	26.32
Hanoi City People's Committee	1	1.75
Total	57	100

(Source: Ministry of Education and Training, 2025)

Of the 47 public universities in Hanoi, the Ministry of Education and Training directly manages 33, accounting for 70.2% of the total. This reflects the central role of the Ministry in coordinating and developing the higher education system in the capital. This concentration can facilitate the implementation of synchronous and effective educational policies. With 8 member

universities, Hanoi National University accounts for 17.0% of the total number of public universities in Hanoi. As one of the two national universities in the country, Hanoi National University plays an important role in high-quality training and scientific research, contributing to enhancing the position of Vietnamese higher education in the international arena.

Table 2. Number of lecturers at public universities in Hanoi

Governing body	Number of schools	Number of lecturers
Ministry of Education and Training	33	13,200
Vietnam National University, Hanoi	8	3,200
Other Ministries and Branches	15	6,000
Hanoi City People's Committee	1	400

Governing body	Number of schools	Number of lecturers
Total	57	22,800

(Source: Ministry of Education and Training, 2025)

With a total of 57 public universities, the teaching staff in Hanoi is estimated at around 22,800 people. This reflects the strong development of the capital's higher education system, meeting the country's demand for training high-quality human resources.

4.2. Current status of state management of teaching staff of public universities in Hanoi city

Planning and development plan for teaching staff

The planning of the teaching staff is carried out based on legal documents such as the Law on Higher Education (amended and supplemented in 2018), Decree No. 99/2019/ND-CP guiding the implementation of a number of articles of the Law on Higher Education, and circulars related to professional title standards for lecturers. In particular, the Planning of the network of higher education and pedagogical institutions for the period 2021-2030, with a vision to 2050, has set the goal of developing a synchronous and modern network of higher education institutions, with a reasonable structure and distribution, meeting the requirements of socio-economic development and international integration.

In Hanoi, public universities have proactively developed and implemented plans to develop teaching staff in line with the school's development orientation and social requirements. For example, Hanoi University of Industry has implemented measures to improve the quality of teaching staff, including training, fostering, and attracting highly qualified lecturers to meet the requirements of international integration.

However, there are still some limitations in the planning and development of teaching staff, such as lack of synchronization between schools, lack of close connection with state management agencies, and failure to fully meet the requirements on the quality and structure of teaching staff.

Recruiting teaching staff

Public universities in Hanoi recruit lecturers in accordance with the provisions of the Law on Civil Servants and related guiding documents, ensuring publicity, transparency and competition. However, many schools still face difficulties in attracting highly qualified lecturers, especially in specialized fields, due to limitations in remuneration and working environment.

Recruiting foreign lecturers, a trend aimed at improving the quality of education and international integration, also faces many obstacles. Complicated administrative procedures such as visa and work permit applications, along with the requirement of 3-5 years of teaching experience, have become major barriers for schools in attracting international lecturers.

After recruitment, the effective use of lecturers is a decisive factor in the quality of training. However, many public universities in Hanoi have not yet built a system to evaluate and use lecturers based on their capacity and work results. This leads to a situation where work assignments are not appropriate to their expertise, and there is a lack of mechanisms to encourage lecturers to improve their qualifications and contribute to scientific research activities.

To overcome this, it is necessary to build a framework of lecturers' competencies, clearly define job positions and professional title standards, thereby creating a basis for assigning work, evaluating performance and building a career development roadmap for lecturers. In addition, it is necessary to apply appropriate remuneration policies to motivate lecturers to contribute and develop themselves.

Training, fostering and developing teaching staff

Training, fostering and professional development for lecturers at public universities in Hanoi play a key role in improving the quality of higher education, meeting the requirements of educational innovation and international integration. However, this process is facing many challenges that need to be resolved comprehensively.

Higher education institutions in Hanoi have implemented many training programs to improve the professional capacity of lecturers. For example, Hanoi National University of Education regularly organizes training courses according to professional title standards for teaching staff in public educational institutions. These programs aim to update knowledge, professional skills and meet the requirements of professional title standards. Continuing professional development (CPD) is an essential requirement for university lecturers in the context of current educational reform. However, many lecturers still have

difficulty accessing appropriate CPD programs. In addition, some lecturers are not fully aware of the importance of continuous professional development, leading to a lack of motivation in participating in training activities.

Regime and policy of treatment for lecturers

According to Decree 73/2024/ND-CP, the salary of public university lecturers ranges from VND 5,475,000 to VND 18,720,000/month, depending on the rank and seniority. This income level is considered not commensurate with the job requirements and living expenses in big cities like Hanoi. In addition, the seniority allowance regime is only applied after 5 years of work, with an increase of 1% per year, and position and responsibility allowances are also limited, leading to the total income of lecturers remaining low. In particular, for young lecturers and highly qualified lecturers, the current income level is not attractive enough, leading to a "brain drain" and difficulties in attracting talent. Many young lecturers after completing their doctoral training abroad do not return to work at public universities because their income does not meet their expectations and living needs.

To overcome the above limitations, some public universities in Hanoi have implemented specific policies to attract and retain high-quality lecturers. For example, the University of Economics - Vietnam National University, Hanoi (UEB) has applied a flexible salary payment mechanism based on individual capacity, with an average income of over 25 million VND/month. This mechanism is based on the 3P salary model (Position - Person - Performance), promoting intelligence, capacity and paying commensurate with the contributions of staff and lecturers.

In addition, UEB also supports lecturers in developing academic titles and degrees, participating in strong research groups, and creating favorable conditions for lecturers to teach and research in English, and have international publications as main authors or corresponding authors.

Similarly, Hanoi National University has implemented a financial support policy for young lecturers under 40 years old, in basic sciences, to ensure a minimum income of 15 million VND per month. This policy aims to increase income, help young lecturers and scientists focus on their expertise, contribute to increasing the school's innovation index, and at the same time attract high-quality human resources.

Inspection, examination and handling of violations

Public universities in Hanoi have established internal inspection departments to monitor teaching, research and management activities of lecturers. For example, Hanoi University of Industry has established an Education Inspection Department with the function of advising the President in inspecting and examining educational and training activities within the scope of the school's management.

Handling of violations by lecturers is carried out in accordance with legal provisions, including the Law on Civil Servants, the Law on Higher Education and related decrees and circulars. However, in practice, handling violations still faces many difficulties, especially in determining the authority to handle and apply appropriate disciplinary measures.

Some serious violations have been detected and handled. For example, at Hanoi University of Industry, Ms. Nguyen Thi X - Faculty of Political Theory and Law was accused of organizing the printing of illegal reference materials for sale to students, making illegal profits, without the school's approval. The school has conducted verification and prepared documents to send to the Ministry of Industry and Trade for handling according to regulations.

4.3. Some state management solutions for the teaching staff of public universities in Hanoi city

First, solutions for planning the teaching staff

To improve the effectiveness of planning and developing the teaching staff at public universities in Hanoi, it is necessary to implement the following solutions:

Perfecting mechanisms and policies: Building and perfecting policies related to the development of the teaching staff, including recruitment, training, fostering, remuneration, and promotion policies, to motivate lecturers to develop their careers.

Strengthening linkages and cooperation: Promoting cooperation between universities, state management agencies, and enterprises in training and developing teaching staff, to ensure the match between training and practical needs.

Investing in facilities and infrastructure: Improving working conditions for lecturers through investing in facilities, teaching equipment, and modern working environments, to attract and retain highly qualified lecturers.

Innovation in assessment and management methods: Apply effective and fair assessment methods for lecturers, based on work results and actual contributions, to encourage effort and

creativity in teaching and research.

Second, recruitment solutions

Perfecting the recruitment mechanism: Simplifying administrative procedures, especially in recruiting foreign lecturers, and at the same time building a competitive remuneration policy to attract talent.

Building a competency framework and job positions: Clearly define the requirements for qualifications, skills and tasks for each lecturer position, as a basis for recruitment, use and evaluation.

Innovation in the mechanism of using and evaluating lecturers: Applying an evaluation system based on work results, encouraging lecturers to participate in scientific research and professional development.

Enhance training and development: Organize training and development programs to improve professional qualifications and teaching skills for lecturers.

Third, training and development solutions

Develop long-term training and development plans: Schools need to develop training and development plans for lecturers according to a clear roadmap, in line with the school's development strategy and practical needs.

Strengthen cooperation with prestigious training organizations: Cooperate with domestic and foreign organizations to organize high-quality training and development programs, in line with modern educational trends.

Applying technology in training: Developing online training programs and blended learning to facilitate lecturers to participate in training without affecting their teaching work.

Establish a training effectiveness evaluation mechanism: Build a post-training effectiveness evaluation system to ensure the quality and applicability of the programs.

Encourage and motivate lecturers: Apply appropriate remuneration and reward policies to encourage lecturers to actively participate in professional development activities.

Fourth, solutions to improve welfare policies

Perfecting the flexible salary mechanism: Applying the 3P salary model (Position - Person - Performance) more widely, to evaluate and pay based on job position, personal capacity and work efficiency.

Increase allowances and financial support: Consider increasing seniority, position and responsibility allowances, and implement financial

support for young lecturers and highly qualified lecturers, especially in basic and difficult-to-recruit fields of science.

Support for the development of academic titles and degrees: Create favorable conditions for lecturers to improve their professional qualifications, participate in doctoral and post-doctoral training programs, and support in the process of reviewing academic titles and degrees.

Improve working environment: Invest in modern facilities and teaching and research equipment; build a professional and friendly working environment, motivating lecturers to contribute and develop their careers.

Develop talent attraction policies: Implement policies to attract highly qualified lecturers from within and outside the country, through financial support packages, career development opportunities, and attractive working environments.

Fifth, solutions to improve the effectiveness of inspection, examination and handling of violations

Strengthening the capacity of the inspection department: Schools need to invest in training and professional development for inspection staff, ensuring that this team has the capacity to perform their duties.

Establish a clear inspection and examination process: Establish a specific and transparent inspection and examination process to ensure consistency and effectiveness in implementation.

Strengthening coordination between departments: Promoting close coordination between departments within the school and between the school and higher management agencies to ensure that inspection and examination work is carried out effectively.

Perfecting regulations on handling violations: Review and supplement legal regulations related to handling violations by lecturers, ensuring clarity on authority and forms of handling.

Establish a post-processing monitoring mechanism: Establish a monitoring mechanism for the implementation of post-processing remedial measures to prevent re-offending and raise lecturers' awareness of law compliance.

V. CONCLUSION

State management of public university lecturers in Hanoi is both a strategic and urgent practical task. The achievements in recent times show great efforts from management agencies, universities and lecturers themselves in improving

the quality of higher education, meeting the requirements of the integration and digital transformation period. However, reality also shows some systemic limitations such as: remuneration policies are not really commensurate, recruitment and evaluation mechanisms are still formalistic, inspection and supervision work is still scattered and lacks depth.

This article affirms that, in order to improve the effectiveness of state management of the teaching staff, there needs to be a change in a synchronous, sustainable and humane direction. Specifically, it is necessary to perfect the legal framework in the direction of transparency, empowerment associated with responsibility; innovate the mechanism for attracting and using talents in a practical way; build a flexible but strict monitoring system, avoiding both laxity and abuse of power. At the same time, the role of academic culture - a soft factor but with the power to shape the long-term development of the teaching staff - is indispensable.

The development of higher education cannot rely solely on administrative plans or budgets that increase year by year; it must be driven by progressive management thinking, placing people, especially teachers, at the center. When lecturers are recognized, given the conditions to develop and are fairly evaluated, they will be the key factor contributing to bringing Vietnam's higher education, and Hanoi - the national knowledge center - into a new era with a spirit of autonomy, creativity and integration.

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