

## Examining Factors Influencing Employee Engagement: A Study of Universities in Ho Chi Minh City

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**Abstract.** Employee engagement should be a priority for any organization, business, or school (Daniel, 2022). Although numerous studies have provided substantial evidence of the positive effects of organizational culture and job satisfaction, more research is needed to determine whether satisfaction and organizational culture affect employee engagement, especially in the field of higher education. This study investigated the factors influencing employee engagement at universities in Ho Chi Minh City, Vietnam. A survey was conducted with 80 lecturers to examine the impact of organizational culture and job satisfaction on engagement. Exploratory factor analysis was used to validate scale measures. The results provided empirical support for linkages proposed in the conceptual framework. All cultural and job characteristics factors showed significant positive relationships with engagement. The findings provide practical insights for enhancing engagement through cultural interventions and job redesign. This study enriches the limited research on employee engagement in Vietnamese universities. Further investigation with larger samples is recommended to validate the generalizability of findings.

**Keywords:** Employee engagement, Organizational culture, Job satisfaction, Structural equation modeling SEM, universities in Ho Chi Minh City.

## **1. Introduction**

Previous studies on the influence of organizational culture factors and job satisfaction on employee's engagement to the organization have not been considered comprehensively and is scientifically and theoretically incomplete (Shuck et al., 2011; Villara and Albertina, 2010). And in Vietnam, employee engagement in general has become an important topic for many experts' discussions and research in recent years. While studies on engagement in the corporate environment are very popular as in the study of Ho Huy Tuu et al (2022), Do Phu Tran Tinh et al (2013), Pham The Anh and Nguyen Thi Hong Dao (2013), the research on this topic in higher education or higher education environment is still quite few, in the context of the development of higher education in HCMC, this is a shortcoming. These gaps should be the reason why the author carried out this study to better analyze the relationship between organizational culture, job satisfaction and their impact on employee engagement.

## **2. Theoretical Basis**

The author uses the theoretical basis of organizational culture, job satisfaction and employee engagement. Besides, the author also uses background theories such as Maslow's theory of needs (1943), McGregor's X theory (1960), McGregor's Y theory (1960) and expectation theory to form the research model. Organizational culture is concerned with the core values and objective characteristics of the organization, especially the organizational environment. Organizational culture is made up of shared values, beliefs, and practices. It is important to understand the influences of culture on organizational performance; a positive culture can reduce suspicion and fear, build relationships, and have a purposeful orientation towards employees (Armstrong, 2009; Robbins and Judge, 2013).

Job satisfaction refers to a positive dimension along with relationships with other components of the job; it requires interaction with colleagues and managers, compliance with organizational policies and procedures, acceptance of working conditions, and meeting required performance standards (Luthans, 2006). Employee engagement is an employee's positive attitude towards the organization and its values. An engaged employee is aware of business circumstances and works with colleagues to improve performance at work for the benefit of the organization. Organizations must work to develop and nurture engagement, which requires a two-way relationship between employer and employee (Robinson et al., 2004; Rafferty et al., 2005).

## **3. Research Methodology**

The proposed research model will be sent to experts for consultation, the form of consultation is organized as a discussion session, collecting personal opinions. The results receive the research model, in which there is or no change in factors, components as well as the relationship between factors. The research model for this study is proposed as presented in the following section. The selected experts are lecturers who are currently holding positions of the Board of Directors of educational institutions in Ho Chi Minh City; the number of experts is 8 people, together with 5 main trainers, the total will be 13 people.

Next, the author continued to rely on the help of these 13 experts to conduct interviews to review the content and wording of the preliminary scale content. The content of the preliminary scale is selectively inherited by the author through the process of reviewing relevant research documents along with suggestions from the author's own research and working capacity. The result of this adjustment process forms a preliminary adjustment scale.

Based on the adjusted preliminary scale, the author collects primary data, with the expected number of 90 lecturers working at universities in Ho Chi Minh City. Sampling method here is non-probability method, convenient sampling form. The purpose of this preliminary sampling is to verify and adjust the preliminary scale. The collected data were coded, filtered and imported into the SPSS statistical software. Cronbach's Alpha coefficient and EFA exploratory factor analysis were performed to test the reliability and convergence value of the scale; the results form the research scale of the study. The

analytical framework of this process is shown in Figure 1.

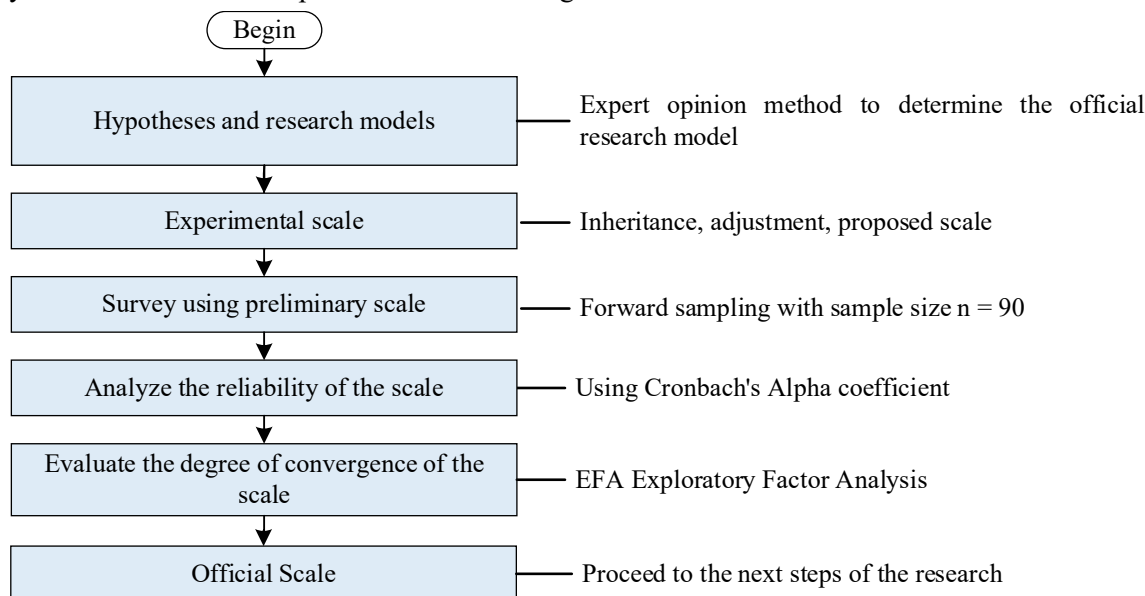


Fig.1: Analytical framework (Source: Author's proposal, 2023)

## 4. Research Model

In order to confirm the research model, the author conducts interviews and comments on the aspects of the proposed model and factors and relationships. The results of the interview and collection of opinions on the basic aspect of the proposed research model through two contents as shown in Table 1. All 13 experts agree (shown by the symbol “☑”) with the model proposal basis; no other additional comments were recorded (shown by the symbol “-”, Table 1). This result shows a very high level of agreement from experts.

Table 1. Results of interviews with institutions proposing the research model

Model proposal basis	Experts												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Interview results on content 1.1: "Teacher, please indicate the appropriate theoretical bases on the research components"													
Organizational culture	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Satisfaction	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Engagement	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Others	-	-	-	-	-	-	-	-	-	-	-	-	-
Interview results on content 1.2: "Teacher, please indicate the background theories that are relevant to the research"													
Need theory	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
X theory	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Y theory	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Expectation theory	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Others	-	-	-	-	-	-	-	-	-	-	-	-	-

(Source: Author's compilation, 2023)

The results of the interview and collection of opinions on the aspect of factors as well as the relationship to confirm the research model through three contents as presented in Table 2. The experts expressed a high agreement (possibly shown through the symbol "☑") with the factors and relationships in the model, while there are some additional comments (shown by the symbol "-", Table 2).

Table 2. Results of interviewing factors and relationships of the research model

Factors and relationships	Experts												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Results of the interview with content 2.1: “According to the research model proposed above, would you please tell us the relationship between Organizational Culture (VHTC), Job Satisfaction (SHL) and employees engagement (SGB)?													
The relationship between VHTC and SHL	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Relationship between SHL and SGB	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
The relationship between VHTC and SGB	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Other idea	☑	-	-	☑	☑	-	-	☑	-	-	-	-	-
Interview result content 2.2: “Teacher, please indicate the factors that show the relationship with Organizational Culture (VHTC)”													
Environment	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Innovation, taking risks	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
People Orientation	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Group Orientation	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Dynamic feature	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Other idea	-	-	-	-	-	-	-	-	-	-	-	-	-
Interview result content 2.3: “Teacher, please indicate the factors that show the relationship with Employee Job Satisfaction (SHL)”													
Job characteristics	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Salary and benefits	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Training, promotion	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Superiors, leaders	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Behavior, co-worker relations	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Other idea	-	-	-	-	-	-	-	-	-	-	-	-	-

(Source: Author's compilation, 2023)

The results of the interview show that the experts agree on the use of the theories, factors and their relationships including: organizational culture (VHTC), Employee Job Satisfaction (SHL) and employees engagement (SGB). This selection is consistent with the conclusion of Maslow's needs theory (1943), McGregor's X theory (1960), McGregor's Y theory (1960) and expectations theory. Therefore, it is possible to conclude about the feasibility of applying the research model; the research model is presented in Figure 2.

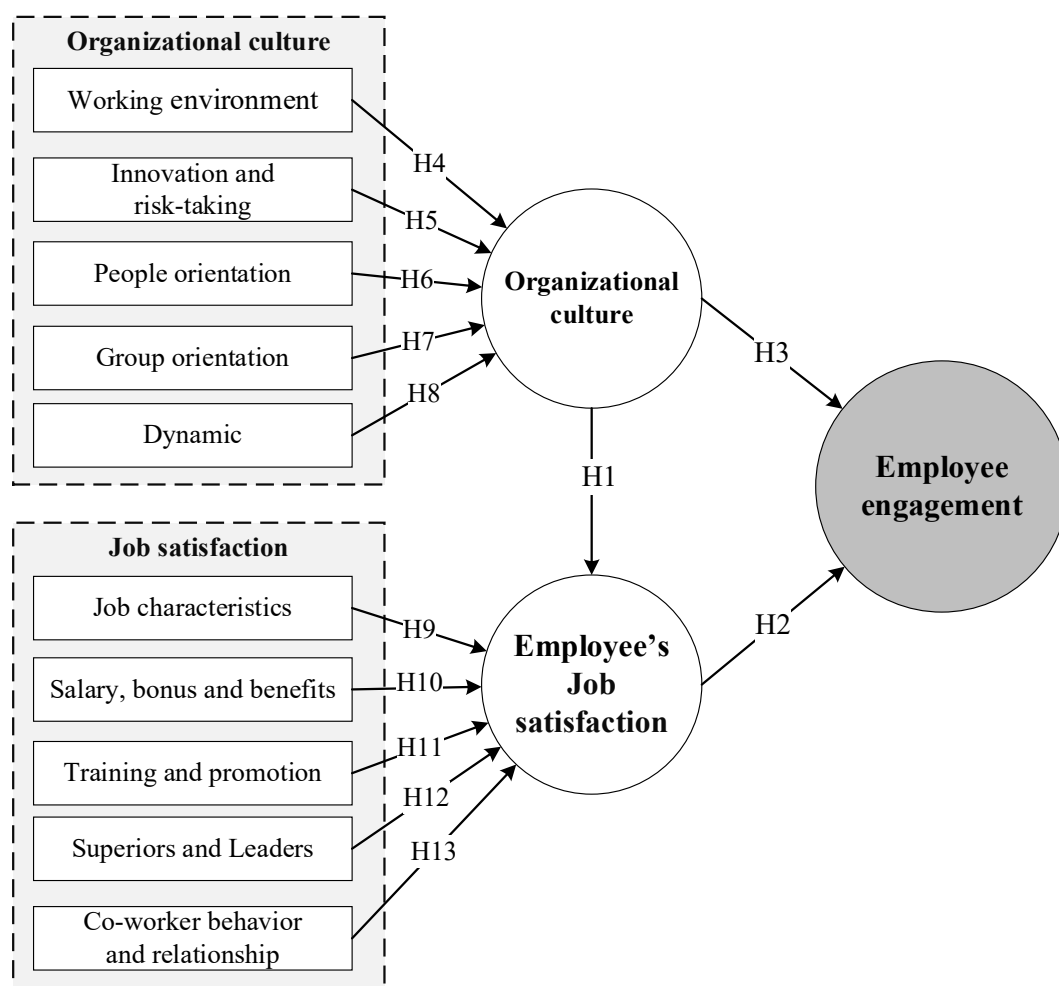


Fig.2: Proposed research model (Source: Author's synthesis and recommendations, 2023)

## 5. Experimental Scale

The study combines scales and observes variables with inheritance, adjusted to suit the current research topic. Summary of the scales developed with inheritance and proposed is summarized in Table 3.

Table 3. Summary of experimental scale (inheritance and proposal)

No.	Original scale	Reference source	Inheritance/edited/ recommended scale
1	Octapace	Sheetal (2014)	Organizational culture (VHTC)
2	Job Satisfaction	Sabri et al. (2011)	Job Satisfaction (SHL)
3	Employee Engagement	Hanaysha (2016)	Employee Engagement (SGB)
4	Work Environment	Hanaysha (2016)	Environment
5	Taking risks	Tran Thi Tuyet Nhi and Luu Thanh Duc Hai (2020)	Innovation, taking risks
6	Related to Employees	Sabri et al. (2011)	People Orientation
7	Related to Employees	Sabri et al. (2011)	Group Orientation
8	Related to Employees	Sabri et al. (2011)	Dynamic feature
9	Rewards and Recognition, Related to Employees	Sabri et al. (2011) and Saks (2006)	Training, promotion

No.	Original scale	Reference source	Inheritance/edited/ recommended scale
10	Rewards and Recognition, Related to Employees	Sabri et al. (2011), Saks (2006) combined with the author's suggestion	Salary and benefits
11	Job characteristics	Saks (2006)	Job characteristics
12	Related to Managers and Leaders	Sabri et al. (2011)	Superiors, leaders
13	Related to Managers and Leaders, Related to Employees	Sabri et al. (2011)	Behavior, co-worker relations

(Source: Author's compilation, 2023)

The accompanying detailed edits for each content are commented and edited by experts (including lecturers) as shown in Table 4.

Table 4. Results of comments and corrections of some contents

Expert	Content (Experimental scale)	Recommended, Edited
CG1	Environmental Scale: “3.2.1. I am satisfied with the space given to me to work” and “3.2.3. There is enough space between me and my closest colleague.”	Edited to “I am satisfied with the space allotted to me to work with colleagues”
GV1, GV2, GV3, GV4, GV5	Environmental Scale: “3.2.2. My workplace is very clean.” “3.2.4. My working environment is quite quiet.” “3.2.5. My work environment is very pleasant and visually appealing.”	Edit to “My workplace is clean”. Edit to “My work environment is quiet”. Edit to “My work environment is pleasant and visually appealing”
GV1	Scales: Organizational culture, People orientation, Group orientation, Dynamic features, Job satisfaction, Salary and benefits, Superiors, leadership, Behavior, colleague relations	Comments on adjusting words to suit the context of “educational institutions” (details according to Appendix 4 – Preliminary scale)
GV2	Scale of superiors and leaders: “4.5.2. In my organization, leaders mentor and coach the people they lead”	Edited to “In my institution, leaders often serve as mentors and coaches so that I can become a leader in the future.”
GV3	Scale of superiors and leaders: “4.5.5. In my organization, leaders ensure that the organization's actions are consistent with its values”	Edited to “Leaders ensure that actions align with the establishment’s values”.
GV5	Attachment Scale (SGB): “2.4.4. I find the work I do full of meaning and purpose (I find the work that I do full of meaning and purpose).	Edited to “I find the work I do meaningful to contribute to the development of the institution's overall purpose”.
GV1, GV2, GV3, GV4, GV5	Organizational culture scale: “2.2.1. Openness is most important for effective cooperation between members of the institution.”	Edited to “Openness is important for effective cooperation among members of the institution”.

(Source: Author's compilation, 2023)

The experts clearly understood the characteristics and content of the components and highly appreciated the relevance and completeness in practice in the research context of public and private educational institutions in Ho Chi Minh City. The contents of the scales are largely unchanged. Experts have supported to adjust the use of words to suit the characteristics of the research object, the research context and the Vietnamese grammar style to ensure the practicality. In summary, the research factors are used and coded as shown in Table 5.

Table 5. Test scale synthesis and coding

No.	Scale	Code	Exprerimental Scale	Exprerimental Scale (adjusted)
1	Organizational culture	VHTC	8	8
2	Job satisfaction	SHL	5	5
3	Employee engagement	SGB	9	7 ▼
4	Environment	MT	5	4 ▼
5	Innovation, taking risks	DM	4	4
6	People Orientation	CN	7	6 ▼
7	Group Orientation	NH	3	3
8	Dynamic feature	NN	3	3
9	Job characteristics	CV	5	4 ▼
10	Salary and benefits	LT	4	4
11	Training, promotion	DT	4	4
12	Superiors, leaders	LD	6	5 ▼
13	Behavior, co-worker relations	DN	3	3
<b>Tổng</b>			<b>66</b>	<b>60 ▼</b>

(Source: Author's compilation, ▼ indicates a downward trend compared to the previous data, 2023)

## 6. Research Scale

Authors conduct a survey with lecturers working at public and private universities in Ho Chi Minh City to collect data to analyze the scale. Preliminary sample characteristics with sample size  $n = 80$ , convenience sampling method are presented in Table 6.

Table 6. Preliminary sample descriptive statistics

Information	Frequency	Proportion	Cumulative proportion
Type of education	Public	35	43,8
	Private	45	56,3
	Total	80	100,0
Gender	Female	48	60,0
	Male	32	40,0
	Total	80	100,0
Age	26 - 35 years old	21	26,3
	36 - 45 years old	34	42,5
	Over 45 years old	25	31,2
	Total	80	100,0
Working seniority	Less than 5 years	47	58,7
	Over 5 years	33	41,3
	Total	80	100,0
Level	Master	56	70,0
	Doctor	24	30,0
	Total	80	100,0

(Source: Author's compilation, 2023)

The results of testing the reliability of the scale (preliminary) using Cronbach's Alpha coefficient are presented in Table 7.

Table 7. Results of preliminary scale reliability analysis

Variable	Total variable correlation	Cronbach's Alpha to eliminate	Variable	Total variable correlation	Cronbach's Alpha to eliminate
<b>Cronbach's Alpha VHTC: 0,957</b>			<b>Cronbach's Alpha SHL: 0,955</b>		
VHTC1	0,893	0,948	SHL1	0,872	0,945
VHTC2	0,758	0,956	SHL2	0,845	0,949
VHTC3	0,791	0,954	SHL3	0,847	0,949
VHTC4	0,930	0,945	SHL4	0,885	0,942
VHTC5	0,806	0,953	SHL5	0,924	0,935
VHTC6	0,845	0,951	<b>Cronbach's Alpha DT: 0,789</b>		
VHTC7	0,930	0,945	DT1	0,649	0,710
VHTC8	0,748	0,957	DT2	0,676	0,697
<b>Cronbach's Alpha MT: 0,977</b>			DT3	0,558	0,760
MT1	0,962	0,965	DT4	0,526	0,772
MT2	0,961	0,965	<b>Cronbach's Alpha LT: 0,977</b>		
MT3	0,933	0,973	LT1	0,941	0,969
MT4	0,914	0,978	LT2	0,943	0,969
<b>Cronbach's Alpha DM: 0,930</b>			LT3	0,941	0,969
DM1	0,877	0,896	LT4	0,939	0,970
DM2	0,804	0,920	<b>Cronbach's Alpha CV: 0,867</b>		
DM3	0,793	0,923	CV1	0,642	0,858
DM4	0,878	0,896	CV2	0,838	0,777
<b>Cronbach's Alpha CN: 0,929</b>			CV3	0,624	0,866
CN1	0,892	0,903	CV4	0,772	0,807
CN2	0,748	0,922	<b>Cronbach's Alpha LD: 0,862</b>		
CN3	0,712	0,926	LD1	0,719	0,823
CN4	0,677	0,930	LD2	0,745	0,817
CN5	0,852	0,907	LD3	0,673	0,836
CN6	0,885	0,903	LD4	0,606	0,852
<b>Cronbach's Alpha NH: 0,813</b>			LD5	0,668	0,836
NH1	0,686	0,720	<b>Cronbach's Alpha DN: 0,658</b>		
NH2	0,641	0,768	DN1	0,372	0,681
NH3	0,667	0,742	DN2	0,471	0,559
<b>Cronbach's Alpha NN: 0,932</b>			DN3	0,573	0,414
NN1	0,872	0,896	<b>Cronbach's Alpha SGB: 0,947</b>		
NN2	0,817	0,939	SGB2	0,913	0,920
NN3	0,900	0,867	SGB3	0,891	0,925
			SGB5	0,782	0,961
			SGB7	0,917	0,917

(Source: Author's compilation, 2023)

All the reliability coefficients of Cronbach's Alpha scale are greater than 0.6 and the correlation coefficients of the total variables are greater than 0.3. Except for the results of the 3-variable SGB Attachment scale (SGB1, SGB4, SGB6) because there is a total correlation coefficient of less than 0.3; in addition, all the remaining variables meet the reliability required for inclusion in the EFA exploratory factor analysis. Conducting exploratory factor analysis, the results of testing the KMO coefficient reached 0.642, the Sig. value of Barlett's test reached 0.000 (less than 0.05), satisfactory when analyzing



the degree of scale convergence (Table 8). The results are based on the variance extracted from the preliminary scale with 13 extracted factors (with Eigenvalue greater than 1,000) with the total variance extracted 76,636% (greater than 50%). The results of factor extraction meet the requirements. Result of exploratory factor analysis EFA with Principal Axis Factoring method and Promax rotation and using Pattern Matrix model results. There are 13 factors extracted with the variable components unchanged, the loading coefficients of all variables are greater than 0.50, showing satisfactory results. The conclusion put all the variables of the preliminary scale into the research scale, the research scale of the research topic is presented in Table 9.

Table 8. KMO results and Bartlett's coefficients

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.642
Bartlett's Test of Sphericity Approx. Chi-Square	4831.827
df	1596
Sig.	.000

Table 9. Research scale

SURVEY SHEET						
Dear Sir/Madam!						
My name is Dinh Ba Hung Anh, now working at Ho Chi Minh City University of Technology (HCMUT). Currently conducting a research with the topic " <i>Determining factors affecting employee engagement by quantitative method: A case study at universities in Ho Chi Minh city</i> ", employees here are university professors. Dear Sir/Madam, please take a moment to give your opinion on my research model below for the research topic. The teacher's opinion (agree <input checked="" type="checkbox"/> ) will make a decisive contribution to the success of this research project.						
<b>Please provide the following personal information:</b>						
Job title:		Email/Phone number:				
Type of university where you are working:		Your gender:				
<input type="checkbox"/> Public		<input type="checkbox"/> Female				
<input type="checkbox"/> Private		<input type="checkbox"/> Male				
Your age range:		Your working seniority:				
<input type="checkbox"/> 26 – 35 years old		<input type="checkbox"/> Over 5 years				
<input type="checkbox"/> 36 – 45 years old		<input type="checkbox"/> Less than 5 years				
<input type="checkbox"/> Over 45 years old						
Please indicate your level of agreement with the following statements on a scale of 1 to 5, by placing a tick ( <input checked="" type="checkbox"/> ) on a single choice, with the following convention:						
1: Totally disagree		4: Agree				
2: Disagree		5: Totally agree				
3: Neutral						
No.	Content	Consent level				
I	Organizational culture scale (VHTC)	1	2	3	4	5
VHTC1	Openness is important for effective cooperation among members of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VHTC2	Collaboration helps problem-solve by fostering deeper analysis among members of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VHTC3	Trust promotes greater empathy, timely support, and reduced tension among members of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VHTC4	Authenticity is an important and pivotal aspect among members of an institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VHTC5	The institution specializes in being proactive, planning ahead, and taking preventive actions in advance to deal with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	expected difficulty, ready to meet future challenges.					
VHTC6	Autonomy supports and respects privacy among members of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VHTC7	The confrontation of the educational institution is reflected in the process of working together among its members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VHTC8	The institution has experiments to improve and develop new products and methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II</b>	<b>Job Satisfaction Scale (SHL)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
SHL1	I love doing things at my facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHL2	The benefits we get are as good as most other establishments offer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHL3	When I do a good job, I get the recognition I should get.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHL4	Many establishment rules and procedures make it simple to do the job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHL5	Communication seems good in this establishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III</b>	<b>Employee Engagement Scale (SGB)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
SGB1	At this educational institution, I feel full of energy to do my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SGB2	I find the work I do meaningful in contributing to the development of the establishment's overall purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SGB3	I take pride in the work that I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SGB4	I am very enthusiastic about my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV</b>	<b>Environment Scale (MT)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
MT1	I am satisfied with the space allotted to me to work with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MT2	My workplace is clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MT3	My work environment is quiet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MT4	My work environment is pleasant and visually appealing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>V</b>	<b>Innovation, taking risks scale (DM)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
DM1	I was encouraged to try different methods than what people have done in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DM2	I was shared and encouraged by the leaders for ineffective improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DM3	I was allowed to learn from my mistakes when I made the change without being reprimanded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DM4	Leaders always support me both materially and spiritually to implement new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VI</b>	<b>People Orientation Scale (CN)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
CN1	My facility encourages people to get answers from across the organization when it comes to problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CN2	In my facility, everyone is given time to support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CN3	My foundation encourages people to think from a global perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CN4	My establishment recognizes proactive people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CN5	My facility provides lessons learned for all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CN6	Whenever people state their point of view, they also ask what others think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VII</b>	<b>Group Orientation Scale (NH)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
NH1	In my facility, the team/group trusts that the organization will act on their recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NH2	In my facility, teams/teams have the freedom to adjust their goals as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NH3	In my facility, the team/group reframes their thinking as a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	result of group discussions or information gathered in the facility.					
<b>VIII</b>	<b>Dynamic Performance Scale (NN)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
NN1	My facility works with the outside community to meet shared needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NN2	My facility creates systems to measure the gap between current and expected performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NN3	My facility measures the outcome of time and resources spent on training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IX</b>	<b>Job Characteristics Scale (CV)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
CV1	I have autonomy in my work, allowing me to decide for myself how to proceed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV2	My work is diverse, requires doing many different things, using a variety of skills and talents to varying degrees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV3	My work is vital to the operation of the facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV4	A manager or colleague tells me how well I'm doing at my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>X</b>	<b>Salary, bonus and benefits scale (LT)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
LT1	I feel satisfied with my chances of getting a raise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LT2	I feel the salary is appropriate when comparing the workload with other departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LT3	I feel the benefits offered by the facility are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LT4	The establishment has many forms of reward and encouragement such as monthly employee rewards...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>XI</b>	<b>Training, promotion scale (DT)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
DT1	Those who do well at work have a high chance of being promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DT2	I received the freedom and opportunity in training at this facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DT3	I received praise from my superiors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DT4	I was tasked with performing challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>XII</b>	<b>Superiors, leaders scale (LD)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
LD1	My superiors are quite good at doing their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LD2	In my institution, leaders often serve as mentors and coaches so that I can become a leader in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LD3	In my institution, leaders are often supportive of requests for learning and training opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LD4	In my institution, leaders ensure that actions are consistent with the values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LD5	My Facility gives people control over the resources they need to get their work done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>XIII</b>	<b>Behavioral, co-worker relationship scale (DN)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
DN1	I like my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DN2	People spend time building trust with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DN3	Trong cơ sở của tôi, mọi người giúp đỡ nhau học hỏi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thank you very much for your valuable help!</b>						

## 7. Conclusion

The study has formed a formal research model along with 13 hypotheses to study the relationship between organizational culture, job satisfaction and employee engagement, the case of universities in the region. In HCMC, the experts highly have appreciated the model for its relevance and usability in

research. Preliminary survey sample characteristics (sample size 80) are classified according to the criteria of school type, gender, age and education level. The preliminary scale was evaluated for reliability using Cronbach's Alpha coefficient and excluded variables SGB1, SGB4, SGB6. The degree of convergence of the preliminary scale was assessed by exploratory factor analysis (EFA). The results of factor analysis exploratory EFA formed 13 groups of factors (with 57 observed variables and 4 classifications criteria), form the research scale. This study makes key theoretical and practical contributions to research on employee engagement in universities. The results provide empirical evidence substantiating the influence of organizational culture and job design factors on engagement among lecturers. All proposed relationships in the conceptual framework were supported. These findings can guide universities in developing cultural practices and job structures to improve engagement. However, the limitations of a small sample size from one region restricts generalizability. Future studies can build on this work by surveying more diverse and larger samples of universities across Vietnam. Comparative research between public and private universities may also offer valuable insights. Overall, this study represents an important step toward filling the research gap on engagement in Vietnamese academia. The implications provide administrators and HR managers with useful directions for enhancing this vital outcome.

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