



The impact of human resource management and educational innovation on employees' organizational commitment: A case study at Saigon International University, Vietnam

Tran Lan Chi ¹, Phuoc Minh Hiep ², Vo Thi Thu Hong ^{3*}

¹⁻³ Sai Gon International University, Ho Chi Minh City, Vietnam

* Corresponding Author: **Vo Thi Thu Hong**

Article Info

ISSN (online): 2582-7138

Volume: 04

Issue: 02

March-April 2023

Received: 18-02-2023;

Accepted: 11-03-2023

Page No: 241-251

Abstract

Higher education in Vietnam is in a period of autonomy, self-responsibility in all aspects, and human resource management (HRM) to increase commitment to employees' organizations in the context of educational innovation. This has been receiving the attention of the whole community. The results showed that HRM (including attracting, training and developing, maintaining human resources) and educational innovation (including decentralization, socialization of education, integration) have a positive influence on both organizational satisfaction and organizational commitment. Satisfaction also has a positive influence on employees' organizational commitment. This result sets the stage for proposing some governance implications to the leadership of Saigon International University (SIU), Vietnam.

DOI: <https://doi.org/10.54660/IJMRGE.2023.4.2.241-251>

Keywords: Organizational commitment, organizational satisfaction, higher education, educational innovation, human resource management

1. Introduction

1.1 Theoretical context

High-quality human resource plays an important role in the operation and development of an organization, which is considered a competitive advantage in modern society. The long-term commitment of employees is vital which helps the organization to maintain and develop in a sustainable way. Employees' commitment has an important role to play in assessing an organization's competitiveness (Ncube and Jerie, 2012) ^[17]. To be competitive, every organization must improve the quality of its products or services, and the quality depends heavily on qualifications, skills, the expertise of employees, as well as the enthusiasm of their labor. Daniels (2016) ^[14] concludes that employees' commitment is of critical importance to becoming long-term members of the organization. Meanwhile, Juan and Yao (2017) ^[20] confirm the top priority in retaining employees of enterprises, especially employees with expertise and long experience.

In Vietnam, employees' commitment, in general, has become an important topic for many discussions and research by experts in recent years. While research on commitment in the corporate environment is very popular, research on this topic in the higher education or higher education environment is difficult to come across, especially in the context of university autonomy, which is a trend that requires educational subjects to increasingly emphasize economic factors and finance.

1.2 Practical context

According to the Ministry of Education and Training of Vietnam, in the period 2016 - 2020, the total number of public universities was increased from 170 to 172 while the total number of non-public universities remained at 65.

Ho Chi Minh City is an area of 14 out of 65 non-public universities across the country. Regarding educational innovation, based on developing socio-economic activities, Resolution No. 29-NQ/TW creates a strong premise for the renovation of higher education to be carried out in Vietnam with a series of goals oriented toward 2030.

The increasing practice of the number of learners, the number of managers, lecturers, and staff, and the number of new master's degree recruitments of non-public universities show the trend of shifting between these two types of higher education, shifting

from public to non-public. This result also shows the positive growth of non-public universities.

Because of these issues as well as for the goal of increasing the number of staff and lecturers, non-public universities must pay more attention to the thoughts and aspirations of individuals which retain qualified human resources from many sources (including from public universities). Therefore, the article was carried out to assess the impact of SBV and educational innovation on the employees' organization at SIU. From there, SIU applies suitable solutions for its operating environment.

2. Theoretical

2.1 Human Resource Management

Currently, due to the different approaches to resources, there are still many different interpretations when talking about the concept of human resources. Table 1 summarizes some definitions of human resources that are popular in the world and in Vietnam.

Table 1: Summary of the definition of Human Resources

| Source | Definition |
|-----------------------------------|--|
| United Nations (2000) | It is the level of skill; is the knowledge and capacity of the entire human life that currently exists, or the potential for socio-economic development in a community. |
| Nguyen (2008) ^[3] | Including the entire population capable of working, regardless of which profession, sector, region the person is being distributed into, and can be considered as a social human resource. |
| Tran (2011) ^[5] | Formed on the basis of individuals with different roles and linked together according to certain goals of the enterprise. |
| Communist Party of Vietnam (2022) | As a employee with high intellect, proficient skills, good qualities, trained, fostered and promoted by advanced education associated with a modern science. |

(Source: Author, 2023)

Accordingly, the concept of HRM is also not uniform. Some suitable concepts are synthesized by the author in Table 2.

Table 2: Summary of the definition of Human Resource Management

| Source | Definition |
|----------------------------|--|
| Wright (2003) | Aim to provide skills to employees that have a direct impact on their attitudes, such as motivation, commitment and satisfaction. |
| Ha (2006) | These are activities that enhance the effective contributions of the individual to the goals of the organization while at the same time trying to achieve social goals and personal goals. |
| Tran (2011) ^[5] | A system of philosophies, policies and functional activities on attracting, training - developing and retaining an organization's human resources in order to achieve results for the organization as well as its employees. |

(Source: Author, 2023)

Human resources management research helps managers learn how to deal with others; find a common language; know how to evaluate employees; know how to entice employees to be passionate about the job; avoid mistakes in recruiting and using employees. Knowing how to coordinate the implementation of the organization's goals and the goals of the individual for the purpose of improving the efficiency of the organization. This can gradually make the human strategy an organic part of the development and business strategy.

2.2 Educational innovation

Breakthroughs in innovation will transform students from just using their knowledge to creating a new piece of knowledge by making them the center of the educational environment (Findikoglu and Ilhan, 2016) ^[16].

Smith and Fund (2009) ^[32] define educational innovation as a new product, new process, or new idea that is changing the way people see a problem or question by redefining the human sense of what is possible and innovating at the platform level. The platform-level innovation mentioned here is a shared conceptual architecture that includes frameworks, definition sets, standards, and protocols that provide the infrastructure in which component modules are connected – platform-level innovation is also covered by Ng (2009) and Wai (2017) ^[37]. Wai (2017) ^[37] referred to that "platform" as a place where people gather in a group to create something or develop new ideas or products.

Mykhailyshyn *et al.* (2018) ^[25] define educational innovation as methods or procedures in educational activities that differ from previous practice. The goal is to improve educational effectiveness in a competitive environment.

Mykhailyshyn *et al.* (2018) ^[25] argue that educational innovation includes pedagogical innovation, scientific and methodological innovation, educational and technological innovation; and key elements of innovation in the university's internal environment include educational innovation, administrative innovation, management, thought innovation, and the implementation of on-demand training.

According to the OECD (2016) ^[29], educational innovation can be classified into four categories: (i) the introduction of new services or products such as curricula, educational resources, or new books or curricula; (ii) the introduction of a new process for providing services such as the use of technology in e-learning activities; (iii) the introduction new approaches within the organization such as the use of information and communication technologies to interact with families and students; (iv) introduction of new marketing techniques such as the cost per course in college.

2.3 Organizational satisfaction

Basically, employees' organizational satisfaction is a measure of how satisfied employees are with their work and work environment. Some other observations are summarized in Table 3.

Table 3: Summary of the definition of Organizational Satisfaction

| Source | Definition of organizational satisfaction |
|-----------------------------|---|
| Ugboro and Obeng (2000) | Empowering employees is an effective way of pleasing them. |
| Derek <i>et al.</i> (2002) | Affects productivity, the ability to quit and the ability to retain employees. |
| Sageer <i>et al.</i> (2012) | It is the term used to describe whether employees are satisfied, adaptable, and meet their wants and needs at work. |

(Source: Author, 2023)

Everyone needs to understand the level of loyalty and satisfaction, which demonstrates how committed the workforce is to the organization and whether the employees are truly satisfied with the way it works to assess their likelihood of staying with the organization. One of the main aspects of HRM is the measurement of employees' satisfaction. Companies, businesses, or organizations must

ensure that employee satisfaction is at a high level, which is a prerequisite for increasing productivity, responsiveness, quality, and customer service.

2.4 Organizational cohesion

Definitions of organizational commitment are compiled in Table 4.

Table 4: Summing up the definition of Employee Organizational Commitment

| Source | The definition of organizational commitment |
|--|--|
| Allen and Meyer (1990) ^[7] | It is a psychological state that ties the individual to the organization |
| Meyer and Allen (1991) ^[23] | As a highly emotional connection in which employees feel attached to the goals and values of the organization |
| Meyer <i>et al.</i> (2002) ^[24] | Emotional attachments have stronger relationships and employees always aspire to become long-term members of the organization. |
| Ilies and Judge (2003) ^[19] | Attachment is defined as the willingness to do your best for the development of the organization, identifying the organization's goals with its own. |
| Bates (2004) ^[9] | Employee engagement can be applied to predict employee performance outcomes and organizational success, including financial performance. |
| Boles <i>et al.</i> (2007) ^[10] | It can be emotional attitudes or behaviors that have a employee's affiliation with the organization. |
| London Institute of Human Resources and Development (2006) | It's a combination of commitment to the organization and its values plus a willingness to help colleagues. |
| Vazirani (2007) ^[36] | As builders, they want to know the desired expectations for their roles so that they can meet and overcome them. |

(Source: Author, 2023)

Accordingly, the author finds that the definition proposed by Vazirani (2007) ^[36] implies a trend-based meaning in the modern and inclusive business environment to be able to represent the previously studied definition. Therefore, the author states that "employees' commitment to the organization is expressed in the understanding of the organization, the commitment to devote capacity to successfully implement business strategies. Opposed to this, they also want to know the expectations of the organization for their role to be able to meet, and improve themselves in a sustainable way in the future".

3. Research Hypothesis and Model

Previous studies have suggested that satisfaction for the organization will lead to the long-term commitment of employees. However, satisfaction is formed from factors such as work, workplace relationships, income, and opportunities for employees' self-development. In particular, the authors including Tran and Morris (2005) ^[6], Tran (2005) ^[4], Ho and Pham (2019) ^[2] all have a basis for asserting that satisfaction will positively impact commitment to the employees' organization.

On the other hand, the factors that make up the above-mentioned satisfaction seem to coincide with those of the HRM examined earlier. The important role of satisfaction is also shown in the research model of Ho and Pham (2019) ^[2] when satisfaction is the result of the process of HRM and is also a premise for organizational commitment. Therefore, the author proposes the following hypothesis:

- **Hypothesis H1:** Organizational satisfaction (SHLTC) has a positive effect on organizational commitment of employee (SGBTC) at non-public universities.
- **Hypothesis H2:** Human resource management (QTNNL) has a positive effect on organizational satisfaction (SHLTC) at non-public universities.
- **Hypothesis H3:** Human resource management (QTNNL) has a positive effect on organizational commitment of employee (SGBTC) at non-public universities.

Storey (2016) ^[34] identifies talent acquisition processes in labor-intensive businesses as critical to achieving long-term sustainability. A typical talent acquisition process in an organization involves finding and evaluating candidates on a variety of aspects, from goals, plans, and measurable. In particular, adopting inappropriate recruitment and talent selection methods can lead to high costs for the institution (Nankervis and Stanton, 2010) ^[26]. Khan and Sheikh (2012) argue that it is extremely important to identify the structure, form, and position of work before making cadre decisions. From there and in the context of current research, the author proposes the hypothesis of the relationship between talent attraction and HRM in non-public higher education institutions as follows:

- **Hypothesis H4:** Attracting talent (THNT) has a positive effect human resource management (QTNNL) at non-public universities.

Storey (2016) ^[34] concludes that human resource

development strategy is about identifying and managing employee learning in conjunction with developing business and corporate strategies for the future. The basis of many concerns about training and developing autonomously in higher academia in Vietnam has been improving in recent times with the motivation coming from both the State and non-public higher education institutions. From there, the author proposes the hypothesis related to the training and development factor as follows:

➤ **Hypothesis H₅:** *Training and development (DTPT) have a positive effect on human resource management (QTNNL) at non-public universities.*

Steven *et al.* (2019) [33] claim the university's prosperity depends on its ability to recruit and retain talented faculty. Therefore, higher education institutions that do not retain veteran faculty will have difficulty establishing quality programs. The need for schools to improve the retention of desirable teaching staff has increased over the years because there is evidence that retaining faculty will improve the quality of schools. That is why the successful retention of teaching staff in higher education is an increasingly popular topic.

There are many studies on employee retention in various industries and its causal relationship to HR activities (Fuad *et al.*, 2020) [17]. Furthermore, 68% believe that retaining talented employees is more important than recruiting new employees (Chew, 2004) [13]. In summary, the author proposes the hypothesis as follows:

▪ **Hypothesis H₆:** *Maintaining human resources (DTNL) has a positive effect human resource management (QTNNL) at non-public universities.*

Many experts who studied commitment argue that innovation is the key to competitiveness. Innovation competencies take employees beyond their individual roles to collaborate with colleagues, make suggestions for organizational improvement, and work to enhance the organization's standing (Right Management, 2009). Right Management (2009) has also linked innovation and satisfaction, the commitment of employees with creativity in addition to many organizational outcomes such as increased productivity and performance, improved customer satisfaction, customer loyalty, and sales, an individual initiative at work, and willingness to do additional work assigned by the organization. Therefore, the author hypothesizes:

- **Hypothesis H₇:** *Educational innovation (DMGD) has a positive effect on organizational satisfaction (SHLTC) at non-public universities.*
- **Hypothesis H₈:** *Educational innovation (DMGD) has a positive effect on organizational commitment of employee (SGBTC) at non-public universities.*

In the higher education environment, centralized management procedures are a barrier to educational innovations, often resulting in incorrect financial allocation and a lack of physical, technical, and technological equipment. In some cases, the obstacles associated with innovation in education stem from the inadequate separation of powers between

executive departments and individuals at different levels of management when the university needs to adapt quickly to a changing and integrated world now. Decisions go through multiple procedures before they can be made. As a result, measures of innovation are slowed down (Groves and Quintanilla, 2015) [15]. From this, the author hypothesizes:

▪ **Hypothesis H₉:** *Decentralization (PCPQ) has a positive effect on the educational innovation (DMGD) of employees at non-public universities.*

❖ Factors of socialization of education

Messmann and Mulder (2011) [22] found the development of innovation as a fundamentally social process. By encouraging faculty to engage in innovation and establishing a collaborative network structure, innovation development can be effectively facilitated. Recognizing the workforce and strengthening workplace relationships and links with external systems is one of the premises of educational innovation. With that, Camara and Pereira-Guizzo (2015) [11] concluded that positive social relationships stimulate innovation. From there, the hypothesis is posited as follows:

▪ **Hypothesis H₁₀:** *Socialization of education (XHH) has a positive effect on the educational innovation (DMGD) of employees at non-public universities.*

The higher education system is influenced by innovations that take place in the period of global integration. In fact, higher education systems in Vietnam are also adhering to this model in the process of self-renewal (Barber *et al.*, 2013) [8]. The number of international students at universities and universities in Vietnam has increased and research cooperation has expanded, so higher education institutions are becoming more and more competitive. This has promoted the need to raise the quality of educational services to the level of regional and international common ground through innovative activities. From there, the hypothesis is posited as follows:

▪ **Hypothesis H₁₁:** *Educational integration (HONH) has a positive effect on the educational innovation (DMGD) of employees at non-public universities.*

Because of the importance of educational innovation in influencing almost all aspects of the organization, employees, how it communicates, or organizational performance, it becomes important to understand this concept and how it affects strategic human resource activities in organizations. However, there are still not many conclusions about the relationship between HRM and educational innovation, so the author proposes the hypothesis of this relationship as follows:

▪ **Hypothesis H₁₂:** *Human resource management (QTNNL) is positively correlated with the educational innovation (DMGD) of employees at non-public universities.*

In summary of all the research hypotheses and the relationships that affect organizational commitment, the authors propose the research model as shown in Figure 1.

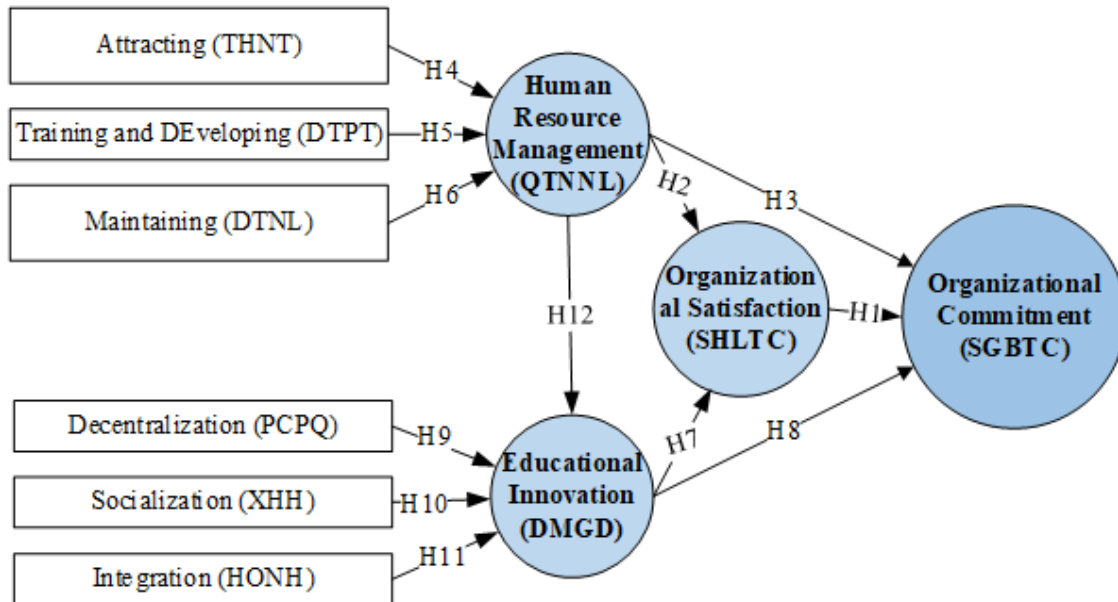


Fig 1: Research model (Source: Author, 2023)

The survey subjects were lecturers working at non-public higher education institutions including Saigon International University, Van Lang University, Ho Chi Minh City University of Technology (Hutech), Hong Bang University, and Ho Chi Minh City University of Foreign Languages - Information Technology (Huflit).

4. Results

4.1 Sample results

The survey process was conducted to collect samples of 500 lecturers who met the seniority requirement (minimum 2 years). Research samples are collected in a non-probability method, a convenient form of sampling. With 600 surveys distributed, after the screening and data entry process, 500 data are obtained suitable for the research process. Sample collection results are listed as shown in Table 5.

Table 5. Sample statistics

| Demographics | | Frequency | Percent | Cumulative percentage |
|----------------------------|---|-----------|---------|-----------------------|
| Gender | Male | 309 | 61.8 | 61.8 |
| | Female | 191 | 38.2 | 100.0 |
| | Total | 500 | 100.0 | |
| Age range | Less than 30 | 137 | 27.4 | 27.4 |
| | From 30 to less than 40 | 212 | 42.4 | 69.8 |
| | From 40 to less than 50 | 106 | 21.2 | 91.0 |
| | From 50 and above | 45 | 9.0 | 100.0 |
| | Total | 500 | 100.0 | |
| Education | Master | 372 | 74.4 | 74.4 |
| | Doctor | 128 | 25.6 | 100.0 |
| | Total | 500 | 100.0 | |
| Working time | From 2 to less than 5 years | 205 | 41.0 | 41.0 |
| | From 5 to less than 10 years | 178 | 35.6 | 76.6 |
| | From 10 to less than 15 years | 57 | 11.4 | 88.0 |
| | 15 years or more | 60 | 12.0 | 100.0 |
| | Total | 500 | 100.0 | |
| Income (million VND/month) | Less than 10 million | 60 | 12.0 | 12.0 |
| | From 10 million to less than 20 million | 374 | 74.8 | 86.8 |
| | From 20 million to less than 30 million | 51 | 10.2 | 97.0 |
| | From 30 million or more | 15 | 3.0 | 100.0 |
| | Total | 500 | 100.0 | |

Source: Author (2023)

4.2 Reliability scale and exploratory factor analysis results

The results of the analysis showed that all scales had satisfactory Cronbach's Alpha values (greater than 0.6) and variable-total correlation coefficients (greater than 0.3) as

shown in Table 6.

Factor analysis results with a KMO coefficient of 0.844 (greater than 0.5) and a Sig. value of the Bartlett test of 0.000 (less than 0.05). This shows the relevance of the EFA analysis. The result was 10 factors with an Eigenvalue greater

than 1 with a total variance of more than 75% (greater than 50%). The factor loading results show that all coefficients are greater than 0.05 and that the observed variables are grouped as initial divisions (Table 6).

Table 6: Factor load factor results

| Observable variable | Cronbach's Alpha | Factor | | | | | | | | | |
|---------------------|------------------|--------|------|------|------|------|------|------|------|------|------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| THNT1 | | .909 | | | | | | | | | |
| TNHT3 | | .892 | | | | | | | | | |
| THNT4 | .945 | .881 | | | | | | | | | |
| THNT2 | | .880 | | | | | | | | | |
| THNT5 | | .844 | | | | | | | | | |
| DTPT2 | | | .881 | | | | | | | | |
| DTPT1 | | | .840 | | | | | | | | |
| DTPT5 | .905 | | .817 | | | | | | | | |
| DTPT3 | | | .772 | | | | | | | | |
| DTPT4 | | | .733 | | | | | | | | |
| DTNL2 | | | | .909 | | | | | | | |
| DTNL4 | .943 | | | .895 | | | | | | | |
| DTNL3 | | | | .895 | | | | | | | |
| DTNL1 | | | | .894 | | | | | | | |
| PCPQ4 | .939 | | | | .948 | | | | | | |
| PCPQ2 | | | | | .887 | | | | | | |
| PCPQ1 | | | | | .866 | | | | | | |
| PCPQ3 | | | | | .863 | | | | | | |
| SGBTC4 | .932 | | | | | .902 | | | | | |
| SGBTC2 | | | | | | .879 | | | | | |
| SGBTC1 | | | | | | .872 | | | | | |
| SGBTC3 | | | | | | .851 | | | | | |
| XHH1 | .907 | | | | | | .996 | | | | |
| XHH3 | | | | | | | .834 | | | | |
| XHH2 | | | | | | | .825 | | | | |
| XHH4 | | | | | | | .726 | | | | |
| QTNNL3 | .870 | | | | | | | .834 | | | |
| QTNNL4 | | | | | | | | .789 | | | |
| QTNNL2 | | | | | | | | .782 | | | |
| QTNNL1 | | | | | | | | .757 | | | |
| DMGD3 | | | | | | | | | .982 | | |
| DMGD2 | .932 | | | | | | | | .872 | | |
| DMGD1 | | | | | | | | | .856 | | |
| HONH3 | | | | | | | | | | .933 | |
| HONH1 | .917 | | | | | | | | | .908 | |
| HONH2 | | | | | | | | | | .821 | |
| SHLTC3 | | | | | | | | | | | .970 |
| SHLTC1 | .895 | | | | | | | | | | .925 |
| SHLTC2 | | | | | | | | | | | .680 |
| Eigenvalues | | 7.83 | 4.30 | 3.53 | 3.42 | 3.08 | 2.57 | 2.24 | 1.75 | 1.71 | 1.38 |
| Extract variance | | 19.5 | 29.9 | 38.4 | 46.5 | 53.8 | 59.8 | 65.0 | 69.0 | 72.7 | 75.7 |
| KMO coefficient | | 0,844 | | | | | | | | | |
| Sig. (Bartlett) | | 0,000 | | | | | | | | | |

Source: Author (2023)

Therefore, the EFA analysis results are consistent with the requirements, all observed variables are retained for confirmatory factor analysis (CFA) at the next step.

4.3 Confirmatory factor analysis results

The results of the analysis of the relevance of the CFA affirmative factor model are presented in Table 7.

Table 7: The results of confirmatory factor analysis

| Index | Analytical value | Reference values | Evaluate |
|--|------------------|--------------------|---------------|
| Significance level of Chi squared (χ^2), p-value | 0,000 | p-value > 0.05 | Not suitable |
| Genus squared adjusted to degrees of freedom (χ^2/df or Cmin/df) | 2,370 | $\chi^2/df \leq 3$ | Good |
| TLI Index | 0,938 | TLI ≥ 0.90 | Suitable |
| CFI Index | 0,945 | CFI ≥ 0.90 | Suitable |
| RMSEA Index | 0,052 | RMSEA < 0.06 | Very suitable |

(Source: Author, 2023)

1. General relevance

According to Table 7, only p-value = 0.00 (less than 0.05) is not suitable because the sample size may not be large enough, however, the rest of the evaluation indicators are rated at a high level of relevance. In conclusion: The measurement model is consistent with the actual data.

2. Reliability

The results of composite reliability and average variance extracted are summarized in Table 8. Accordingly, all factors have a satisfactory aggregate confidence value (greater than 0.6). In conclusion: The model achieves a value in terms of reliability.

Table 8: Summary of reliability results and average variance extracted

| Scale | Composite reliability | Average variance extracted |
|-------|-----------------------|----------------------------|
| THNT | 0.946 | 0.777 |
| DTPT | 0.906 | 0.659 |
| DTNL | 0.937 | 0.788 |
| PCPQ | 0.939 | 0.794 |
| SGBTC | 0.932 | 0.775 |
| XHH | 0.912 | 0.724 |
| QTNNL | 0.872 | 0.630 |
| DMGD | 0.934 | 0.825 |
| HONH | 0.918 | 0.790 |
| SHLTC | 0.904 | 0.761 |

(Source: Author, 2023)

1) Convergence value

All unnormalized and normalized results were greater than 0.5, and the average variance extracted result (Table 8) was greater than 0.5. In conclusion: The model reaches convergence values.

2) Distinguishing values

The CRa values of the r-correlation coefficient test between definitions are greater than the critical value ($t_{\alpha/2, n-2}$) = 1.964, or with 95% reliability, the p-value is less than 0.05 or the correlation coefficient of the definitions is different from the value 1. In conclusion: The model reaches a distinguishing value.

3) Unidirectionality

The model has indicators that conform to testing standards. It does not detect correlations between measurement errors. The model conclusion is unidirectional.

Theoretical relation value

The research model has a selective inheritance that is confirmed by experts along with the author's addition to the organizational commitment of employees suitable for the case of non-public universities in Ho Chi Minh City that should achieve theoretical contact value.

4.4 Structural equation modeling results

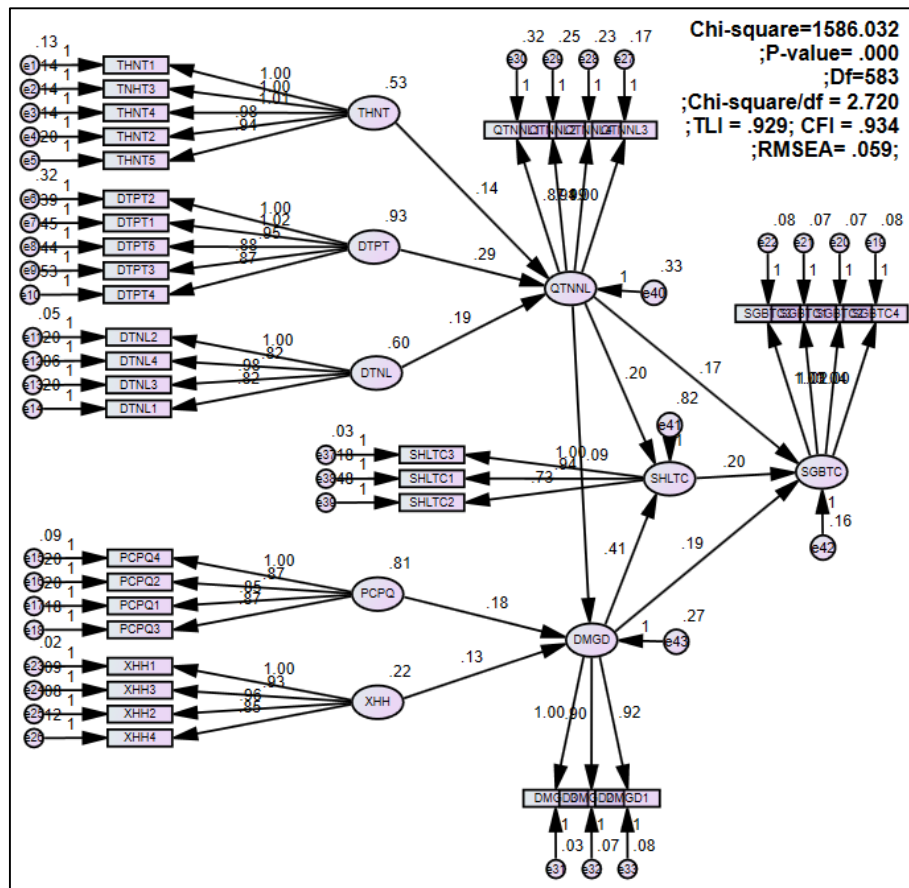
The results of the conformity analysis of the structural equation modeling (SEM) showed that the estimate of the relationship between HONH and educational innovation did not match the p-value of $0.267 > 0.05$ or at significant level of 5%. Performing the removal of the HONH integration factor from the structural model and a SEM re-estimation. The results of the reevaluation of the relevance of the SEM are presented in Table 9, resulting in Figure 2.

Table 9: The results of re-analysis of structural equation modeling

| Index | Analytical value | Reference values | Evaluate |
|---|------------------|--------------------|---------------|
| Significance level of Chi squared (χ^2), p-value | 0,000 | p-value > 0.05 | Not suitable |
| Chi squared adjusted to degrees of freedom | 2,720 | $\chi^2/df \leq 3$ | Good |
| TLI Index | 0,929 | TLI \geq 0.90 | Suitable |
| CFI Index | 0,934 | CFI \geq 0.90 | Suitable |
| RMSEA Index | 0,059 | RMSEA < 0.08 | Very suitable |

(Source: Author, 2023)

In conclusion: The structural model is consistent with the actual data.



Source: Author (2023)

Fig 2: Results of reanalysis of linear structure – not standardized

Table 10 shows the results of the recurrent regression testing research hypotheses as follows. estimation of the SEM model. From there, there is a basis for

Table 10: Linear structure model regression estimation results

| Relationship | Coefficient | Standard error | C.R. value | p-value |
|------------------|-------------|----------------|------------|---------|
| QTNNL <--- THNT | 0.141 | 0.04 | 3.512 | 0.000 |
| QTNNL <--- DTPT | 0.294 | 0.033 | 8.992 | 0.000 |
| QTNNL <--- DTNL | 0.185 | 0.038 | 4.883 | 0.000 |
| DMGD <--- PCPQ | 0.179 | 0.028 | 6.404 | 0.000 |
| DMGD <--- XHH | 0.134 | 0.053 | 2.543 | 0.011 |
| DMGD <--- QTNNL | 0.094 | 0.039 | 2.423 | 0.015 |
| SHLTC <--- QTNNL | 0.201 | 0.067 | 3.017 | 0.003 |
| SHLTC <--- DMGD | 0.414 | 0.078 | 5.331 | 0.000 |
| SGBTC <--- QTNNL | 0.167 | 0.032 | 5.226 | 0.000 |
| SGBTC <--- SHLTC | 0.197 | 0.022 | 8.776 | 0.000 |
| SGBTC <--- DMGD | 0.193 | 0.038 | 5.129 | 0.000 |

(Source: Author, 2023)

The results of testing the research hypotheses showed that there was a relationship in the model that was not statistically significant (p-value > 0.05) and were removed from the model. In summary, the results of the SEM test show that the theoretical model matches the survey dataset when removing the HONH factor.

4.5 Bootstrap test results

The current study has a sample size of 500 with Bootstrap testing selecting a sample size of 2,000 using iterations and replacements. Each repeating sample may have the same number of observations as the original 500 samples. The Bootstrap test results with C.R. absolute values of factors with values less than 1.96, inferred p-value > 0.05 (5%),

rejected H₀, and concluded that deviations other than 0 were not statistically significant at 95% reliability. Thereby, the estimation model could be trusted.

5. Management Implications

5.1 For the Impact of Human Resource Management on Satisfaction and Commitment to the Organization

The results of the study indicate that HRM strategies have a positive effect on employee commitment, and this further leads to a competitive advantage for the organization (coefficient 0.167). From a "behavior-based perspective" perspective, this shows signs that adopting the HRM strategies used by the organization increases positive employee behavior. Therefore, it leads to the desired outcome

for the organization being positive engagement.

Additionally, HRM also has a positive influence on employee satisfaction (coefficient 0.201). If HRM is fully implemented, in accordance with the principles, the remuneration regime and policies for new employees are guaranteed. Thereby, helping employees feel secure in their work. In an organization, managers must perform their assigned tasks, direct the organization to develop, and at the same time learn the desires of employees. When management performs its role well, the desire of employees will be paid attention to, satisfactorily resolved, and harmonized between the interests of the organization and employees, which will help employees be more interested in work.

The results of the study have shown the opinion that attracting human resources has a positive influence on HRM (coefficient 0.141). Having a talent acquisition strategy and highlighting the importance of attracting talent is an issue that needs to be noted by businesses because attracting human resources for businesses is not just about finding a suitable person for the current position. Human resource acquisition is also a process from hunting candidates, screening, recruiting personnel and even continuing to follow up with unselected candidates to be able to recruit them when qualified for the right position in the future. In other words, attracting human resources helps businesses create a sustainable group of candidates, preparing human resources to meet a long-term operating period instead of focusing on short-term values.

The results of the study show that employee comfort at work, as determined by training and development, has a positive effect on HRM capacity (coefficient 0.294). The ability to receive training and promotion opportunities in the organization depends largely on the efforts and work results that employees bring. In addition, the freedom and opportunity to have access to training in educational institutions should be fair to any employee. Active and proactive people need to have praise from their superiors, while those who perform challenging work tasks really have the opportunity to be trained and promoted to further develop themselves and then contribute, long-term attachment to the organization.

In fact, on the implementation of the Educational Program, HCMC requested the Ministry of Education and Training to guide and consider allowing some non-public schools to autonomously enroll specific teacher training codes such as informatics, art (music, fine arts) to train teachers to serve in schools in Ho Chi Minh City; allow pedagogical training for disciplines such as Korean, Japanese, Chinese, French to meet the foreign language program 2, general education program 2018.

The results of the study have shown that maintaining human resources has a positive influence on financial management (coefficient 0.185). The reward mechanism, fair evaluation increased benefits based on work quotas, and implementation of fair behaviors will bring about the rapid adaptation of new employees that give the organization a homogeneous teaching staff, as well as deliver higher work results.

5.2 For the Impact of Educational Innovation on Organizational Satisfaction and Commitment

The results of the study indicate that Educational Innovation strategies have a positive effect on Employee Commitment. This further leads to a competitive advantage for the organization (coefficient 0.193). Educational innovation

according to the results of the study also showed that there is an effect on employees' satisfaction (coefficient 0.414). The changing intentions of employees, productivity, financial efficiency, and customer satisfaction will bring positive results to the business. Innovative employees are more engaged, and those with high organizational engagement often look for ways to improve customer experience, drive profitability, build brands, improve marketing, improve quality, or simply be more creative.

The research results also suggest that the decentralization factor affects educational innovation (coefficient 0.179). To implement decentralization and decentralization in education, it must first be implemented synchronously. Firstly, personnel must be standard, the legal system must be strict. Autonomy is associated with the responsibility of the head and the team for the machine to operate smoothly. Therefore, decentralization in education requires serious and rigorous educational innovation.

Through the results obtained from his model, the author suggests that the socialization of educational work has an impact on educational innovation (coefficient 0.134). Because socialization of educational work contributes to improving the quality of education at special educational institutions, especially non-public universities. Socialization of education will mobilize resources and potentials of society and overcome difficulties in the process of educational development. In addition, this factor also contributes to creating fairness, accountability, and democracy among employees.

5.3 For the Impact of Satisfaction on Organizational Commitment

The results of the data analysis show that Organizational Satisfaction has a positive effect on employees' Organizational Commitment (coefficient 0.197). Organizations will gain employee engagement by making them satisfied with work-related needs and aspects such as work, promotion, leadership, colleagues, wages, benefits, and working conditions. Commitment emerges and develops slowly but surely over time as the individual reflects on the relationship between them and the organization. In contrast, organizational satisfaction is an unsustainable measure over time, reflecting immediate behaviors on specific issues such as salary, bonuses, and supervision. Therefore, satisfaction is often measured along with attachment.

6. Conclusion

The study accomplished specific goals with the following results.

Firstly, the data was collected with a sample size of 500 employees who are lecturers at non-public universities in Ho Chi Minh City, in which, targeting lecturers with at least 2 years of seniority working at the current institution.

Secondly, through quantitative analysis techniques such as scale reliability analysis, EFA analysis, CFA analysis has confirmed the suitability of the research model.

Third, determining the level of influence of factors on organizational commitment of employee, in which the influence of HONH integration factors on education innovation is not meaningful and is excluded from the research model.

7. References

1. Ha VH. Human resource management. Ha Noi, 2006.

2. Ho HT, Pham HL. The attachment of employees to Khanh Hoa Travel Company. *Journal of Economic Development*, 2019, 56-64.
3. Nguyen T. *Human Resources Syllabus*. Hanoi: Social Labor Publishing House, 2008.
4. Tran KD. Employee needs, satisfaction, and engagement with the organization. Ministerial-level research project, University of Economics Ho Chi Minh City, 2005.
5. Tran KD. *Human Resource Management*. Hanoi, Statistics Publishing House, 2011.
6. Tran KD, Morris A. Measure commitment to the organization and job satisfaction in Vietnamese conditions. *International Scientific Conference 9/2005*, Ho Chi Minh City, 2005.
7. Allen NJ, Meyer JP. The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*. 1990; 63(1):1-18.
8. Barber M, Donnely K, Rizvi S. *An Avalanche Is Coming Higher Education and the Revolution Ahead*. Institute for Public Policy Research, London, 2013.
9. Bates JA. Use of narrative interviewing in everyday information behavior research. *Library & Information Science Research*. 2004; 26(1):15-28.
10. Boles J, Madupalli R, Rutherford B, Wood JA. The relationship of facets of salesperson job satisfaction with affective organizational commitment. *Journal of Business & Industrial Marketing*. 2007; 22(5):311-321.
11. Camara JRS, Pereira-Guizzo CS. Work-related values and organizational values from the perspective of university professors: a correlational study. *Estudos de Psicologia Campinas*. 2015; 32(2):259-268.
12. Chartered Institute of Personnel and Development (CIPD). *Reflection on employee engagement. Change agenda*. London CIPD, 2006. Available at <http://www.cipd.co.uk/changeagendas>.
13. Chew J. The influence of human resource management practices on the retention of core employees of Australian organisations: an empirical study. PhD thesis, Murdoch University, Perth, 2004.
14. Daniels JR. An exploratory comparative case study of employee engagement in Christian higher education. *Christian Higher Education*. 2016; 15(3):126-139.
15. Derek R, Allen, Wilburn M. *Linking customer and employee satisfaction to the bottom line*. ASQ quality press publications cat log, Milwaukee, WI, 2002.
16. Findikoglu F, İlhan D. Realisation of a Desired Future: Innovation in Education. *Universal Journal of Educational Research*. 2016; 4(11):2574-2580.
17. Fuad DRSM, Musa K, Yusof H. Innovation in Education. *Journal of Educational Research & Indigenous Studies*, 2020, 2(1).
18. Groves T, Quintanilla MA. University of Salamanca case study report. For EU Lifelong Learning Programme, project no. 539628-LLP-1-2013-1-NL-ERASMUS-EIGF, Governance and adaptation to innovative modes of higher education provision (GAIHE). Unpublished GAIHE project report, 2015.
19. Ilies R, Judge TA. On the heritability of job satisfaction: The meditating role of personality. *Journal of Applied Psychology*. 2003; 88:750-759.
20. Juan SH, Yao L. Considering university governance: a preliminary investigation of employee engagement in higher educational institutions in Malaysia. *FGIC 1st Conference on Governance & Integrity, Innovation & Sustainability Through Governance*, 2017, 224-232.
21. Khan MB, Sheikh NN. Human resource development, motivation and Islam. *Journal of Management Development*, 2012.
22. Messmann G, Mulder RH. Innovative work behavior in vocational colleges: understanding how and why innovations are developed. *Vocat. Learn*. 2011; 4:63-84.
23. Meyer JP, Allen NJ. A three-component conceptualisation of organizational commitment. *Human Resource Management Review*. 1991, 1(1):61-89.
24. Meyer JP, Stanley DJ, Herscovitch L, Topolnytsky L. Affective, continuance, and normative commitment to the organization: A metaanalysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*. 2002; 61:20-52.
25. Mykhailyshyn H, Kondur O, Serman L. Innovation of education and educational innovations in conditions of modern higher education institution. *Journal of Vasyl Stefanyk Precarpathian National University*. 2018; 5(1):9-16.
26. Nankervis A, Stanton P. Managing employee performance in small organizations: Challenges and opportunities. *International Journal of Human Resources Development and Management*. 2010; 10:136-151.
27. Ncube F, Jerie S. Leveraging employee engagement for competitive advantage in the hospitality industry. A comparative study of hotels A and B in Zimbabwe. *Journal of Emerging Trends in Economics and Management Sciences*. 2012; 3(4):380-388.
28. Ng PT. Innovation in education: some observations and questions. *International Journal of Innovation in Education*. 2009; 1(1):8-11.
29. OECD. *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*. OECD Publishing, Paris, 2016. <http://dx.doi.org/10.1787/9789264265097-en>.
30. Right Management. *Measuring true employee engagement*. Philadelphia, Right Management, 2009.
31. Sageer A, Rafat S, Agarwal P. Identification of variables affecting employee satisfaction and their impact on the organization. *IOSR Journal of business and management*. 2012; 5(1):32-39.
32. Smith K, Fund NV. *Innovation in public education: Problems and opportunities*. San Francisco, CA: New Schools Venture Fund, 2009.
33. Steven A, Tella S, Turunen H, Flores Vizcaya-Moreno M, Pérez-Cañaveras RM, Porrás J, *et al*. Shared learning from national to international contexts: a research and innovation collaboration to enhance education for patient safety. *Journal of Research in Nursing*. 2019; 24(3-4):149-164.
34. Storey J. *Human resource management*. In *Encyclopedia of Human Resource Management*. Edward Elgar Publishing Limited, 2016.
35. Ugboro IO, Obeng K. Top management leadership, employee empowerment, job satisfaction, and customer

- satisfaction in TQM organizations: an empirical study. *Journal of Quality Management*. 2000; 5:247-272.
36. Vazirani N. Employee engagement. SIES: College of Management Studies Working Paper Series, 2007.
 37. Wai CPM. Innovation and social impact in higher education: some lessons from Tohoku university and the open university of Hong Kong. *Open Journal of Social Sciences*. 2017; 5(09):139.