

The impact of organizational factors on lecturer engagement in private universities of economics in Vietnam

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Abstract: Vietnam's higher education system is experiencing significant movement toward greater autonomy, increased competition, and deeper integration. Amidst these developments, private universities in Hanoi specializing in economics are encountering growing challenges in recruiting and retaining qualified, committed faculty members. Fluctuations in human resources across institutional levels have highlighted the urgent need to identify determinants of lecturer engagement. This study uses Structural Equation Modeling (SEM) to analyze empirical findings across five categories of organizational factors: organizational culture, leadership capacity, compensation and benefits, opportunities for training and advancement, and university social responsibility. Drawing on these results, the article offers several policy recommendations designed to strengthen lecturer engagement within private economics universities in Hanoi, thereby supporting educational quality and promoting sustainable growth in an increasingly competitive landscape.

Keywords: Organizational factors; lecturer engagement; private economics universities; Hanoi.

1. Introduction

This study analyzes the factors affecting lecturer engagement with their institutions using the Structural Equation Modeling (SEM) approach to examine the relationships among five organizational factor groups. Specifically, these include: (1) Organizational culture - reflecting the work environment and shared cultural values of the university; (2) Leadership capacity - representing the management style and competencies of institutional leaders; (3) Salary and benefits - including

wages, compensation schemes, and welfare policies; (4) Training and promotion - reflecting opportunities for career development and future advancement; and (5) Social responsibility - indicating the university's involvement in and contributions to the community.

Findings from these factors indicate that strengthening lecturer engagement is essential to reducing staff turnover and maintaining a stable core teaching workforce across universities, especially in private higher education institutions. Based

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on a survey of more than 400 faculty members at a private university in Hanoi, the study assesses the current situation, analyzes the results, and proposes several policy recommendations to enhance lecturer engagement in the economics sector in the coming period.

2. Theoretical foundations

2.1. Concept and importance of lecturer engagement in private universities

In higher education institutions, especially private universities, faculty members are not only knowledge transmitters but also the driving force shaping training quality, organizational culture, and the institution's academic reputation. Lecturer engagement reflects the extent to which each individual is willing to contribute, accompany, and commit to the institution's shared mission. According to Meyer and Allen's (1991) three-component model of commitment, engagement is expressed through affective, continuance, and normative commitment, thereby reflecting the psychological attachment and alignment between personal and organizational values.

Theoretically, lecturer engagement is often approached from three dimensions: cognitive, emotional, and behavioral. Kahn (1990) argued that engagement emerges when employees invest their complete cognitive, emotional, and physical resources into their work roles. From this perspective, cognitively, faculty members clearly understand their role in the institution's development; emotionally, they feel pride and enthusiasm for their work; and behaviorally, they actively engage in teaching, research, student support, and institutional activities. This approach aligns with Schaufeli and Bakker's (2004) view, which emphasizes that engagement manifests as vigor, dedication, and absorption.

In private universities - where operations are flexible yet subject to intense competitive pressure - lecturer engagement plays a crucial role in ensuring organizational stability and development. A highly engaged faculty

contributes to creating a positive "academic ecosystem," maintains training quality, enhances reputation, and strengthens institutional branding. This is consistent with Saks (2006), who highlighted engagement as a strong predictor of job performance and long-term commitment.

Conversely, a lack of engagement can lead to staff turnover, reduced teaching and research performance, and diminished trust among students and society in the quality of training. In practice, many private universities in Vietnam face "brain drain" due to insufficient compensation policies, inadequate recognition mechanisms, and low levels of workplace cohesion. This once again underscores that enhancing lecturer engagement is not only a human resource management requirement but also a fundamental prerequisite for ensuring competitiveness and sustainable development among private universities in the context of higher education autonomy and international integration today.

2.2. Foundational theories

Research on lecturer engagement often draws on several classic theoretical frameworks in modern human resource management and organizational psychology. First, Kahn's (1990) theory of employee engagement conceptualizes engagement as a psychological state in which individuals fully "immerse themselves" in their work roles, simultaneously investing physical, cognitive, and emotional energy to perform their tasks. Engagement in this sense emphasizes the depth of the connection between employees and their work. Next, the Engagement-Burnout Theory of Maslach et al. (2001) argues that the degree of fit between individuals and their work environment underlies engagement; conversely, misalignment leads to occupational burnout, which, in turn, negatively affects performance and psychological well-being.

From the perspective of organization-individual relations, Homans's (1958) Social Exchange Theory posits that relationships are maintained through a cost-benefit exchange. In the context of higher education, faculty members tend to remain committed to their institutions when they perceive fairness, support, and care, and when they believe that their contributions will be duly recognized.

Another critical approach is the Self-Determination Theory of Deci and Ryan (1985), which emphasizes that the need for personal growth and self-actualization drives individuals. According to this theory, intrinsic motivation (stemming from interest and enjoyment) and extrinsic motivation (stemming from rewards, responsibilities, or social norms) both influence engagement and proactive behavior at work. Autonomy, competence, and relatedness are considered the three fundamental conditions that foster sustainable motivation and engagement.

In addition, Herzberg's (1959) Two-Factor Theory is widely used to explain employee satisfaction and motivation. According to this theory, motivators (achievement, recognition, responsibility, advancement) enhance satisfaction and engagement. At the same time, hygiene factors (organizational policies, salary, working conditions, supervision, peer relations) merely prevent dissatisfaction but do not generate genuine engagement. This theory highlights that, to enhance lecturer engagement, universities must not only meet basic working conditions but also create an environment that supports professional development, recognition, and opportunities for career advancement.

Overall, these foundational theories provide a scientific basis for understanding lecturer engagement behaviors and guide the development of research models examining commitment and attachment among academic staff in private higher education institutions.

2.3. Research model framework

Based on the foundational theories presented above, the study proposes an analytical framework for examining lecturer engagement with their institution, drawing on three groups of widely used theoretical models in human resource management and organizational behavior.

First, the Job Demands-Resources Model (JD-R) of Demerouti et al. (2001) posits that engagement arises when job resources, such as working conditions, leadership support, training opportunities, or welfare policies, are adequately balanced with job demands. The model highlights two parallel processes: (1) prolonged high job demands lead to burnout; and (2) a shortage of resources increases withdrawal behaviors and reduces engagement. Therefore, JD-R provides a valuable foundation for explaining faculty attachment in high-pressure environments, such as private universities.

Second, Zinger's (2009) employee engagement model emphasizes the importance of positive and meaningful connections within the organization. The "CARE" framework consists of four pillars: Connection, Authentic Relationships, Recognition, and continuous Engagement. According to Zinger, employee engagement increases when individuals feel relational support, recognition for achievements, and a strong connection to the organization's overarching goals. This approach is particularly relevant in educational settings, where academic culture and human interaction play central roles.

Third, Maslow's (1943) hierarchy of needs is used to explain motivation and engagement across five levels of human needs: physiological, safety, social belonging, esteem, and self-actualization. The theory posits that engagement increases as these needs are satisfied progressively. In the context of university faculty, addressing needs ranging from basic income to self-affirmation through research and career development is essential

for strengthening their organizational commitment.

Drawing from these theoretical models, the study proposes an analytical framework for lecturer engagement based on five main organizational factors: (1) Salary and welfare; (2) Leadership capacity; (3) Training and promotion; (4) Organizational culture; and (5) The university's social responsibility. These factors are hypothesized to exert a direct, positive effect on the dependent variable - lecturer engagement.

The research model is tested using Structural Equation Modeling (SEM), which allows for simultaneous estimation of both direct and indirect relationships among variables. The analytical procedure consists of three steps: (1) Assessing the reliability of measurement scales using Cronbach's Alpha

and Exploratory Factor Analysis (EFA); (2) Confirming convergent and discriminant validity through confirmatory factor analysis (CFA); and (3) Estimating factor effects using SEM with model-fit indices such as CFI and $TLI \geq 0.90$ and $RMSEA \leq 0.08$. This approach ensures a rigorous connection between theoretical foundations and empirical results, while providing a comprehensive assessment of the impact of organizational factors on lecturer engagement in private universities.

3. Methods and model testing results

3.1. Characteristics of the survey sample

The study used a quantitative survey of 411 economics lecturers at private universities in Hanoi. *Table 1* presents the basic demographic characteristics of the sample and reflects the representativeness of the study population.

Table 1. Characteristics of the survey sample (N = 411)

Characteristic	Category	Percentage (%)
Gender	Female	57.2%
	Male	42.8%
Age group	Under 30	14.6%
	30 - 50	65.5%
	Above 50	20.0%
Academic degree	Master's degree	51.3%
	PhD candidate / PhD holder	42.8%
	Other	5.8%
Years of service	Over 5 years	82.9%
	Under 5 years	17.1%

Source: Author's compilation (2025).

The descriptive results indicate that the sample structure reflects typical characteristics of the current university faculty workforce. The proportion of female respondents (57.2%) is higher than that of males (42.8%), which is a common trend in the education sector. In terms of age, the 30-50 age group accounts for the highest proportion (65.5%), showing that most respondents are in a stable career development phase with substantial practical experience. Educational qualifications are relatively high, with 51.3% holding master's degrees and 42.8% being PhD candidates or

doctoral degree holders; additionally, 82.9% of lecturers have more than five years of work experience. These characteristics ensure that the collected data are reliable and represent the perspectives of experienced lecturers who understand the working environment of private universities.

3.2. Reliability testing of measurement scales

To meet reviewers' reliability requirements, all scales were tested using Cronbach's alpha. As shown in *Table 2*, all eleven scales exhibit very high reliability, exceeding the accepted threshold of 0.7.

Table 2. Cronbach's Alpha reliability of measurement scales in the research model

Scale (Variable)	Cronbach's Alpha
Lecturer engagement	0.935
Leadership capability	0.893
Organizational culture	0.917
Relationship with supervisors	0.928
Salary and benefits	0.843
Training and promotion	0.904
Work-life balance	0.905
Job satisfaction	0.915
Digital transformation	0.950
Social responsibility (Internal)	0.953
Social responsibility (External)	0.972

Source: Author's compilation (2025).

The reliability testing shows that all scales achieve strong internal consistency, with Alpha values ranging from 0.843 to 0.972. Scales with particularly high reliability - such as social responsibility inside and outside the organization, digital transformation, engagement, and supervisor relationships - demonstrate strong internal coherence. Even the scale with the lowest reliability coefficient, salary and welfare (0.843), exceeds the 0.7

benchmark, confirming its adequacy as a measurement instrument. Overall, the scales are sufficiently reliable for CFA and SEM analyses, ensuring stable measurement results and accurate reflection of theoretical constructs.

3.3. Confirmatory Factor Analysis (CFA) and model validation

Confirmatory Factor Analysis (CFA) was conducted to assess convergent validity.

Table 3. Composite Reliability (CR) and Average Variance Extracted (AVE) of measurement scales

Scale (Variable)	Composite Reliability (CR)	Average Variance Extracted (AVE)
Social responsibility (External)	0.971	0.709
Digital transformation	0.948	0.668
Organizational culture	0.902	0.569
Social responsibility (Internal)	0.951	0.794
Leadership capability	0.893	0.583
Lecturer engagement	0.937	0.750
Relationship with supervisors	0.923	0.752
Job satisfaction	0.915	0.684
Training and promotion	0.919	0.695
Work-life balance	0.906	0.621
Salary and benefits	0.844	0.577

Source: Author's compilation (2025).

The results indicate that all scales satisfy the required thresholds for composite reliability ($CR > 0.7$) and convergent validity ($AVE > 0.5$). This suggests that the observed variables effectively measure the latent constructs and account for a substantial proportion of the factor variance. Some scales - such as social responsibility (internal and external), engagement, and supervisor relationships - exhibit particularly high AVE

and CR values, reflecting intense conceptual clarity. Scales such as organizational culture and salary-welfare also meet AVE standards, confirming their convergent validity. Overall, the measurement model shows good reliability and validity, allowing progression to SEM analysis.

To further validate the findings, the study evaluates model fit using key SEM indices.

Table 4. Model fit indices

Index	Required threshold	Actual result	Conclusion
CMIN/df	< 3	2.062	Met
CFI	0.90	0.911	Met
TLI	0.90	0.907	Met
RMSEA	0.08	0.051	Met

Source: Author's compilation (2025).

Table 4 presents the overall fit indices for the SEM model. All CFA fit indices fall within acceptable ranges, confirming that the measurement model fits the survey data well. Specifically, the $CMIN/df = 2.062 (< 3)$ indicates low normalized discrepancy; $CFI = 0.911$ and $TLI = 0.907$ exceed the 0.90 threshold, reflecting strong model fit; while $RMSEA = 0.051 (< 0.08)$ indicates a small approximation error and high overall fit. These indicators confirm that the scale structure is

logically constructed and consistent with empirical data, validating the model before proceeding to SEM analysis.

4. Analysis of the current situation and research findings

The SEM results indicate that the research model explains 55.7% of the variance in Lecturer Engagement ($R^2 = 0.557$). Table 5 summarizes the effects of the five organizational factors (and other variables) on engagement.

Table 5. Standardized path coefficients (β) of independent variables in the research model

Predictor Variable	β coefficient
Organizational culture	0.312
Leadership capability	0.286
Salary and benefits	0.218
Training and promotion opportunities	0.197
Social responsibility	0.143

Note: * indicates statistically significant effects.

Source: Author's compilation (2025).

The SEM results show that all five tested factors positively affect lecturer engagement with the organization, though their influence varies. Organizational culture has the highest coefficient ($\beta = 0.312$), demonstrating the central role of the working environment and shared cultural values in sustaining attachment. Leadership competence also shows a strong effect ($\beta = 0.286$), indicating that managerial style and leadership capability strongly influence lecturers' psychological well-being and engagement. Salary and welfare ($\beta = 0.218$) and training-promotion opportunities ($\beta = 0.197$) reaffirm the roles of both material and non-material factors in fostering commitment. Although Social Responsibility ($\beta = 0.143$) has the most negligible effect, it still shows a positive and meaningful influence, indicating that lecturers value the institution's contributions to the community. These results help clarify the relative importance of each factor in building sustainable human resource strategies for private universities.

Based on the survey and SEM analysis, all five organizational factors positively affect lecturer engagement in private economics universities in Hanoi. However, the degree of influence varies significantly, reflecting the characteristics of private university environments, where organizational culture, leadership style, and HR policies play decisive roles in shaping trust and commitment. Specifically:

First, organizational culture.

Organizational culture is identified as the strongest driver of lecturer engagement, with a β coefficient of 0.312. This finding indicates that in private universities - where flexible operations and high competitive pressure are typical - cultural values such as respect, transparency, sharing, and creativity play a more decisive role than material incentives in

maintaining lecturer attachment. A work environment grounded in positive cultural values helps lecturers perceive meaning in their work and develop long-term loyalty to the institution.

The quantitative analysis also shows that the observed variables within the "organizational culture" group - such as goal alignment, mutual trust, cooperation, and a positive academic environment - exhibit high factor loadings (> 0.6). This confirms that lecturers clearly perceive cultural values in their working process and demonstrates that these values directly influence their attitudes and level of commitment to the institution. When lecturers feel respected, empowered to participate in decision-making, and perceive fairness in task allocation, they are more likely to develop a sense of "belonging to the organization," thereby strengthening their engagement.

In private universities, organizational culture also helps build an institutional identity distinct from public universities. This becomes a competitive advantage in attracting and retaining talent. An environment that emphasizes academic dignity, encourages creativity, and ensures transparent evaluation not only increases lecturer satisfaction but also reinforces professional commitment - an essential element for sustaining long-term engagement, even when material incentives are not superior to market alternatives.

Second, leadership competence.

The second strongest factor influencing lecturer engagement is leadership competence, with an effect size of $\beta = 0.286$. This indicates that leadership is not only crucial for organizational operation but also a key source of inspiration shaping lecturers' engagement behaviors. In private universities, leadership plays an even more critical role, as administrators serve simultaneously as managers and "academic mentors," directly

influencing lecturers' psychology, trust, and career development orientation.

The indicators measuring leadership competence include task orientation, inspirational capability, professional support, and fairness in evaluation. Analysis shows that all indicators have strong factor loadings and convergent validity, clearly reflecting how lecturers perceive leadership style and quality within their departments. In environments where leaders are approachable, listen actively, encourage initiatives, and maintain open dialogue, lecturers' engagement levels are significantly higher than in units where management remains administrative, rigid, and less supportive.

Further analysis reveals that leadership influences engagement through two main channels: (1) Emotional mechanisms - competent and reputable leaders nurture positive emotional states such as trust, respect, and institutional pride; (2) Career development mechanisms - leaders play a critical role in supporting research activities, enabling advanced training, encouraging participation in conferences and publications, and establishing clear promotion pathways.

In the context of increasing university autonomy, inspirational academic leadership becomes a key "bridge" linking institutional strategic goals with lecturers' personal development needs, thereby strengthening long-term commitment.

Third, salary, welfare, and training opportunities.

Survey results show that salary, welfare, and training and promotion opportunities ($\beta = 0.218$ and $\beta = 0.197$, respectively) are not as influential as organizational culture or leadership, but they serve as essential foundations for stability and long-term commitment. SEM analysis shows that indicators such as "salary commensurate with

competence," "welfare ensuring living conditions," "opportunities for skill enhancement," and "fair promotion criteria" are all statistically significant ($p < 0.05$), confirming their importance in shaping lecturers' perceptions and engagement behaviors.

In the context of private universities operating under a financial autonomy mechanism, salary and bonus policies are flexible but can easily lead to disparities between departments or academic programs. When lecturers perceive transparency, consistency, and fairness in income distribution, they tend to remain committed and demonstrate greater dedication. Conversely, a lack of clarity in compensation policies - even when the working environment is positive - can significantly undermine engagement.

In addition, the factor of training and promotion demonstrates a significant influence through lecturers' perceptions of opportunities for professional development, scientific research, and participation in academic training programs. When the institution invests in capacity building and creates conditions for lecturers to advance their careers, they feel recognized and valued, thereby reinforcing positive attitudes and a more profound commitment to the organization. It can be seen that material factors (salary and benefits) and professional development factors (training and promotion) constitute the essential foundation for nurturing intrinsic motivation and maintaining stable engagement among lecturers in private universities.

Fourth, university's social responsibility.

Although it has the smallest coefficient among the five factors, social responsibility ($\beta = 0.143$) still shows a positive and significant relationship with lecturers' engagement. This indicates that, in addition to internal factors

such as organizational culture and reward policies, lecturers are also influenced by the institution's image, reputation, and societal contributions. Observed variables such as "the university makes positive contributions to the community," "emphasizes professional ethics," and "encourages lecturers to participate in social activities" were rated at an above-average level but exert apparent effects on lecturers' feelings of pride toward the organization. When a university fulfills its social role effectively, it not only enhances its brand value but also strengthens lecturers' sense of belonging to an institution with a mission and social significance.

In particular, in contexts where private universities are often perceived as under pressure to pursue financial goals, demonstrating strong social responsibility helps balance business efficiency with the educational mission, when lecturers perceive that the institution cares about the community and upholds humanistic values, their trust, goodwill, and intention to stay increase, since teaching is not merely the act of delivering knowledge but is associated with broader social values.

Overall, all five factors in the research model show positive effects on lecturer engagement, with psychological or intangible elements (organizational culture, leadership capacity) exerting stronger influences than material factors (salary, benefits, training-promotion). This reflects the professional characteristics of lecturers - a group of knowledge workers who are strongly motivated by academic values, professional ethics, and respect, rather than short-term financial incentives.

The findings further emphasize that lecturer engagement is not derived from isolated HR policies but instead results from interactions among organizational culture,

leadership styles, and mechanisms that support professional development. This is an essential argument affirming that, to enhance engagement in the context of university autonomy, private higher education institutions must shift from "administrative management" to "value-based governance," placing people - particularly lecturers - at the center of their sustainable development strategies.

4. Solutions to strengthen lecturer engagement at private universities

First, prioritizing the development of a positive organizational culture.

Organizational culture is considered the "soul" of every higher education institution, shaping how lecturers perceive, behave, and develop their sense of attachment to the university. Survey results show that organizational culture is the strongest predictor of engagement ($\beta = 0.312$), highlighting the central role of the working environment in sustaining loyalty, motivation, and professional responsibility. Therefore, building a positive organizational culture should be regarded as a top priority.

To begin with, universities must establish a clear set of core values that guide all administrative and academic activities. This value system should emphasize respect, cooperation, transparency, and creativity, thereby creating a psychologically safe environment that encourages open academic exchange. A healthy academic culture enables lecturers to feel valued, heard, and meaningfully involved in institutional decision-making processes.

For the higher education system in general and for economics lecturers in private universities in Hanoi in particular, strengthening internal communication and establishing effective two-way feedback mechanisms are essential. This helps

leadership capture concerns and expectations and promptly adjust policies. Activities such as internal workshops, professional forums, and regular academic meetings should be professionally organized and substantive, becoming a natural “bonding mechanism” within the lecturer community. Notably, organizational culture must be materialized through concrete managerial actions - from performance evaluation, recognition, rewards, to handling misconduct. When cultural values are internalized into behavioral norms, lecturers work not only out of obligation but also out of pride in belonging to an institution with its own identity and sustainable development orientation.

Second, enhancing academic leadership capacity.

Leadership competence is identified as the second-most-influential factor affecting lecturer engagement ($\beta = 0.286$). It plays a decisive role in shaping the emotional climate, motivation, and behavior of the academic workforce. In private universities, leaders are not only administrative managers but also academic guides who inspire, nurture intellectual growth, and foster a humane and knowledge-oriented working environment. This requires a shift from traditional administrative leadership toward academic leadership, which focuses on professional vision and supporting innovation.

Accordingly, deans, department heads, and academic managers need training in academic strategy planning, human resource management, professional communication, and the ability to promote high-quality research and teaching. Such training programs should be held regularly, combining theoretical instruction, practical sharing, and case-based problem solving in university governance. Simultaneously, establishing mentoring-coaching mechanisms between

experienced lecturers and younger faculty members is essential to disseminate expertise, build mutual support, and strengthen a sustainable academic community.

In addition, transparency in evaluation, ranking, and recognition processes is crucial. When lecturers perceive fairness and respect in managerial decisions, they become more motivated to share knowledge, collaborate with colleagues, and maintain trust in the organization. Thus, effective academic leadership not only ensures efficient institutional operations but also builds a culture of trust, laying the foundation for sustainable lecturer engagement with the university.

Third, improving policies on salary, rewards, and promotion.

Human resource policies are a crucial foundation for enhancing organizational commitment. While not the most influential factors, quantitative results indicate that salary benefits ($\beta = 0.218$) and opportunities for training and promotion ($\beta = 0.197$) significantly contribute to maintaining stability and long-term commitment among lecturers. Therefore, private universities should develop flexible compensation systems that effectively combine base salary with performance-based pay, especially linked to teaching achievements, scientific research, and academic contributions. Such systems not only motivate lecturers to maximize their abilities but also promote fairness and transparency in human resource management. Moreover, universities should diversify their benefit packages to include extended insurance coverage, support for study expenses, conference attendance funding, research grants, and short-term international training, thereby fostering sustainable professional development motivation among lecturers.

At the same time, a transparent and merit-based promotion mechanism must be established. Academic appointments should be based on clear quantitative criteria, such as the number of publications, teaching quality, and professional contributions, rather than on administrative seniority. Universities should also implement programs that support research capacity building, international publication, and the development of proposals for institutional or ministerial-level research projects, thereby helping lecturers build a clear career trajectory. Human resource policies should remain stable and predictable, avoiding sudden changes that create uncertainty. In practice, when lecturers feel their rights are protected and development opportunities are allocated fairly, they are more likely to volunteer and view the university's success as their own.

Fourth, strengthening the university's social responsibility.

In the context of university autonomy and international integration, social responsibility is not only an obligation but also an important indicator of credibility and sustainable value for higher education institutions. Research results indicate that social responsibility positively affects lecturer engagement ($\beta = 0.143$). Although the level of influence is lower than other factors, it carries significant emotional meaning, nurturing professional pride and organizational identity. Therefore, universities should integrate training with societal development needs, promote partnerships with businesses and local organizations, and build community-oriented programs. When lecturers participate in applied research projects, policy consulting, or startup-support activities, they not only advance their professional skills but also see the tangible social value of their work. At the same time, universities should strengthen

communication about their image as "socially responsible institutions" by publicizing philanthropic activities, community-focused research, and initiatives supporting an ethical academic environment. This contributes to building public trust and simultaneously enhances lecturers' sense of pride.

Fifth, establishing mechanisms that encourage lecturers to participate in community activities.

To further strengthen engagement, universities should incorporate community service into performance evaluation and reward systems. Recognizing and positively evaluating lecturers' social contributions helps them realize that their role goes beyond being "a teacher" and extends to becoming "a catalyst for social change." When lecturers perceive the broader social value of their profession, their engagement is nurtured through trust, genuine emotional connection, and strong intrinsic motivation. This also serves as a foundation for building a lecturer workforce with strong social responsibility, aligned with the mission of private universities in the context of innovation and global integration.

5. Conclusion

The research on lecturer engagement within economics faculties at private universities in Hanoi highlights its status as a critical factor associated with training quality and the competitiveness of non-public higher education institutions amid university autonomy. Findings from structural equation modeling indicate that five organizational factors positively affect lecturer engagement. Of these, organizational culture and leadership capacity are most influential. At the same time, salary and benefits, professional development opportunities, and the institution's social responsibility serve as essential elements that strengthen lecturers' professional commitment and foster lasting affiliations.

Drawing on an objective evaluation of relevant factors supported by empirical data, the study recommends four principal solution areas: promoting a constructive organizational culture, strengthening academic leadership, refining human resource policies, and enhancing the university's commitment to social responsibility. These measures are designed not only to elevate the working environment but also to define institutional identity, reinforce core values, and ensure sustainable competitiveness for private universities. Furthermore, the research outcomes offer substantive guidance for policy development in higher education, underscoring that investment in personnel - particularly faculty - is fundamental to any enduring development strategy, consistent with the intent of Resolution No. 71-NQ/TW dated August 22, 2025, issued by the Politburo regarding educational innovation.

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