

Influence of Human Resource Management on Work Performance at Vietnam Higher Education Institutions



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ABSTRACT: The purpose of the paper is to examine the impact of human resource management on employee performance in Vietnam universities. In addition to empirically testing the hypotheses in the context of university autonomy in Vietnam, the research has attempted to further examine the achieved results and challenges for human resource management in Vietnam's higher education institutions through the variable regulating University autonomy. The findings in the research have provided empirical support for the correlation between human resource management and employee performance in higher education institutions. The author asked for the opinions of several experts on the questionnaire. Then send the test questionnaire to 10 agencies in higher education institutions. The author has adjusted the questionnaire to make it easier to understand to get the most accurate and reliable answers. The author sent the questionnaire during the period from April 2023 to June 2023, the total number of survey questionnaires distributed was 370 questionnaires, of which 350 votes are eligible for analysis.

KEYWORDS: work performance, Vietnam, higher education, human resource management.

1. INTRODUCTION

Vietnamese education has existed along with the nation's development, always playing an important role and being the foundational pillar of the country. Vietnam has implemented industrialization, modernization, and international integration, the school system and education scale have developed rapidly, achieving the goal of universalizing education, meeting increasing learning needs, and improving qualifications: level, qualifications, and professional skills of the people's labor force. The quality of education and training continues to be improved, contributing to meeting human resource needs for economic and social development. The technical facilities of the education and training system continue to be strengthened and gradually modernized. The number of higher education institutions has increased rapidly since 2000, but the annual growth rate is not uniform. The highest increase occurred in the period from 2010-2011 with an increase of 47.12% compared to the previous 5 years. Since the period 2015-2016, the number of higher education institutions has grown slowly, with a growth rate of 8.52% until 2020. From 2020 to 2022, only one university will increase—education, showing greater control over the massive proliferation of educational institutions. By the end of 2022, the country will have 242 universities, including more than 175 public schools and 67 non-public schools. This confirms that higher education is being socialized at a higher level, and investment resources for schools are increasing. Detailed data are in Table 1.

Table 1. University data for the period 2000-2022

No	School year	Total number of universities	
		Quantity	The rate increased compared to 5 years ago
1	2000 – 2001	74	-
2	2005 – 2006	104	40.54%
3	2010 - 2011	153	47.12%
4	2015 – 2016	223	45.75%
5	2020 – 2021	241	8.07%
6	2021 - 2022	242	0.41%

Source: Ministry of Education and Training

**Note: Figures do not include universities and academies in the Security and National Defense sectors*

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Current status of structure and number of lecturers at higher education institutions

- Regarding the number of lecturers

The teaching staff at higher education institutions has continuously developed in recent years in all three aspects including quantity, quality, and structure. After 30 years of higher education reform: phase 1 (from 1986 to 1996), the number of public universities increased by 2, at least in 3 phases; the number of lecturers increased 1.13 times; the number of students increased 5.74 times; Phase 2 (from 1996 to 2006), the number of public universities increased by 26, the number of lecturers increased by 1.57 times; The number of students increased 1.91 times. From 2001 - 2006, the gap in student/faculty ratio was highest (32.72/1) in the period 1986 - 2016; in Phase 3 (from 1996 to 2016), the number of public universities increased by 54; the number of lecturers increased by 2.21 times; The number of students increased 1.50 times.

From 1986 to 2016, the number of university teachers increased at a rate of 4.4 times while the growth rate of students was 23 times. According to statistics from the Ministry of Education and Training, in the 2020 - 2021 school year and 2021 - 2022 school year, the total number of lecturers at universities in the country is 76,576 and 78,190 respectively, specifically as follows:

Table 2. Number of lecturers

Faculty members	The school year 2020-2021	School year 2021-2022	Increase/decrease rate%
total	76,576	78,190	2.11%
- Public	58,338	58,011	-0.56%
- Outside the public	18,238	20,179	10.64%
In there:			
- Female	38,177	39,123	2.48%
- Ethnic minority	950	1,027	8.11%
- Professor	578	602	4.15%
- Associate Professor	4,635	4,601	-0.73%

Source: Compiled from data from the Ministry of Education and Training

From 1986 to 2016, the number of public universities increased 2.7 times, located in 62/63 provinces and centrally run cities across the country. The number of universities increased rapidly mainly due to upgrading from colleges to universities (especially in the period 1996 - 2016) when the number of students increased 23 times while the number of lecturers only increased 4.4 times, proving that The number of public university teachers does not meet the training needs of learners. The number of students focusing on economic majors is high, leading to an imbalance in the ratio of lecturers, causing consequences for graduates without jobs. While some engineering and social management majors... need enrollment, there are no students. Furthermore, the number of universities is mainly concentrated in large provinces and cities (especially Hanoi and Ho Chi Minh City), causing an imbalance in human resource training for economic regions - Society is still difficult like the Northwest, Central Highlands, and Southwest.

- Regarding the proportion of the teaching staff structure

The ratio of the number of students/lecturers in 1986 was 4.4/1, by 2022 it will be 27.44/1, an increase of 6.23 times. According to the ratio of the number of students/lecturers in the period 1986 - 1995: stable from 4.4/1 to 6.5/1, but in 1995 the ratio began to increase suddenly to 21.4/1 due to demand. University attendance increased significantly while teaching staff increased insignificantly (the number of students increased 3.4 times, and teaching staff increased only 1.02 times). By 2022, public universities will play a leading role, in the period 2006-2022 the average number of students increased by 9.58%; The average number of lecturers increased by 6.55%.

Table 3. Percentage structure of the teaching staff

	2006 – 2007	2008- 2009	2010- 2011	2012- 2013	2015- 2016	2017- 2018	2019- 2020	2020- 2021	2021- 2022
University	109	124	138	153	163	235	237	241	242
Lecturers	31,431	37,016	43,396	51,674	69,591	74,991	73,132	76,576	78,190
Student	1,015,997	1,091,426	1,246,356	1,453,067	1,520,807	1,707,025	1,672,881	1,905,956	2,145,426
Ratio of students/teachers	32.32	29.49	28.72	28.12	21.85	22.76	22.87	24.89	27.44

Source: Compiled from data from the Ministry of Education and Training

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According to the Ministry of Education and Training, at the end of the 2021-2022 school year, the country has 242 universities with a total of more than 2.14 million students. The training quality of the entire higher education system has improved year by year with output standards of training programs being established and job opportunities for graduates at some schools increasing. The ranking position of Vietnamese universities on regional and world rankings continues to improve. The British magazine Times Higher Education (THE) has just announced the world university rankings for 2024. Vietnam continues to have 6 ranked representatives, including Vietnam National University, Hanoi; Vietnam National University, Ho Chi Minh and Polytechnic University, Hanoi, Hue University, Duy Tan University, and Ton Duc Thang University. Specifically, among more than 1,900 universities, Duy Tan University and Ton Duc Thang University are both in the 601-800 group in the world, still leading Vietnam National University, Hanoi, but have dropped from the 401-500 position of the year. 2023. On a scale of 100, Vietnam National University, Hanoi leads Vietnamese universities in terms of teaching with 20.9. Ton Duc Thang University and Duy Tan University have strengths in research quality with 90.6 and 87.5 points, much better than other units that only range from 16.4 (Hue University).) to 46.8 points (Hanoi Polytechnic University).

2. METHODOLOGY

Identify influencing factors of human resource management on employee performance

After analyzing the current state of university autonomy for several universities across the country using the research method of synthesizing secondary data, the topic identifies 3 independent factors from the AMO model including Capacity, Motivation, and Opportunity have an impact on the work results of workers, and also point out that university autonomy is a regulating factor in the new context of the university education sector.

- Ability; (KN) (1)
- Motivation (DL) (2)
- Opportunity (CH) (3)
- University autonomy (TC) (4)
- Performance results (QQ) (5)

To measure the influence of these four factors on the work results of workers at higher education institutions, first, the author asked for the opinions of several experts on the questionnaire. Then send the test questionnaire to 10 agencies in higher education institutions. The author has adjusted the questionnaire to make it easier to understand to get the most accurate and reliable answers. The author sent the questionnaire during the period from April 2023 to June 2023, the total number of survey questionnaires distributed was 370 questionnaires, of which 350 votes are eligible for analysis.

After collecting information from the questionnaire, the topic uses a multivariate regression model to evaluate the collected data to eliminate inappropriate data and evaluate the influence of human resource management. on the work results of workers in higher education institutions. Evaluation steps include: Testing the reliability of the scales using Cronbach's Alpha, exploratory factor analysis, regression analysis, and testing the theoretical model. In the step of evaluating employee performance the dependent variables Ability, Motivation, and Opportunity are 3 independent variables, and University autonomy is the moderating variable.

3. RESULTS

Evaluate the appropriateness of factors using Cronbach's Alpha scale

The topic evaluates the suitability of all factors in the questionnaire with reality by using SPSS software to check the Cronbach's Alpha coefficient (CA) for each group of observed variables belonging to different factor groups. If any factor has a Cronbach's Alpha coefficient less than 0.6, it will be eliminated from the research model (Peterson, 1994), and observed variables with a total variable correlation coefficient less than 0.3 are considered null variables. appropriate, was also removed from the scale of the factors (Nunnally and Burnstein, 1994). After eliminating a certain variable, the author will run the model again to evaluate, this process will stop when all variables are considered appropriate.

Detailed results of reliability analysis through Cronbach's Alpha coefficient are presented in the table below, which shows the Cronbach's Alpha coefficient of each group, and the variables that meet the requirements.

Table 4. Results of assessing the reliability of the scale

No	Symbol	Correlation coefficients	Cronbach's Alpha if variable type
(1) "Ability" factor Cronbach's Alpha = 0.779			
1	KN1	.491	.752
2	KN2	.548	.740
3	KN3	.570	.735

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4	KN4	.517	.747
(2) Factor "Motivation" Cronbach's Alpha = 0.713			
5	DL1	.574	.688
6	DL2	.536	.691
7	DL3	.562	.684
8	DL4	.501	.711
(3) "Opportunity" factor Cronbach's Alpha = 0.811			
9	CH1	.598	.800
10	CH2	.693	.757
11	CH3	.672	.766
twelfth	CH4	.628	.787
(4) Factor "University Autonomy" Cronbach's Alpha = 0.885			
13	TC2	.686	.827
14	TC3	.506	.708
15	TC4	.562	.786
16	TC6	.477	.717
(5) Factor group " Performance results" Cronbach's Alpha = 0.846			
17	Result1	.474	.757
18	Result2	.627	.868
19	Result 3	.772	.811
20	Result 4	.749	.820

- For the Ability factor, the results show that the Ability factor scale has Cronbach's Alpha coefficient = $0.779 > 0.6$, and the total correlation coefficient of all variables is greater than 0.3, so the entire set of scales is retained for further research.

- For the Motivation factor, the results show that the DL factor scale has Cronbach's Alpha coefficient = $0.713 > 0.6$, and the total correlation coefficient of all variables is greater than 0.3, so the entire set of scales is retained for further research.

- For the Opportunity factor, the results show that the CH factor scale has Cronbach's Alpha coefficient = $0.811 > 0.6$, and the total correlation coefficient of all variables is greater than 0.3, so the entire set of scales is retained for further research.

- For the University Autonomy factor, the detailed results in the appendix show that for the first time the total variable correlation coefficient of the two variables TC1 and TC5 are 0.225 and 0.109 respectively, which is less than 0.3, so it does not meet the conditions and were removed from the analysis and re-analyzed. The second analysis, table 4 shows that the results of the TC factor scale show that the remaining variables all satisfy the requirements with Cronbach's Alpha = $0.885 > 0.6$ and the total variable correlation coefficient of all variables. Variables consistently above 0.3 should be retained for future research.

- For the Performance factor, the results in Table 4 show that all variables satisfy the requirements with Cronbach's Alpha = $0.846 > 0.6$, and the total correlation coefficient of all variables is above 0.3, so it should be kept to study the next part.

So through certain iterations, the author has obtained 20 observed variables that meet the requirements for analysis in the next round - exploratory factor analysis (EFA).

Reliability, validity, and confirmatory factor analysis

After testing with Cronbach's Alpha coefficient, 20 variables that meet the requirements will continue to evaluate the reliability and validity of the scale by checking reliability, validity, and confirmatory factor analysis.

To test the validity and reliability of the model, the study used variance extracted (AVE) and composite reliability (CR) (Fornell and Larcker, 1981). The AVE of all factors as shown in Table 5 is greater than 0.5 and CR reaches over 0.70 (Fornell and Larcker, 1981). This shows that the research model is qualified to achieve convergent validity. Furthermore, the factor loadings for all factors were above 0.60 and the p-value was less than 0.05. Therefore, all factors are meaningful to measure according to the rules of Hair et al. (2016). Confirmatory factor analysis was conducted to evaluate the model. Research results show that the data fits the model very well: $\chi^2 / df \frac{1}{4} = 1.986$; comparative fit index (CFI) = 0.913; Tucker-Lewis Index (TLI) = 0.908; and estimate of root mean square error (RMSEA) = 0.065. The results are shown in the tables below.

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Table 5. Results of testing reliability and accuracy

	Composite reliability (CR)	Average Variance Extracted (AVE)
KN	0.896	0.742
DL	0.948	0.756
CH	0.942	0.766
TC	0.878	0.706
KQ	0.773	0.696

Results

- Average value (Mean), standard deviation (SD), analysis of variance

Table 6 describes the mean value, standard deviation, and correlation of all 7 factors measured in the study on the influence of human resource management on employee performance in the context of self-employment hosts at Universities. The findings shown in this analysis demonstrate a positive correlation between human resource management, university autonomy, and employee performance. The mean values and standard deviations are as follows: Ability (Mean = 3.65, SD: 0.853), Motivation (Mean = 3.14, SD: 0.996), Opportunity (Mean = 3.07, SD = 1.02), University Autonomy (Mean = 3.18, SD = 1.00), and Employment Outcomes (Mean = 3.02, SD = 0.889). A strong correlation was seen between human resource management, University autonomy, and employee performance. Examples of these correlations are Ability and performance ($r = 0.546$, $p = 0.000$), Motivation and performance ($r = 0.563$, $p = 0.000$), Opportunity and performance job ($r = 0.550$, $p = 0.000$), University autonomy and work results ($r = 0.706$, $p = 0.000$). The results presented in Table 6 below provide data to demonstrate the relationships considered in this study.

Table 6. Mean, standard deviation, correlation

	Mean	SD	first	2	3	4	5
KN	3.65	0.853	first				
DL	3.14	0.996	0.507**	first			
CH	3.07	1.02	0.516**	0.630**	first		
TC	3.18	0.891	0.517**	0.557**	0.600**	first	
KQ	3.02	0.889	0.590**	0.706**	0.713**	0.665**	first

- Analyze the influence of variables

The study discusses the results of direct effects, followed by indirect effects to test the mediating effects of University Autonomy. The research results also showed that the structural model equation showed that the data fit the structural model very well ($\chi^2 / df = 1.531$; CFI = 0.954; TLI = 0.951; RMSEA = 0.047; and RMR = 0.058). The study also used the predictive ability of the R^2 and Q^2 indices to measure the degree of suitability, the results are presented in table 7 The study also used predicted relevance (Q^2) as an indicator of relevance. The R^2 of each variable in this study is presented in Table 7. Therefore, R^2 for the University Autonomy factor and employee performance are 0.238 and 0.771, respectively. The findings show that the predicted Q^2 correlation between the two factors is 0.826. This result shows that the model can explain 87.6% of the correlation in this relationship, while the remaining 13.4% is explained by other information and data than the built model. included in the thematic report. Besides, the value of the correlation level also shows that a model complies with the rule of Chin (2010b), the author stated that the value of a correlation prediction level higher than 0.5 is considered as The prediction model meets minimum standards.

Table 7. R^2 , independent variable

Variable	R^2
TC	0.238
KQ	0.771
Prediction-degree of correlation(Q^2)	0.87.6

In Table 8, the direct effects show that financial autonomy has a significant impact on employee performance ($\beta = 0.297$, $p < 0.05$). Furthermore, the factors in the AMO human resource management model, Ability ($\beta = 0.339$, $p < 0.001$), Motivation ($\beta = 0.453$, $p < 0.001$), and Opportunity ($\beta = 0.390$, $p < 0.001$) all have a significant impact on employee performance. Based on these results, all human resource management activities and the autonomy-mediating factor University are positively associated with employee performance. Therefore, the findings of direct effects support our hypotheses H1–H4.

Table 8. Direct impact results

Hypothesis	DV	IV	Estimate	SE	CR	Conclude
H4	Result ←	TC	0.297***	0.05	4,748	Accept
H1	Result ←	KN	0.339***	0.049	5,351	Accept
H2	Result ←	DL	0.453***	0.041	6,333	Accept
H3	Result ←	CH	0.390***	0.032	4,391	Accept

First, for hypothesis 1. Research shows that *Ability* has a positive impact on employee performance. This result is consistent with previous studies (Bos Nehles, 2013; Almutawa, Zeyad et al., 2016). These results imply that university lecturers are more likely to demonstrate their performance when placed in the right position corresponding to their abilities. Furthermore, these studies show that when there is a fit between the person and the organization through the combination of job ability requirements such as employee skills and knowledge (Chew and Chan, 2008). , instructors can demonstrate higher performance.

Second, for hypothesis 2. The results of the second hypothesis show that *Motivation* has a positive impact on the work performance of lecturers in higher education institutions. This result is consistent with previous experiments (Aktar et al., 2012; Scott, 2015; Swart, 2010). Research by Forson (2012) also shows that appropriate motivational incentives for employees are one of the best ways to manage and achieve organizational goals or missions with the best resource utilization. Minimum resources and available human capital. Besides, research by Jalal Rajeh Hanaysha and colleagues (2018), also shows that motivation has a positive impact on employee productivity in educational institutions.

Third, for hypothesis 3. Research shows that *Opportunity* has a positive impact on the performance of lecturers in higher education institutions. This result is consistent with previous studies (Markos, S., & Sridevi, MS, 2010; Biberhofer, Petra, 2019). The results show that when Universities are able and willing to provide training and professional development opportunities, faculty members can demonstrate better job productivity and have higher engagement rates. for the organization. Furthermore, studies also recommend that organizations should not underestimate the need to provide training and career development opportunities for employees within the organization (Wentland, 2003).

Fourth, for hypothesis 4. Research shows that *University Autonomy* has a positive impact on the work performance of lecturers in higher education institutions. This result is consistent with previous studies (Suriansyah, Ahmad, 2019; Tentama, Fatwa, 2020). Research by Avidov-Ungar and colleagues (2014) has shown that in an autonomous university environment, lecturers are more empowered, leading to more ability to take responsibility for the goals of competency education. improve their work results and at the same time, as lecturers, they also encourage more strongly and have greater motivation for students. Research by author Ahmad Suriansyah and colleagues (2019) also shows a significant and positive correlation between the autonomy of five universities in Indonesia and the working results of lecturers.

In summary, the purpose of the paper is to examine the impact of human resource management on employee performance in Vietnam universities. In addition to empirically testing the hypotheses in the context of university autonomy in Vietnam, the research has attempted to further examine the achieved results and challenges for human resource management in Vietnam's higher education institutions through the variable regulating University autonomy. The findings in the research have provided empirical support for the correlation between human resource management and employee performance in higher education institutions.

4. CONCLUSION

According to the ability-motivation-opportunity (AMO) model, the performance of any organization can be accelerated through three factors: ability, motivation, and opportunity. The AMO model emphasizes that empowered and motivated employees with enhanced knowledge, skills, and abilities (KSAs) will stay in the organization and achieve higher performance, thereby enhancing performance higher productivity (Appelbaum et al., 2000; Browning, 2006; Gyensare and Asare, 2012). The first element of the AMO model, which is capacity, can be achieved through the recruitment and selection of quality personnel. Research results also show that lecturers' abilities have a positive impact on work results. Analysis of the current situation shows that the quality of lecturers at universities has improved, as shown by the proportion of professors, associate professors, doctors and masters having increased relatively sharply, while the proportion of lecturers has increased significantly. University, college, and other degree graduates have tended to decrease. In addition, school Party Committees also achieved many achievements, strengthening educational measures to raise political and ideological awareness for party members and lecturers.

Giang et al. (2012) also assert that a company's human resource capabilities can be enhanced through comprehensive recruitment, rigorous selection, and extensive training. HR practices such as employee engagement constitute what can be used to motivate, and empower employees and give them opportunities. An employee's job performance also refers to the ability to perform job tasks at a given time using appropriate procedures and available resources (Borman and Motowidlo, 1993). The results also imply that employee behaviors and actions contribute positively to overall work performance (Sen and Dulara, 2017).

The second element in the human resource management model according to the AMO model is motivation. Research results also show that motivation is a factor that has a positive impact on the work results of lecturers at higher education institutions.

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Motivation is the factor that has the most positive change in employee performance in the context of financial autonomy. One of the reasons is that for autonomous universities, the salary regime, responsibility allowance, and social insurance regime are adjusted to ensure benefits and fairness for staff. Employees in general and lecturers in particular. Thereby, improving the welfare of lecturers, and creating a strong motivation for them in the process

Some organizations, to improve operational efficiency, believe that employee productivity can be greatly affected by their motivation, attitude, and behavior (Kawara, 2014). Forson (2012) points out that appropriate motivational incentives for employees are one of the best ways to manage as well as achieve organizational goals or missions with minimum use of resources and available human capital. On the other hand, in cases where employees are less motivated arising of unmet expectations, their behavior and attitudes toward the organization may be less inclined to stay with the organization.

In the AMO human resource management model, opportunity is the third factor. Research results also show that opportunities have a strong impact on the working results of lecturers at the surveyed educational institutions. Universities have created many experiences and empowerment for lecturers so that they can improve their career development opportunities as well as balance their lives. Universities also develop annual training and retraining plans that are systematic and appropriate to the actual situation of the school as well as the current qualifications of lecturers, with specific plans for each department and each student subject so as not to affect the school's overall plan. The diversity of types and scales of diverse and rich training combined both inside and outside the school creates favorable conditions for officials to choose to improve their professional qualifications. Besides, professional development refers to teachers' perception that their work provides them with opportunities for professional development, continuous learning, and expansion of skills throughout their careers (Moran & Larwin, 2017). Teachers who are aware of professional development opportunities will have a positive impact on the school organization and the teaching profession (Bogler & Hersch, 2005). Author Desimone (2009) also found that professional development helps improve teachers' knowledge and skills while readjusting their attitudes and beliefs toward operational excellence.

As a regulating and autonomous factor, the University is considered to have a positive impact on employees' work results. In particular, in the three AMO elements of human resource management. Research results have shown that, in the context of university autonomy, motivation is the factor that has the most positive influence on workers' work results.

Government policies and regulations are continuously updated to facilitate the implementation of autonomy in general and financial autonomy in particular in higher education institutions. At the same time, future documents will overcome shortcomings in previous decrees or documents. Accordingly, schools have the right to decide on goals, strategies, and development plans; Decide on organizational structure and development of teaching staff and management staff based on school development strategy and planning; and Financial revenue - expenditure, investment, and development based on conditions ensuring training quality. It is the key to opening the door to relatively wide autonomy for public higher education institutions in the fields of training and scientific research; organizational structure and personnel; finance, and investment.

Higher education institutions have used their available resources such as physical facilities, teaching staff, and existing equipment and facilities to expand and diversify their types of education. Many schools have promoted links with foreign organizations and schools to promote research and innovation.

Higher education institutions have arranged organizational structure, staffing, and implementation of labor contracts in a streamlined and efficient manner. Schools build the functions and tasks of each department and proactively allocate payroll and administrative management funds for each department.

Besides, thanks to financial autonomy, schools generally ensure all regular operating expenses, and all have a larger gap between revenue and expenditure. The income of lecturers and workers has increased significantly compared to the average income in the previous period (salary, additional income, and average benefits increased by 20.33% compared to before autonomy; some schools charge income increases significantly compared to the basic salary), thereby improving the lives of workers and helping to improve work performance.

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- 31) Decree No. 16/2015/ND-CP dated February 14, 2015, of the Government regulating the autonomy mechanism of public service units.



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