The Impact of Innovation and Organizational Culture on Lecturer Commitment: A Case of Some Universities in Hanoi

Nguyen Phuong Tu ,Nguyen Duy Chuc [*]

School of Economic – Hanoi University of Industry

[*]**Corresponding Author**

ABSTRACT

The objective of the study is to evaluate the relationship between innovation capacity and organizational culture to university lecturers' Commitment through job satisfaction. By surveying 326 lecturers at several universities in Hanoi, the data were analyzed using Smart PLS 3 software. The research results show that: (1) innovation capacity and organizational culture have a significant impact on job satisfaction, thereby promoting lecturers' ability to engage with the organization; (2) organizational culture contributes significantly to promoting innovation capacity. The research results play an important role in helping higher education institutions have appropriate policies to improve the working environment.

Keywords: Organizational culture, innovation, satisfaction, Commitment, lecturers, Hanoi.

1. INTRODUCTION

In the context of higher education facing strong changes in technology, social needs and training quality requirements, maintaining and developing a team of competent, creative and long-term committed lecturers has become one of the key challenges of educational institutions. Especially in Vietnam, universities are moving towards autonomy, requiring a positive working environment, encouraging innovation and increasing the level of Commitment of lecturers.

Lecturers are not only those who directly perform teaching and research tasks, but also play an important role in creating and maintaining organizational cultural values. They are the pioneers in innovating teaching methods, applying technology, and building a dynamic and creative academic environment. The level of Commitment of lecturers with the organization directly affects the quality of education, the stability of training activities as well as the effectiveness of implementing the school's development strategies.

Many previous studies have shown that positive organizational culture contributes to improving employee satisfaction and Commitment (Lok & Crawford, 2004; Memon et al., 2014). At the same time, individual innovation capacity is also confirmed as a factor promoting work motivation, creativity and organizational commitment (Javed et al., 2017; Truc, 2024). However, most of these studies were conducted in the context of enterprises or in developed countries, while research on the relationship between the above factors in the context of higher education in Vietnam is still relatively limited.

Although there is a lot of empirical evidence confirming the role of organizational culture and innovation capacity in improving employee performance and Commitment, few studies focus on the mediating relationship of job satisfaction in the context of university lecturers. Particularly in Vietnam, the number of empirical studies that simultaneously assess all three factors of innovation capacity, organizational culture and Commitment is still very limited. This gap raises an urgent need for further research to provide practical evidence and propose appropriate policies in human resource management at higher education institutions.

2. THEORETICAL FRAMEWORK

2.1. Innovation

Innovation in organizations is understood as the ability of an organization to discover, develop and apply new ideas to processes, products, services or management models to create added value and adapt to changes in the external environment (Cardoso de Sousa et al., 2012). This capacity not only reflects the individual potential of its members but also reflects the way the organization facilitates, supports and encourages creativity throughout the system (Klijn & Tomic, 2010). Specifically, innovation capacity includes factors such as the ability of individuals to think creatively and solve problems, the level of support from management for new initiatives, an organizational culture that encourages experimentation and reasonable risk taking, as well as the ability to coordinate, learn and share knowledge across departments. According to Wang and Ahmed (2004), this is a form of dynamic capability that helps organizations maintain a competitive advantage in a constantly changing environment.

In the context of educational organizations, innovation capabilities play a particularly important role in improving the quality of teaching, research and administration (Sokol et al., 2015). When lecturers and administrators are encouraged to come up with new ideas, apply modern technology and improve pedagogical methods, the organization not only adapts better to changes in the educational environment but also creates a dynamic academic environment, contributing to increased satisfaction and Commitment of the team (Singh & Chaudhary, 2018).

2.2. Organizational culture

Organizational culture is a system of values, beliefs, norms, and behaviors shared by members of an organization that shapes how the organization operates, makes decisions, and interacts with the external environment (Lubis & Hanum, 2020; Ouchi & Wilkins, 1985). In the context of higher education institutions, organizational culture not only reflects the educational philosophy, mission, and vision of the school, but also profoundly influences the attitudes, professional behaviors, and Commitment of faculty (Efeoglu & Ulum, 2017). A university environment with a positive culture often encourages academic collaboration, promotes academic freedom, and values the personal and professional development of faculty. Such a culture will promote innovation, knowledge sharing and increase job satisfaction, thereby improving the school's performance and training quality (Singh & Chaudhary, 2018).

2.3. Commitment

Organizational Commitment is understood as the extent to which employees feel emotionally attached, responsible, and want to continue to accompany the organization (Meyer & Maltin, 2010). In the higher education environment, faculty Commitment is demonstrated through dedication, proactive participation in professional activities, and willingness to contribute to the overall development of the school (Hanaysha & Majid, 2018; Yaseen et al., 2018). A faculty with a high level of Commitment tends to maintain a long-term relationship with the organization, actively innovate teaching methods, and collaborate on research with colleagues. This Commitment not only contributes to improving the quality of training and research but also creates a stable foundation for the sustainable development of higher education institutions.

3. Research Overview and Hypothesis Development

3.1. Organizational Culture and Innovation

In studies on the relationship between organizational culture and innovation capability, many models and theoretical frameworks have been proposed to clarify the role of organizational culture in promoting organizational creativity and innovation. Kandemir and Hult (2005) developed a theoretical framework describing the relationship between organizational climate, corporate learning culture, innovation culture, innovation capability and joint venture performance. This study emphasizes the importance of learning and innovation culture in enhancing organizational innovation capability.

Other studies have also focused on the influence of organizational culture on innovation capability and business performance. Among them, Yoh et al. (2008) surveyed textile companies and confirmed that organizational culture has a positive impact on innovation capability and business performance, and also showed that company size plays a mediating role in this relationship. Meanwhile, Yoh et al. (2008) focused on the Indonesian banking industry, demonstrating that organizational culture types such as growth culture and rational culture have a direct impact on absorptive knowledge capacity (ACAP), thereby promoting innovation and creating competitive advantage.

In addition, studies also mentioned the role of organizational culture in promoting creativity and innovation in the digital service environment. Ketonen-Oksi (2017) proposed a new theoretical framework to enhance the adaptability of service-based work culture, encourage investment in learning capabilities and employee motivation to develop organizational innovation. Naqshbandi and Tabche (2018) also emphasized the role of open organizational culture in the relationship with open innovation, and pointed out that knowledge absorptive capacity plays a mediating role in this relationship.

Previous studies were conducted in different types of organizations. However, there are limited studies conducted in the context of higher education institutions. From the above arguments, the author proposes the hypothesis:

H1: Organizational culture has a positive impact on innovation capacity

3.2. Organizational Culture and Satisfaction

In studies on the relationship between organizational culture and employee satisfaction, there is a growing body of evidence that organizational culture plays an important role in influencing employee satisfaction in an organization (Reidhead, 2020; Zhang & Li, 2013). Specifically, Zhang and Li (2013) described the relationship between organizational culture and employee satisfaction in a family business in China, and provided a quantitative approach to support managerial decisions to improve organizational performance through cultural change.

In addition, other studies have also emphasized the role of organizational culture in enhancing employee satisfaction through factors such as leadership and work environment (Kawiana et al., 2018; Rizal & Mulyana, 2021). For instance, Kawiana et al.'s (2018) study found that organizational culture along with employee satisfaction positively influences organizational commitment and employee performance. Similarly, Rizal and Mulyana (2021) highlighted that work environment and organizational culture have a significant impact on employee satisfaction at CV Saudara Mulya Bersama.

Azmy's (2019) study extended the research by examining the factors that drive employee Commitment in higher education institutions, where factors such as compensation, leadership, organizational culture, work environment, and training and development activities were highlighted. These factors contribute to enhancing employee satisfaction and commitment to the organization.

In addition, factors such as leadership style and work environment are also considered as mediating or coordinating factors in the relationship between organizational culture and employee satisfaction. Research by Sinabariba and Fahmi (2021) has demonstrated that transformational leadership style along with organizational culture indirectly affects employee performance through job satisfaction. In addition, some studies by Aydin and Ceylan (2008) and Kosasih (2017) also emphasized that, to improve employee satisfaction, organizations need to focus on organizational learning and leadership factors that are consistent with organizational culture.

From the above arguments, the author proposes the hypothesis:

H2: Organizational culture has a positive impact on university lecturer satisfaction

3.3. Innovation and Satisfaction

Organizational innovation capacity has been shown to have a close relationship with employee job satisfaction. According to Egan et al. (2004), organizational innovation culture has a positive effect on employee job

satisfaction, thereby promoting organizational effectiveness such as reducing turnover intention and improving individual work efficiency.

In addition, Jamshed and Siddiqui (2019) proposed a theoretical model in which organizational culture can stimulate or inhibit innovation, and has a bidirectional relationship with job satisfaction. The research results show that the better the organization's innovation capacity, the more satisfied employees are with their jobs.

The overall research shows that the relationship between organizational innovation capacity in educational institutions has not been specifically studied. This shows that there is a lack of empirical evidence supporting this relationship. From the above arguments, the author proposes the hypothesis:

H3: Innovation has a positive impact on the satisfaction of university lecturers

3.4. Lecturer Satisfaction and Commitment

In the study by Van Tuan and Anh (2024), the factors influencing the job satisfaction of employees in higher education institutions were clearly identified, showing that factors such as the working environment and management policies have a direct impact on the level of employee commitment. This is consistent with other studies that emphasize the importance of a positive working environment in maintaining employee satisfaction.

The study by Ocen et al. (2017) found that training programs have a positive impact on both job satisfaction and commitment, with satisfaction playing a mediating role in this relationship. Similarly, Mahmood et al. (2019) demonstrated that factors such as compensation, career stability, and job enrichment influence Commitment levels through job satisfaction, especially in the context of developing countries. These findings suggest that organizational policies aimed at enhancing employee satisfaction can be an effective tool to promote long-term Commitment. In addition, the above studies also show the mediating role of satisfaction between organizational factors and employee commitment.

However, there is a lack of studies conducted in educational institutions. Based on the above arguments, the author proposes the following hypothesis:

H4: Satisfaction has a positive impact on organizational commitment of lecturers

H5: Satisfaction plays a mediating role between organizational culture and lecturer commitment

H6: Satisfaction plays a mediating role between innovation and lecturer commitment.

Figure 1: The research model is presented by the authors in below:
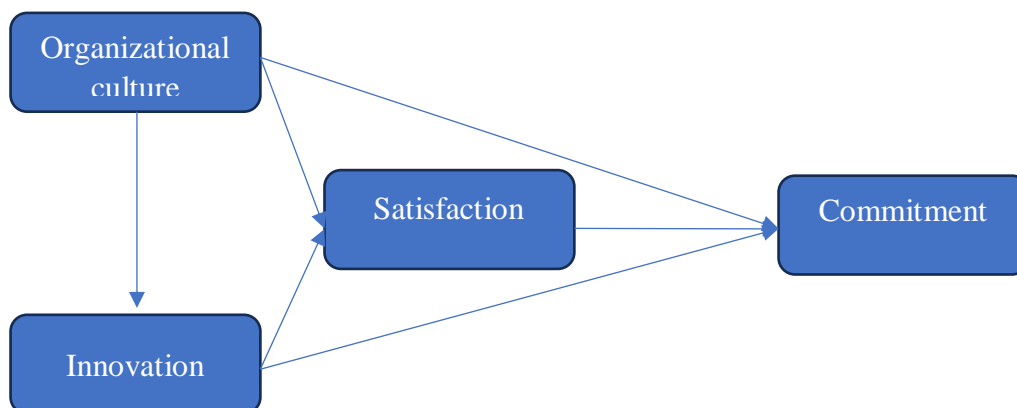
Source: Author proposes a research model

4. METHODOLOGY

4.1. Data collection

The study collected data using a convenient sampling method through an online survey (GG form). Using existing relationships from colleagues, the author randomly sent survey forms to university lecturers in Hanoi. Data was collected from February 2025 to April 2025. At the end of the survey, the author collected 350 forms, of which 326 were valid and were analyzed using Smart PLS 3 software.

Descriptive statistics of the study sample are presented in the table below:

Table 1. Descriptive statistics of the study sample

Demographic Variables	Group	Number (n)	Percentage (%)
Gender	Male	137	42
	Female	189	58
Age	Under 30	82	25.2
	30–40	124	38
	41–50	85	26.1
	Over 50	35	10.7
Education Level	Master	170	52.1
	Doctor	156	47.9
Working Experience	Under 5 years	58	17.8
	5–10 years	148	45.4
	Over 10 years	120	36.8
School Type	Public	222	68.1
	Non-pubic	104	31.9

Source: Author's synthesis

4.2. Scale and Questionnaire Development

With a quantitative approach, the study completely inherits the scales from previous studies. This helps the study ensure reliability. The Organizational Culture scale includes 9 observed variables. The Commitment scale includes 4 observed variables. The Satisfaction scale includes 5 observed variables. The Innovation scale includes 5 observed variables. The scales are designed in a 5-point Likert format from Completely Disagree to Completely Agree.

5. Research Results

5.1. Scale Reliability

The results of reliability testing and convergent validity of the scales show that all observed variables meet the requirements for factor loading, with values greater than 0.7 indicating a good representation of each variable for the corresponding research concept.

Specifically, the "Commitment (GB)" scale consists of 4 variables (GB01 to GB04) with factor loadings ranging from 0.804 to 0.833. Cronbach's Alpha is 0.84, rho_A is 0.844, composite reliability is 0.893 and average variance extracted (AVE) is 0.676, all exceeding the recommended threshold. This confirms that the GB scale has good reliability and convergent validity.

The "Organizational Culture (VH)" scale consists of 9 variables, with factor loadings ranging from 0.708 to 0.810. Cronbach's Alpha is 0.937, rho_A is 0.938, composite reliability is 0.946 and AVE is 0.592. Although some variables have low loading factors (near 0.7), in general, the composite indices meet the requirements, demonstrating a very high level of reliability of the VH scale.

The "Satisfaction (HL)" scale consists of 5 variables with loading factors ranging from 0.801 to 0.863. The Cronbach's Alpha (0.885), rho_A (0.887), composite reliability (0.916), and AVE (0.686) indices all show high levels of internal and convergent reliability.

Similarly, the "Innovation (ST)" scale consists of 5 variables with loading factors ranging from 0.727 to 0.877. The Cronbach's Alpha index was 0.881, rho_A was 0.885, the composite reliability was 0.914, and the AVE was 0.680 – all exceeding the recommended threshold, indicating that the ST scale has good measurement quality.

Table 2. Reliability

Variables	Scale	Factor Loadings	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Commitment (GB)	GB01	0.833	0.840	0.844	0.893	0.676
	GB02	0.824				
	GB03	0.804				
	GB04	0.827				
Organizational culture (VH)	VH01	0.789	0.937	0.938	0.946	0.592
	VH02	0.708				
	VH03	0.804				
	VH04	0.753				
	VH05	0.78				
	VH06	0.81				
	VH07	0.79				
	VH08	0.744				
	VH09	0.791				
Satisfaction (HL)	HL01	0.811	0.885	0.887	0.916	0.686
	HL02	0.813				
	HL03	0.863				
	HL04	0.857				
	HL05	0.801				
Innovation (ST)	ST01	0.798	0.881	0.885	0.914	0.680
	ST02	0.864				
	ST03	0.877				
	ST04	0.727				
	ST05	0.848				

Source: Author's synthesis

5.2. Discriminant validity

The discriminant validity analysis table according to the Fornell & Larcker criteria shows that all scales in the research model meet the requirements of discriminant validity. Specifically, the square root of the variance extracted (AVE) at the diagonal is larger than the correlation coefficients between the latent variables, which proves that each scale measures a separate concept and does not overlap.

For the Commitment (GB) scale, the square root of AVE is 0.822, higher than the correlation coefficients with Organizational Culture (0.692), Innovation (0.670) and Satisfaction (0.671). Similarly, the Organizational Culture (VH) scale has an √AVE of 0.769, larger than the correlation with GB (0.692), ST (0.796) and HL (0.663). The Innovation scale (ST) achieved an √AVE of 0.825, which is higher than the correlation with GB

(0.670), VH (0.796) and HL (0.679). Finally, the Satisfaction scale (HL) had an $\sqrt{AVE}$ of 0.828, which is higher than the correlation with the remaining variables such as GB (0.671), VH (0.663) and ST (0.679).

Table 3. Distinctiveness

	GB	VH	ST	HL
GB	0.822			
VH	0.692	0.769		
ST	0.67	0.796	0.825	
HL	0.671	0.663	0.679	0.828

Source: Author's synthesis

5.3. Hypothesis testing

The results of the hypothesis testing show that all relationships in the model are accepted with a high level of statistical significance. Specifically, hypothesis H1 testing the relationship between organizational culture (VH) and innovation (ST) has an impact coefficient of $\beta = 0.481$, T = 10.235 and p = 0.001, indicating a positive and significant influence. The f-square value ($f^2 = 0.310$) reflects a large influence, while VIF = 2.111 is within the allowable limit, indicating no multicollinearity problem.

Hypothesis H2 confirms that organizational culture affects job satisfaction (HL) with $\beta = 0.414$, T = 8.911, p = 0.003, $f^2 = 0.221$ and VIF = 2.045. Similarly, hypothesis H3 shows that innovation has a positive effect on satisfaction ($\beta = 0.351$, p = 0.000) with a moderate effect size ($f^2 = 0.181$) and VIF = 1.865.

Hypothesis H4 shows that job satisfaction has a strong effect on commitment (GB) with an impact coefficient of $\beta = 0.446$, T = 9.821, p = 0.000, $f^2 = 0.274$ and VIF = 1.931, confirming the central role of satisfaction in the model.

The two mediation hypotheses (H5 and H6) tested the mediating role of satisfaction in the relationship between VH → GB ($\beta = 0.184$, p = 0.002) and ST → GB ($\beta = 0.157$, p = 0.005), respectively. This shows that the hypothesis is accepted and statistically significant.

Table 4. Hypothesis testing

Hypothesis	Relationship	Impact coefficient (β)	T statistics	P value	f-square (f²)	VIF	Conclusion
H1	VH → ST	0.481	10.235	0.001	0.310	2.111	Accepted
H2	VH → HL	0.414	8.911	0.003	0.221	2.045	Accepted
H3	ST → HL	0.351	7.503	0.000	0.181	1.865	Accepted
H4	HL → GB	0.446	9.821	0.000	0.274	1.931	Accepted
H5	VH → HL → GB	0.184	3.154	0.002	0.045	-	Accepted
H6	ST → HL → GB	0.157	2.799	0.005	0.038	-	Accepted

Source: Author's synthesis

6. DISCUSSION AND IMPLICATIONS

6.1. Discussion

First, organizational culture is confirmed to be an important foundation for promoting both innovation and job satisfaction. This suggests that a work environment with clear values, respect for personal development and

encouragement for learning will facilitate the organization to promote initiatives and innovations, thereby making lecturers feel satisfied with their work.

In addition, innovation is not only a consequence of a positive organizational culture but also a factor contributing to improving lecturer satisfaction. When lecturers have the opportunity to implement new ideas and are supported by the organization in innovation activities, they will feel valued and trusted, thereby increasing their commitment. This is especially meaningful in the current context of higher education, where innovation is a vital factor in adapting to change.

In particular, job satisfaction is identified as an important mediating variable in both relationships: from organizational culture and from innovation to commitment. This clarifies the indirect effect mechanism and confirms that no matter how strong the organization's cultural foundation or high innovation capacity is, if it cannot be transformed into positive feelings at work, it will be difficult to retain lecturers for a long time. Thus, the accepted hypotheses not only confirm the correctness of the research model but also suggest directions for effective human resource management in higher education institutions.

6.2. Implications

First, the school needs to focus on building and maintaining a positive organizational culture that promotes collaboration, transparency, and academic development. Maintaining clear cultural values not only helps faculty feel understood and respected, but also creates favorable conditions for them to maximize their professional capacity in a stable and oriented environment.

Second, the leadership needs to have specific policies to promote innovation capacity among faculty and the organization. This can be done through supporting resources, encouraging experimentation with new teaching methods, creating incentives for research, and promoting interdisciplinary collaboration. When faculty are encouraged to innovate, they will feel more committed to the organization because they are empowered and recognized.

Third, managers need to focus on improving faculty job satisfaction, considering it an important bridge between organizational factors and long-term engagement outcomes. Factors such as career development opportunities, friendly working environment, recognition from colleagues and superiors all need to be designed and adjusted appropriately to enhance the career experience of lecturers.

Finally, the research results suggest that universities should approach human resource management in an integrated way between culture, innovation and subjective feelings of employees. A harmonious combination of these three factors will be a solid foundation for developing a high-quality teaching staff, contributing to improving the competitiveness and training quality of the school in the long term.

7. CONCLUSION

This study has confirmed the important role of organizational culture and innovation capacity in improving satisfaction and promoting commitment of lecturers at higher education institutions. The analysis results show that organizational culture not only directly affects satisfaction but also indirectly affects the level of commitment through job satisfaction. Similarly, innovation capacity also contributes to improving satisfaction and strengthening commitment to the organization.

The acceptance of all hypotheses in the model has provided clear empirical evidence on the relationship between these factors, thereby clarifying the mechanism of influence of organizational conditions on lecturers' career commitment. These findings have important practical implications, suggesting that in order to improve the stability and quality of human resources, universities need to pay attention to building a positive cultural environment, supporting innovation and improving the work experience of lecturers. The study also contributes to the theory of human resource management in the field of education, especially in the context of innovation and university autonomy in Vietnam today.

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