

## The mediating role of job satisfaction in the relationship between multidimensional compensation and faculty commitment in Vietnamese private universities

Hoang Thi Thu Thuy<sup>a</sup>, Dang Thi Hong Diep<sup>a\*</sup>, Duong Thi Thu Thuy<sup>a</sup>, Tran Thi Diep Tuyen<sup>a</sup>, Pham Hong Nhung<sup>b</sup> and Nguyen Thi Thanh Thao<sup>c</sup>

<sup>a</sup>Human Resource Management Department. Trade Union University. Hanoi, Vietnam

<sup>b</sup>Faculty of Business Administration. Trade Union University. Hanoi, Vietnam

<sup>c</sup>Faculty of Labor Relations. Trade Union University. Hanoi, Vietnam

### CHRONICLE

#### Article history:

Received October 25 2025

Received in Revised Format  
November 27 2025

Accepted January 29 2026

Available online January 29  
2026

#### Keywords:

Faculty engagement

Job satisfaction

Human resource

compensation

Promotion opportunities

Non-public universities

Vietnam

### ABSTRACT

In the increasingly competitive context of non-public universities in Vietnam, effective human resource compensation policies are crucial for enhancing faculty engagement, with job satisfaction considered a key mediating mechanism. This study examines the relationships between multidimensional compensation, job satisfaction, and faculty commitment using survey data collected from 180 lecturers at Vietnamese private universities. Applying Partial Least Squares Structural Equation Modeling (PLS-SEM), we assessed the effects of five compensation components—salary, rewards, promotion opportunities, benefits, and organizational recognition—on job satisfaction and faculty commitment. Results indicate that the measurement model demonstrates strong reliability and validity. All five compensation components positively and significantly affect job satisfaction, with promotion opportunities exerting the strongest influence. Job satisfaction, in turn, substantially impacts faculty commitment, confirming its full mediating role in the relationship between compensation practices and organizational attachment. These findings offer important practical implications for private universities in Vietnam to design integrated compensation strategies that prioritize career development and recognition alongside financial incentives, thereby improving faculty retention and ensuring institutional sustainability.

## 1. Introduction

Improving the quality of human resources is a cornerstone of socio-economic development, particularly through the advancement of higher education systems and non-public institutions. These educational entities play a pivotal role in cultivating a highly skilled workforce capable of meeting the demands of an increasingly dynamic and knowledge-based economy. Higher education institutions serve as the foundation for producing professionals who contribute significantly to various sectors, including science, technology, and innovation. They also provide lifelong learning opportunities that enable individuals to adapt to ongoing scientific and technological changes, thereby enhancing the overall quality of human capital (Van & Minh, 2024).

Non-public educational institutions, in particular, are well-positioned to offer flexible and innovative training programs that respond to specific industry needs and labor market trends (Бытко et al., 2024). However, ensuring the sustained engagement and commitment of academic staff remains a critical challenge for these institutions. Job satisfaction has been recognized as a key mediating factor that enhances employee engagement and retention, especially among faculty members. When lecturers experience satisfaction across multiple dimensions, such as job content, working environment, remuneration, and collegial relationships - they tend to exhibit stronger organizational commitment and higher levels of engagement. This relationship becomes even more salient in private higher education settings, where disparities in resources and working conditions often exist.

\* Corresponding author

E-mail: [diepdt@dhcd.edu.vn](mailto:diepdt@dhcd.edu.vn) (D. T. H. Diep)

ISSN 1929-5812 (Online) - ISSN 1929-5804 (Print)

2026 Growing Science Ltd.

doi: 10.5267/j.dsl.2026.1.007

In Vietnam, the expansion of non-public higher education has become a strategic priority in response to the growing demand for high-quality human resources and the need to complement the public education system. This trend is evidenced by the current structure of the higher education sector, in which non-public institutions account for 95 out of approximately 277 universities nationwide (Ministry of Education and Training, 2025), underscoring their increasing significance and the urgency of addressing their managerial and human resource challenges. Despite their expanding role, non-public universities often face persistent difficulties related to faculty retention, limited financial resources, and disparities in compensation compared to public institutions. These constraints may undermine lecturers' job satisfaction and weaken their organizational commitment, ultimately threatening educational quality and institutional sustainability.

Against this backdrop, understanding the determinants of lecturers' job satisfaction and commitment has become increasingly critical. Although prior studies have acknowledged the importance of human resource management practices in shaping faculty attitudes, existing findings remain fragmented and highly context-dependent. In particular, there is limited empirical clarity on how different components of compensation operate jointly to influence lecturers' commitment. Moreover, job satisfaction has often been examined either as a direct outcome of compensation practices or as an antecedent of commitment, while its mediating role within this relationship has received insufficient attention, especially in the context of non-public higher education institutions in Vietnam.

Therefore, a systematic and critical review of the existing literature is necessary to clarify the theoretical foundations linking multidimensional compensation, job satisfaction, and faculty commitment, to identify inconsistencies and unresolved issues in prior research, and to establish a robust conceptual basis for hypothesis development. While social exchange theory (Blau, 1964) suggests a direct relationship between compensation and organizational commitment, more recent studies argue that job satisfaction functions as a key mediating mechanism in this relationship (Bashir & Gani, 2020; Malik et al., 2010; Wang et al., 2022; Winarsih & Fariz, 2021; Lamin et al., 2024). However, empirical evidence from private higher education contexts in Asia remains scarce and, in some cases, contradictory. Addressing this gap, the present study seeks to clarify the mediating role of job satisfaction in the relationship between multidimensional compensation and faculty commitment within a highly competitive and resource-constrained context such as Vietnam's non-public higher education sector.

## 2. Definition of constructs

### 2.1 Organizational commitment / Faculty commitment

Drawing on the three-component model proposed by Meyer and Allen (1991, 1997), organizational commitment is defined as a psychological state that characterizes an employee's relationship with the organization and has implications for the decision to continue membership in the organization. This construct comprises three distinct but related components: affective commitment, continuance commitment, and normative commitment.

Affective commitment refers to lecturers' emotional attachment to, identification with, and involvement in their university. Lecturers with strong affective commitment remain with the institution because they want to; Continuance commitment reflects lecturers' awareness of the costs associated with leaving the institution, such as loss of income, professional status, or career opportunities. In this case, lecturers remain because they need to; Normative commitment represents lecturers' perceived obligation to remain with the institution due to moral or social norms, whereby they stay because they feel they ought to.

In the context of this study, faculty commitment is operationalized as lecturers' overall psychological attachment to their university, primarily reflected through affective commitment, which is considered the most relevant dimension in academic and knowledge-intensive settings (Meyer & Allen, 1997).

### 2.2 Faculty engagement

Although faculty engagement is sometimes used interchangeably with organizational commitment in higher education research, this study conceptualizes faculty engagement as a manifestation of lecturers' affective commitment, consistent with Meyer and Allen's framework. Faculty engagement is defined as the extent to which lecturers demonstrate emotional involvement, enthusiasm, and willingness to invest sustained effort in teaching, research, and institutional activities.

From a social exchange perspective aligned with Meyer and Allen's model, faculty engagement reflects lecturers' positive emotional response to perceived organizational support and fair compensation practices. When lecturers feel valued and supported, they reciprocate through higher levels of engagement, expressed in dedication to academic responsibilities, proactive participation in institutional development, and long-term attachment to the university. Accordingly, in this study, faculty engagement is operationalized through indicators capturing lecturers' emotional attachment, sense of belonging, and intention to remain and contribute to the institution.

### 2.3 Job satisfaction

Job satisfaction is defined as a positive evaluative and affective state resulting from lecturers' appraisal of their job experiences. Consistent with Meyer and Allen's commitment framework, job satisfaction is viewed as an antecedent attitudinal construct that influences the development of organizational commitment, particularly affective commitment.

In the context of higher education, lecturers' job satisfaction reflects their overall contentment with multiple aspects of their work, including compensation, promotion opportunities, benefits, recognition, working conditions, and collegial relationships. When lecturers experience satisfaction across these dimensions, they are more likely to develop positive emotions toward the institution, which subsequently foster stronger affective attachment and commitment.

Operationally, job satisfaction in this study represents lecturers' overall affective evaluation of their job and work environment and functions as a mediating variable linking multidimensional compensation practices to faculty commitment.

## 3. Integrated Theory and Hypothesis

### 3.1 Components of Compensation and Job Satisfaction

Numerous studies have consistently demonstrated that compensation policies—including salary, rewards, benefits, organizational recognition, and professional development opportunities have a significant and positive impact on lecturers' attitudes and behaviors in higher education institutions (Mabaso, 2017; Ashraf, 2020; Fadhil, 2023; Murtiningsih, 2020; Bashir & Gani, 2020). Rather than constituting a single financial mechanism, compensation is increasingly conceptualized as a multidimensional system that shapes lecturers' perceptions of fairness, value, and organizational support, which are central determinants of job satisfaction.

Salary is widely recognized as a fundamental component of compensation because it directly addresses lecturers' material needs and signals the institution's valuation of academic labor. Empirical studies largely agree that fair, transparent, and competency-based salary systems are positively associated with lecturers' job satisfaction and work motivation (Mabaso & Dlamini, 2017; Rully et al., 2023; Nirmalasari & Amelia, 2020; Sahibzada & Khawrin, 2023; Pillagara et al., 2025). However, the literature also suggests that salary alone is insufficient to sustain high levels of satisfaction over time. Several studies indicate that while salary exerts a direct and significant influence, its effect is contingent upon the presence of complementary non-financial factors such as recognition, work environment, and development opportunities (Mabaso & Dlamini, 2017; Nirmalasari & Amelia, 2020; Sahibzada & Khawrin, 2023; Pillagara et al., 2025). In some contexts, such as Bangladesh, salary has been found to play a less dominant role compared to promotion opportunities or leadership quality (Zebon et al., 2025), highlighting contextual differences and limitations in generalizing salary effects across settings.

In addition to base pay, reward policies—such as performance-based bonuses, research incentives, and teaching excellence awards—have been shown to exert a direct and positive influence on lecturers' job satisfaction (Mohd Rokeman et al., 2023; Mabaso & Dlamini, 2017; Rully et al., 2023). These rewards function not only as material incentives but also as symbolic signals of appreciation for lecturers' efforts and achievements. Studies consistently emphasize that lecturers' perceptions of fairness and transparency in reward distribution are critical determinants of satisfaction and commitment (Rully et al., 2023). Conversely, when reward systems are perceived as unfair or opaque, they may lead to dissatisfaction and reduced motivation, suggesting that the effectiveness of rewards depends strongly on their design and implementation.

Career advancement opportunities represent another key component of compensation that addresses lecturers' higher-order needs for achievement and professional growth. A substantial body of research confirms a positive and significant relationship between promotion opportunities and lecturers' job satisfaction across diverse educational contexts (Sahibzada et al., 2025; Bhatia & Williams, 2024; Khanh, 2024; Ahmed et al., 2022). Nonetheless, empirical findings also point to notable differences between institutional types and national contexts. In Vietnam, for example, lecturers in public universities tend to prioritize promotion opportunities and academic titles, whereas those in private universities place greater emphasis on income and financial incentives (Khanh, 2024; Trung et al., 2024). Moreover, structural constraints such as heavy teaching workloads, limited organizational support, and unclear promotion criteria have been identified as factors that weaken the positive impact of advancement opportunities on satisfaction and long-term commitment (Nguyen & Van Nguyen, 2025).

Benefit policies, including health insurance, financial security, and other forms of organizational welfare, further contribute to lecturers' job satisfaction by enhancing their sense of stability and institutional care (Ismayilova & Klassen, 2019; Pius, 2025; Locke et al., 1983). The literature generally agrees that adequate benefits reduce stress, lower turnover intentions, and support sustained work motivation. However, similar to salary, benefits often function as hygiene factors: their absence generates dissatisfaction, whereas their presence alone may not guarantee high satisfaction unless combined with a supportive work environment and fair reward policies (Ismayilova & Klassen, 2019; Locke et al., 1983; Webber & Rogers, 2018; Chen, 2023).

Organizational recognition has been identified as one of the most powerful non-financial determinants of lecturers' job satisfaction. Recognition through positive evaluations, acknowledgment of teaching and research achievements, and timely feedback has been shown to exert a strong and direct influence on satisfaction, motivation, and long-term commitment (Sasidhar & Iyer, 2025; Vidushi, 2025; Rashidi et al., 2016). Multinational studies further suggest that recognition may rival or even surpass financial rewards in predicting job satisfaction when it is perceived as fair and meaningful (Sasidhar & Iyer, 2025; Vidushi, 2025). Conversely, a lack of recognition has been consistently associated with dissatisfaction, reduced performance, and disengagement (Vidushi, 2025; Nicolas et al., 2024).

Taken together, the literature suggests a broad consensus that lecturers' job satisfaction is shaped by an integrated compensation system in which financial and non-financial components jointly influence perceptions of fairness, value, and organizational support (Mabaso, 2017; Ashraf, 2020; Fadhil, 2023; Murtiningsih, 2020). At the same time, debates and contextual variations underscore the need to examine these relationships within specific institutional and national settings. Based on this synthesis, the present study examines the effects of key compensation components on lecturers' satisfaction and proposes the following hypotheses:

**H<sub>1</sub>:** *The organization's salary policies (SAL) have a positive impact on lecturers' satisfaction (SAS).*

**H<sub>2</sub>:** *The organization's reward policies (REW) have a positive impact on lecturers' satisfaction (SAS).*

**H<sub>3</sub>:** *Opportunities for career advancement (OPP) have a positive impact on lecturers' satisfaction (SAS).*

**H<sub>4</sub>:** *The organization's benefit policies (BEN) have a positive impact on lecturers' satisfaction (SAS).*

**H<sub>5</sub>:** *Organizational recognition (REC) has a positive impact on lecturers' satisfaction (SAS).*

### 3.2 Job Satisfaction as an Antecedent of Organizational Commitment

A substantial body of domestic and international research has confirmed that job satisfaction is one of the strongest and most consistent predictors of organizational commitment among lecturers (Bashir & Gani, 2020; Nicolas et al., 2024; Wang & Rashid, 2022; Wang et al., 2019; Malik et al., 2010). Within the higher education context, satisfaction reflects lecturers' overall evaluation of their work experience, encompassing perceptions of fairness in compensation, adequacy of working conditions, opportunities for career development, and the level of professional and emotional support provided by the institution. These evaluative judgments play a central role in shaping lecturers' willingness to remain with, identify with, and invest effort in their organizations.

From a theoretical perspective, the satisfaction--commitment relationship is strongly grounded in social exchange theory, which posits that individuals reciprocate favorable organizational treatment with positive attitudes and behaviors. When lecturers perceive high levels of job satisfaction, they interpret this as evidence that the institution values their contributions and well-being, thereby fostering a sense of obligation and emotional attachment. This attachment is most clearly reflected in affective commitment, characterized by pride, identification, and a genuine desire to remain part of the organization (Lamin et al., 2024).

Empirical studies further indicate that job satisfaction serves as a psychological mechanism through which various human resource practices translate into organizational commitment. Satisfied lecturers are more likely to internalize institutional goals, demonstrate discretionary effort, and engage in behaviors that support teaching quality, research productivity, and organizational development (Bashir & Gani, 2020; Nicolas et al., 2024; Wang & Rashid, 2022; Wang et al., 2019). Conversely, low levels of satisfaction are associated with weakened emotional bonds, reduced loyalty, and heightened turnover intentions, even in contexts where formal compensation levels are relatively competitive.

At the same time, the literature acknowledges that the strength of the satisfaction--commitment linkage may vary depending on institutional characteristics and individual expectations. In higher education institutions facing resource constraints, governance challenges, or intense competition for qualified faculty, job satisfaction becomes an even more critical determinant of commitment, as material incentives alone may be insufficient to secure long-term attachment. This observation underscores the central and foundational role of job satisfaction in explaining why lecturers choose to remain committed to their institutions over time.

Taken together, prior theoretical arguments and empirical findings converge on the view that job satisfaction is not merely an outcome variable, but a pivotal attitudinal construct that directly shapes organizational commitment among lecturers. This central role justifies positioning lecturers' satisfaction as a core antecedent in the proposed research model.

Based on these considerations, the present study proposes the following hypothesis:

**H6:** Lecturers' satisfaction (SAS) has a positive impact on lecturers' organizational commitment (LEC).

### *3.3 Mediation of Job Satisfaction in Educational Contexts*

Recent studies increasingly conceptualize job satisfaction not only as an outcome of compensation policies but also as a mediating mechanism through which compensation influences organizational commitment. Drawing on social exchange theory, prior research suggests that fair and supportive compensation practices generate positive attitudes that, in turn, motivate reciprocal commitment from lecturers. Empirical evidence from higher education contexts supports the mediating role of job satisfaction, demonstrating that compensation components influence commitment indirectly through satisfaction (Mabaso, 2017; Ashraf, 2020; Fadhil, 2023; Murtiningsih, 2020). However, the strength of this mediation appears to vary across national and institutional contexts, reflecting differences in governance structures, labor market conditions, and cultural expectations.

In the context of non-public higher education institutions in Vietnam---where competition for qualified faculty is increasingly intense---examining job satisfaction as a mediator provides a more nuanced understanding of how compensation policies translate into lecturers' organizational commitment. This approach not only addresses limitations in prior studies but also offers a more solid theoretical foundation for the proposed research model.

## **4. Methods**

### *4.1 Research Design*

This study adopted a quantitative, cross-sectional research design to empirically examine the relationships among compensation components, lecturers' job satisfaction, and organizational commitment in non-public higher education institutions in Vietnam. A survey-based approach was deemed appropriate given the study's objective of testing theoretically grounded hypotheses using latent constructs measured through self-reported perceptions.

### *4.2 Sample and Sampling Procedure*

The target population of this study was full-time academic lecturers employed at non-public (private) universities in Vietnam. For the purpose of this research, a lecturer was operationally defined as an academic staff member whose primary responsibilities include teaching and/or research activities. Part-time lecturers, visiting professors, administrative staff, and personnel without teaching or research duties were explicitly excluded from the study. Lecturers from a range of academic disciplines were included in order to capture diverse perspectives within private higher education institutions.

Data were collected from 180 eligible lecturers using a convenience sampling approach. This sampling technique was adopted due to practical constraints, including the absence of a comprehensive sampling frame of lecturers across private universities in Vietnam, limited institutional access, and time and resource restrictions. Convenience sampling is frequently employed in organizational and higher education research under similar conditions; however, its limitations are explicitly acknowledged in this study. Participants were recruited through multiple recruitment channels to enhance sample diversity and reduce single-source bias. These channels included: (1) direct email invitations sent through institutional and professional academic networks; (2) distribution of the survey link via academic groups on professional social media platforms; and (3) personal contacts with lecturers who met the inclusion criteria, who were also encouraged to share the survey with eligible colleagues.

The survey was administered online, and participation was voluntary. Respondents were informed of the academic purpose of the study and assured of anonymity and confidentiality. A total of 234 survey invitations were distributed, of which 180 valid responses were retained for analysis after screening for eligibility and completeness, resulting in an approximate response rate of 77%. Regarding sample size adequacy, the final sample of 180 respondents exceeds commonly accepted minimum thresholds for Partial Least Squares Structural Equation Modeling (PLS-SEM), particularly for models with multiple latent constructs and paths. PLS-SEM is well suited for exploratory and theory-testing research with moderate sample sizes and does not require large samples or normally distributed data. Given the complexity of the proposed model and the number of indicators, the sample size was considered sufficient to ensure stable parameter estimation and adequate statistical power.

Despite these strengths, the use of convenience sampling constitutes a methodological limitation of the study. Because participants were recruited based on accessibility and willingness to participate, the findings may not be fully generalizable to all lecturers in private universities in Vietnam. Lecturers who chose to respond may differ systematically from those who did not, potentially introducing self-selection bias. Consequently, the results should be interpreted as indicative rather than definitive, and future research is encouraged to employ probabilistic sampling techniques or larger, institutionally stratified samples to enhance external validity.

### 4.3 Measurement and Operationalization of Constructs

All constructs in the research model were operationalized using multi-item reflective scales adapted from prior empirical studies in human resource management and higher education research. The adaptation process aimed to ensure conceptual equivalence while enhancing contextual relevance to the Vietnamese private university setting.

The organization's salary policies (**SAL**) was measured through items capturing perceptions of salary adequacy, fairness, and alignment with qualifications, workload, and contributions.

The organization's reward policies (**REW**) were operationalized using items related to performance-based bonuses, incentives for teaching and research achievements, and transparency in reward allocation.

Opportunities for career advancement (**OPP**) were measured by items reflecting clarity, fairness, and accessibility of promotion pathways and professional growth opportunities.

The organization's benefit policies (**BEN**) included items assessing welfare provisions, job security, and support for work-life balance.

Organizational recognition (**REC**) was captured through items evaluating acknowledgment, appreciation, and feedback regarding lecturers' academic contributions.

Lecturers' satisfaction (**SAS**) was operationalized as an overall evaluative construct encompassing satisfaction with work content, compensation, working conditions, and institutional support.

Lecturers' commitment (**LEC**) was measured through items reflecting emotional attachment, loyalty, and intention to remain with the institution.

All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

### 4.4 Questionnaire Development and Pilot Study

The initial questionnaire was developed in English and subsequently adapted to the Vietnamese context through careful wording adjustments to ensure clarity and cultural appropriateness. To establish content validity, the questionnaire was reviewed by academic experts with experience in higher education management and organizational research in Vietnam.

A pilot study was conducted with a small group of lecturers to assess item clarity, relevance, and comprehensibility. Feedback from the pilot resulted in minor revisions to item wording and scale structure, thereby improving the overall quality and contextual fit of the measurement instrument prior to the main data collection.

### 4.5 Data Collection Procedure and Ethical Considerations

Data collection was conducted between March and May 2025 using the Google Forms platform. The online survey format was chosen to facilitate access to lecturers across different institutions and to accommodate their professional schedules. The first page of the digital questionnaire contained an informed consent statement clearly explaining the objectives of the study, the voluntary nature of participation, the anonymity of responses, and the confidentiality of the collected data. Contact information of the researchers was also provided to allow participants to ask questions or request additional information. Only participants who explicitly indicated their consent by checking the acceptance box were granted access to the questionnaire. No personally identifiable information was collected, and all responses were used solely for academic research purposes. The survey required approximately 10--12 minutes to complete. These procedures were implemented to ensure compliance with ethical research standards and to enhance participants' trust, thereby improving the quality and truthfulness of the collected data.

### 4.6 Data Analysis Strategy

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. PLS-SEM was selected due to its suitability for predictive and exploratory research, its robustness when working with moderate sample sizes and non-normally distributed data, and its ability to estimate complex models involving multiple latent constructs and relationships (Hair et al., 2019). These characteristics align well with the objectives of the present study, which seeks to explain and predict lecturers' satisfaction and organizational commitment within a multifaceted compensation framework. The data analysis followed a two-step procedure, comprising the assessment of the measurement model and the structural model, in accordance with established PLS-SEM guidelines (Hair et al., 2019; Henseler et al., 2015).

The measurement model was evaluated to ensure the reliability and validity of the latent constructs. Indicator reliability was assessed by examining outer loadings, with values above 0.70 considered acceptable. Indicators with loadings slightly below this threshold were retained if their removal did not improve composite reliability or convergent validity. Internal consistency reliability was assessed using Cronbach's Alpha and Composite Reliability (CR), with values exceeding 0.70 indicating satisfactory reliability. Convergent validity was evaluated using the Average Variance Extracted (AVE), with a minimum threshold of 0.50, indicating that constructs explain more than half of the variance of their indicators. Discriminant validity was assessed using the Heterotrait--Monotrait (HTMT) ratio of correlations, with threshold values of  $HTMT < 0.85$  (more conservative) or  $HTMT < 0.90$  (less conservative) used to confirm adequate discriminant validity between constructs (Henseler et al., 2015).

After establishing the adequacy of the measurement model, the structural model was assessed to evaluate the hypothesized relationships among constructs. Collinearity among predictor constructs was examined using Variance Inflation Factors (VIF), with values below 5.0 (and preferably below 3.3) indicating the absence of problematic multicollinearity. The explanatory power of the model was evaluated using  $R^2$  values for endogenous constructs, while the model's predictive relevance was assessed using the Stone--Geisser  $Q^2$  statistic obtained through the blindfolding procedure.  $Q^2$  values greater than zero indicate that the model has predictive relevance for the endogenous constructs. The statistical significance and strength of the hypothesized path coefficients were assessed using a bootstrapping procedure with 5,000 subsamples. Confidence intervals were generated using the percentile method and bias-corrected and accelerated (BCa) intervals, and path coefficients were considered significant when zero was not included in the confidence interval. In addition, effect sizes ( $f^2$ ) were examined to assess the relative impact of each exogenous construct on endogenous variables, providing further insight into the substantive significance of the relationships.

#### 4.7 Research Model Visualization

Fig. 1 presents the conceptual research model as a visual synthesis of the hypothesized relationships derived from the theoretical framework. The model summarizes the six proposed hypotheses (H1--H6) concerning the relationships among the study constructs and is intended as a schematic representation to support, rather than replace, the theoretical justification discussed earlier.

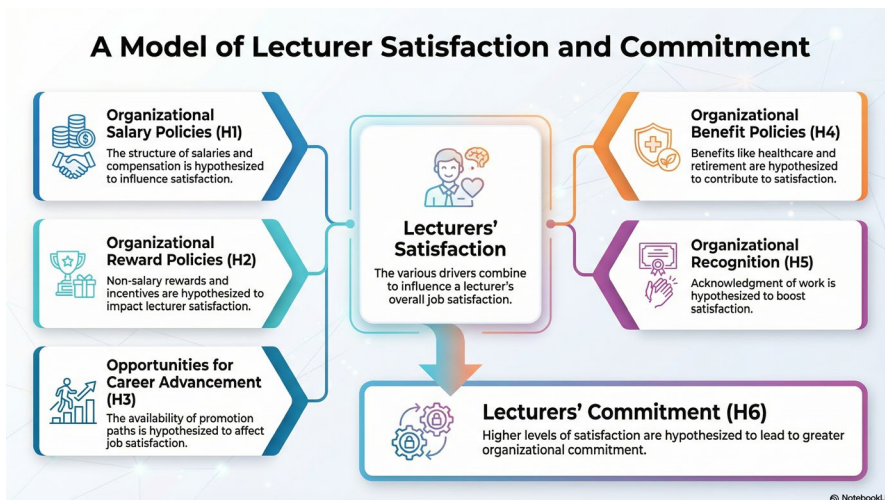


Fig. 1. Research Model

#### 4.8 Analysis and validation of the research model

##### Assessment of the measurement quality of observed variables: Outer loadings

According to Hair et al. (2019) the outer loadings of observed indicators should be at least 0.708 to ensure convergent validity. This means that when an indicator has an outer loading  $\geq 0.708$ , it effectively measures the construct to which it belongs. Conversely, if the outer loading is  $< 0.708$ , the contribution of the indicator to the construct is considered insignificant, often leading to the decision to remove it from the measurement model. The study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) to run the model with the observed indicators, yielding the following results for the outer loadings

**Table 1**

Results of the Outer loadings analysis

	BEN	LEC	OPP	REC	REW	SAL	SAS
BEN1	0.787						
BEN2	0.757						
BEN3	0.781						
BEN4	0.849						
BEN5	0.833						
LEC1		0.875					
LEC2		0.819					
LEC3		0.772					
LEC4		0.815					
OPP1			0.879				
OPP2			0.743				
OPP3			0.739				
OPP4			0.818				
REC1				0.889			
REC3				0.837			
REW1					0.854		
REW2					0.895		
REW3					0.897		
REW4					0.896		
SAL1						0.937	
SAL2						0.938	
SAS1							0.873
SAS2							0.734
SAS3							0.752
SAS4							0.815

Source: Model Results

The results of the outer loadings analysis indicate that all observed indicators in the model exceeded the threshold of 0.708, as recommended by Hair et al. (2019), demonstrating that the indicators adequately reflect the latent constructs they represent. Specifically, the indicators for the benefit construct (BEN) ranged from 0.757 to 0.849, while the Commitment construct (LEC) ranged from 0.772 to 0.875, indicating strong convergent validity. The indicators measuring Promotion Opportunities (OPP) also fell within the acceptable range, from 0.739 to 0.879. The Recognition (REC) and Reward (REW) constructs exhibited particularly high outer loadings (0.837--0.897), reflecting good consistency and reliability. Notably, the Salary construct (SAL) achieved very high outer loadings (0.937 and 0.938), making it the strongest set of observed indicators in the model. Finally, the indicators for Job Satisfaction (SAS) ranged from 0.734 to 0.873, ensuring acceptable convergent validity. Therefore, no indicators needed to be removed, and all constructs achieved convergent validity, providing a solid foundation for further assessment of composite reliability and discriminant validity in subsequent PLS-SEM analysis steps.

#### 4.9 Assessment of construct reliability

To evaluate construct reliability, Cronbach's Alpha and Composite Reliability (CR) were employed. According to Hair et al. (2019) a Cronbach's Alpha value of 0.7 or higher indicates that the construct is reliable, while a CR value between 0.7 and 0.9 is considered acceptable. A CR value exceeding 0.95 may indicate redundancy among the observed indicators.

**Table 2**

Results of cronbach's alpha and composite reliability (CR) analysis

	Cronbach's alpha	Composite reliability (rho a)	Composite reliability (rho c)
BEN	0.862	0.877	0.900
LEC	0.839	0.843	0.892
OPP	0.808	0.838	0.874
REC	0.661	0.675	0.854
REW	0.910	0.950	0.936
SAL	0.863	0.863	0.936
SAS	0.805	0.816	0.873

Source: Model Results

The results presented in Table 2 indicate that all constructs in the model achieved satisfactory reliability according to the criteria of Hair et al. (2019). Specifically, all Cronbach's Alpha values exceeded the threshold of 0.7, except for the Recognition construct (REC), which recorded a value of 0.661 but still falls within an acceptable range for exploratory research. Other constructs, including benefit (BEN, 0.862), Commitment (LEC, 0.839), Promotion Opportunities (OPP, 0.808), Reward (REW, 0.910), Salary (SAL, 0.863), and Job Satisfaction (SAS, 0.805), demonstrated high internal consistency, indicating that the observed indicators within each construct effectively measure the same latent concept.

Furthermore, the Composite Reliability (CR) values, including  $\rho_a$  and  $\rho_c$ , all exceeded the 0.7 threshold, confirming the overall reliability of the constructs. Notably, the REW and SAL constructs achieved very high CR values (0.936 and 0.936, respectively), reflecting excellent reliability. Although the Cronbach's Alpha for REC was lower than that of the other constructs, its CR value (0.854) remains within the acceptable range, indicating that the construct maintains adequate quality and does not require the removal of any indicators. Overall, all constructs in the model meet the necessary reliability criteria, providing a solid foundation for subsequent evaluation of convergent validity (AVE) and discriminant validity (HTMT) in the next stages of the analysis.

#### 4.10 Assessment of convergent validity of constructs

Convergent validity was evaluated using the Average Variance Extracted (AVE) index. According to Hair et al. (2017), a construct is considered to have adequate convergent validity if its AVE is equal to or greater than 0.5, meaning that the observed indicators explain at least 50% of the variance of the latent construct they represent. The higher the AVE value, the stronger the convergent validity of the construct.

**Table 3**  
AVE Results

	Average variance extracted (AVE)
BEN	0.644
LEC	0.675
OPP	0.635
REC	0.746
REW	0.785
SAL	0.879
SAS	0.633

Source: Model Results

The results presented in Table 3 indicate that all constructs achieved Average Variance Extracted (AVE) values exceeding the minimum threshold of 0.5, as recommended by Hair et al. (2019), confirming that the observed indicators within each construct explain more than 50% of the variance of their respective latent constructs. Specifically, the AVE for benefit (BEN) was 0.644, Commitment (LEC) 0.675, and Promotion Opportunities (OPP) 0.635, demonstrating good convergent validity. The Recognition (REC), Reward (REW), and Salary (SAL) constructs achieved very high AVE values of 0.746, 0.785, and 0.879, respectively, reflecting strong convergent validity and excellent measurement quality. The Job Satisfaction (SAS) construct also reached an AVE of 0.633, exceeding the required threshold, indicating that the observed indicators consistently reflect the concept of job satisfaction. Overall, all AVE values meet the convergent validity criteria, confirming the appropriateness of the measurement model and allowing for the subsequent assessment of discriminant validity in the next stage of the analysis.

#### 4.11 Assessment of discriminant validity of constructs

Discriminant validity reflects the extent to which latent constructs in the model are distinct from one another. A measurement model achieves discriminant validity when the observed indicators of a latent construct do not overlap with those of other constructs. To assess discriminant validity, this study employed the Heterotrait-Monotrait Ratio of Correlations (HTMT), as proposed by Henseler et al. (2015). model is considered to have adequate discriminant validity when HTMT values are below 0.90 for constructs that are relatively distinct, or below 0.85 for constructs with high similarity. If the HTMT value exceeds these thresholds, there is a risk that the latent constructs may not be truly distinct.

**Table 4**  
HTMT Results

	BEN	LEC	OPP	REC	REW	SAL	SAS
BEN							
LEC	0.412						
OPP	0.389	0.689					
REC	0.233	0.477	0.650				
REW	0.190	0.226	0.251	0.374			
SAL	0.134	0.357	0.295	0.090	0.047		
SAS	0.474	0.746	0.780	0.721	0.415	0.425	

Source: Model Results

The results presented in Table 4 indicate that all HTMT values between pairs of latent constructs were below the strict threshold of 0.85, as recommended by Henseler et al. (2015), and also below the more lenient threshold of 0.90. This confirms that the measurement model achieves good discriminant validity, meaning that each construct reflects a distinct concept without overlapping content with other constructs. Specifically, HTMT values ranged from 0.047 to 0.780, with most values falling in the low to moderate range. Pairs of constructs with higher values, such as OPP--SAS (0.780), REC--SAS (0.721),

and LEC--SAS (0.746), remained well within the allowable limits, indicating clear discrimination between constructs despite some theoretical relationships. In contrast, pairs such as SAL--REW (0.047) and BEN--REW (0.190) demonstrated very strong discriminant validity. Overall, the HTMT results confirm that all constructs in the model possess good discriminant validity and meet the measurement requirements, allowing for the subsequent evaluation of the structural model. The table further shows that most HTMT values between latent construct pairs are below 0.85, demonstrating that the measurement model achieves satisfactory discriminant validity.

#### 4.12 Structural model assessment

##### 4.12.1 Multicollinearity assessment

Multicollinearity occurs when independent variables are highly correlated, which may lead to redundant information among them, distort regression coefficients, increase standard errors, and reduce the reliability of the model. This phenomenon makes it difficult to determine the true role of each variable and may result in incorrect conclusions regarding causal relationships. In PLS-SEM, the inner Variance Inflation Factor (VIF) is used to assess the degree of multicollinearity, with acceptable thresholds being below 5 (or below 3) to ensure the accuracy and reliability of model estimates (Hair et al., 2017).

**Table 5**  
Results of multicollinearity assessment (VIF)

	VIF
BEN → SAS	1.138
OPP → SAS	1.529
REC → SAS	1.401
REW → SAS	1.117
SAL → SAS	1.078
SAS → LEC	1.000

Source: Model Results

The multicollinearity analysis presented in Table 5 indicates that all VIF values for the independent variables in the model ranged from 1.000 to 1.529, well below the threshold of 5 and even below the stricter threshold of 3 recommended by Hair et al. (2019). This demonstrates that there is no multicollinearity among the independent variables, meaning that constructs such as BEN, OPP, REC, REW, and SAL do not contain overlapping information when explaining the dependent variable SAS. Notably, the VIF value for the path SAS → LEC is 1.000, indicating no linear correlation with other variables and ensuring high stability in the structural model. The very low VIF values confirm that the regression estimates are not adversely affected by linear dependence among the variables, and therefore, the model is suitable for further testing of causal relationships in the structural model analysis.

##### 4.12.2 Assessment of coefficient of determination ( $R^2$ )

The coefficient of determination ( $R^2$ ) measures the extent to which the independent variables explain the variance of the dependent variable in the research model. According to Hair et al. (2017) there is no absolute threshold for  $R^2$ , as it depends on the research context and the complexity of the model.  $R^2$  values range from 0 to 1, with values closer to 1 indicating that the independent variables have a high explanatory power for the dependent variable. Conversely,  $R^2$  values near 0 suggest low explanatory power, indicating that the model may not adequately fit the data.

**Table 6**  
Results of  $R^2$  coefficients

	R-square	R-square adjusted
LEC	0.382	0.378
SAS	0.586	0.574

Source: Model Results

The results presented in Table 6 show that the  $R^2$  coefficients for the two dependent variables in the model are at acceptable levels according to Hair et al. (2019). Specifically, Job Satisfaction (SAS) has an  $R^2$  of 0.586, indicating that the five independent variables - BEN, OPP, REC, REW, and SAL, explain 58.6% of the variance in SAS. This represents a relatively high explanatory power in behavioral studies, reflecting that the model has good predictive capability for faculty job satisfaction. For Faculty Commitment (LEC), the  $R^2$  value of 0.382 indicates that SAS explains 38.2% of the variance in LEC. According to Hair et al.'s classification, this  $R^2$  level is considered moderate to substantial and is consistent with research in human resources and organizational psychology, where commitment behavior is typically influenced by multiple factors beyond job satisfaction. The adjusted  $R^2$  values for the two variables (0.574 for SAS and 0.378 for LEC) are close to the original  $R^2$  values, suggesting that the model is not adversely affected by the inclusion of multiple independent variables and

that its fit is reliable. Overall, the  $R^2$  results confirm that the model possesses strong explanatory power and provides a solid basis for further testing of causal relationships within the structural model.

4.12.3 Assessment of effect size ( $f^2$ )

The effect size  $f^2$  measures the change in the coefficient of determination ( $R^2$ ) when an independent variable is removed from the model, thereby reflecting the relative importance of that variable within the research model (Cohen, 1988) The  $f^2$  coefficient provides a complementary perspective to  $R^2$ , as it helps identify whether an independent variable plays a significant role, even when  $R^2$  is not particularly high. The  $f^2$  values range from 0 upwards, with  $f^2 < 0.02$  indicating a very small or negligible effect,  $0.02 \leq f^2 < 0.15$  indicating a small effect,  $0.15 \leq f^2 < 0.35$  indicating a medium effect, and  $f^2 \geq 0.35$  indicating a large effect of the independent variable on the dependent variable.

**Table 7**

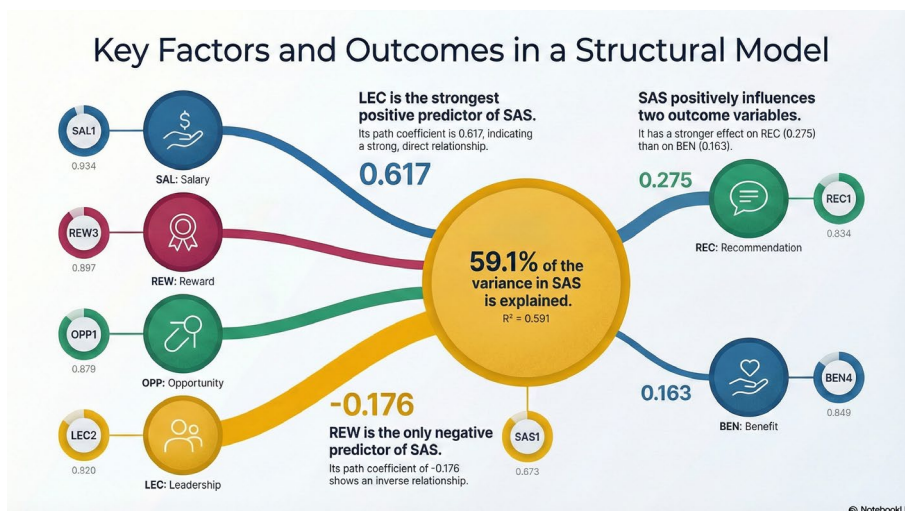
Results of effect size ( $f^2$ )

	BEN	LEC	OPP	REC	REW	SAL	SAS
BEN							0.066
LEC							
OPP							0.210
REC							0.113
REW							0.066
SAL							0.117
SAS		0.617					0.066

Source: Model Results

Based on the results presented in Table 7, the effect sizes ( $f^2$ ) indicate the impact of each independent variable on the dependent variables in the model. According to Cohen (1988),  $f^2$  values are classified as follows: 0.02 = small, 0.15 = medium, 0.35 = large. For lecturers' satisfaction (SAS), the variables BEN, REW, and SAL have  $f^2$  values of 0.066, 0.066, and 0.117, respectively, indicating small but meaningful effects on SAS. The variable REC exhibits a higher impact ( $f^2 = 0.113$ ), which, although still classified as small, is close to the medium threshold, reflecting the relatively strong role of organizational recognition in shaping faculty job satisfaction. Notably, OPP (Opportunities for career advancement) has an  $f^2$  value of 0.210, falling within the medium effect range, demonstrating that opportunities for professional development contribute significantly to enhancing job satisfaction among faculty in private higher education institutions. For lecturers' commitment (LEC), the results show that SAS has an  $f^2$  value of 0.617, which represents a very large effect, far exceeding the 0.35 threshold. This confirms the central and highly influential role of job satisfaction in driving faculty commitment. Thus, job satisfaction not only serves as a mediating variable in the model but also acts as a primary determinant that fosters commitment and long-term attachment to the organization.

Overall, the  $f^2$  results indicate that each component of the reward policies exert varying levels of influence on job satisfaction, with career advancement opportunities being the most prominent. At the same time, job satisfaction demonstrates a critical role in promoting faculty commitment, consistent with prior studies in human resources and organizational behavior research.



**Fig. 2.** Research model diagram

Source: Model Results

The results of the PLS-SEM analysis indicate that the measurement model demonstrates satisfactory reliability and validity. All indicator loadings exceed the minimum acceptable threshold of 0.65, with the majority surpassing 0.70, indicating adequate indicator reliability for social science research. The constructs of organizational salary policies, reward policies,

career advancement opportunities, benefits, organizational recognition, job satisfaction, and organizational commitment are therefore measured with acceptable precision. Overall, the measurement model meets established criteria for reliability and convergent validity, supporting its suitability for subsequent structural model assessment.

The structural model results reveal that all compensation-related components exert positive effects on lecturers' job satisfaction. Among these factors, opportunities for career advancement show the strongest influence on job satisfaction ( $\beta = 0.370$ ), followed by organizational recognition ( $\beta = 0.275$ ) and salary policies ( $\beta = 0.208$ ). Reward policies ( $\beta = 0.176$ ) and benefit policies ( $\beta = 0.163$ ) also demonstrate positive, albeit comparatively weaker, effects. These findings suggest that while financial compensation remains important, non-financial factors---particularly opportunities for professional growth and recognition---play a more prominent role in shaping lecturers' satisfaction in the context of private universities.

Job satisfaction, in turn, has a strong and positive effect on lecturers' organizational commitment ( $\beta = 0.617$ ), providing robust empirical support for the central hypothesis (H6). This result underscores the pivotal role of job satisfaction as a key attitudinal mechanism through which compensation-related practices translate into long-term organizational attachment. In terms of explanatory power, the model accounts for 50.9% of the variance in job satisfaction ( $R^2 = 0.509$ ) and 38.1% of the variance in organizational commitment ( $R^2 = 0.381$ ), indicating moderate to substantial explanatory capacity for a behavioral model in higher education research.

Taken together, these findings confirm the central position of job satisfaction within the proposed research model and highlight its critical function in linking compensation components to organizational commitment. The results provide empirical evidence that enhancing lecturers' satisfaction---particularly through career advancement opportunities and recognition---can substantially strengthen their commitment to private higher education institutions.

#### 4.12.4 Significance of the relationships in the model

**Table 8**  
Results of Specific Indirect Effects (Mediation Analysis)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	2.5%	97.5 %
BEN → SAS → LEC	0.101	0.104	0.043	2.354	0.019	0.032	0.198
OPP → SAS → LEC	0.229	0.223	0.078	2.926	0.003	0.068	0.374
REC → SAS → LEC	0.170	0.184	0.058	2.953	0.003	0.076	0.296
REW → SAS → LEC	0.109	0.102	0.034	3.233	0.001	0.038	0.169
SAL → SAS → LEC	0.129	0.126	0.030	4.349	0.000	0.074	0.188

Source: Model Results

Table 8 presents the results of the specific indirect effects of compensation components on lecturers' organizational commitment through job satisfaction. The analysis was conducted using a bootstrapping procedure with 5,000 resamples, reporting indirect path coefficients, standard deviations, t-statistics, p-values, and 95% confidence intervals. The results indicate that all indirect effects are statistically significant, with p-values below the 0.05 threshold and confidence intervals that do not include zero, thereby providing strong evidence for the mediating role of job satisfaction.

Specifically, benefit policies exert a positive and significant indirect effect on organizational commitment through job satisfaction (BEN → SAS → LEC:  $\beta = 0.101$ ,  $t = 2.354$ ,  $p = 0.019$ , 95% CI 0.032,0.198), suggesting that benefits enhance lecturers' commitment by improving their overall satisfaction with their jobs. Opportunities for career advancement demonstrate the strongest indirect effect (OPP → SAS → LEC:  $\beta = 0.229$ ,  $t = 2.926$ ,  $p = 0.003$ , 95% CI 0.068,0.374), highlighting the pivotal role of professional development opportunities in fostering job satisfaction and, in turn, organizational commitment. Organizational recognition also shows a significant indirect relationship with commitment (REC → SAS → LEC:  $\beta = 0.170$ ,  $t = 2.953$ ,  $p = 0.003$ , 95% CI 0.076,0.296), indicating that recognition practices strengthen commitment primarily through their positive influence on lecturers' satisfaction.

In addition, reward policies have a positive and statistically significant indirect effect on organizational commitment via job satisfaction (REW → SAS → LEC:  $\beta = 0.109$ ,  $t = 3.233$ ,  $p = 0.001$ , 95% CI 0.038,0.169), while salary policies also exert a significant indirect influence (SAL → SAS → LEC:  $\beta = 0.129$ ,  $t = 4.349$ ,  $p < 0.001$ , 95% CI 0.074,0.188). Although the magnitudes of these indirect effects are moderate, their strong statistical significance underscores the continued importance of both financial and non-financial compensation components in shaping lecturers' commitment through job satisfaction.

Overall, the findings presented in Table 8 provide robust empirical support for job satisfaction as a mediating mechanism linking compensation components to lecturers' organizational commitment, thereby confirming the central role of job satisfaction in the proposed research model.

## 5. Discussion

### 5.1 Summary of key findings

This study examined the relationships between compensation components, lecturers' job satisfaction, and organizational commitment in Vietnamese private universities. The results provide empirical support for all hypothesized relationships. Salary policies, reward policies, benefit policies, opportunities for career advancement, and organizational recognition were all found to have positive and significant effects on lecturers' job satisfaction. Among these factors, opportunities for career advancement emerged as the strongest predictor of satisfaction, followed by organizational recognition and salary policies. In addition, job satisfaction was shown to exert a strong and positive effect on organizational commitment. Mediation analysis further confirmed that job satisfaction serves as a key mediating mechanism through which compensation-related practices influence lecturers' organizational commitment. Collectively, these findings highlight the central role of job satisfaction in translating compensation policies into sustained organizational attachment.

### 5.2 Interpretation and integration with the literature

The prominent influence of opportunities for career advancement on lecturers' job satisfaction is consistent with prior studies emphasizing the importance of professional growth in academic careers (Sahibzada et al., 2025; Bhatia & Williams, 2024; Khanh, 2024). However, the strength of this relationship in the present study suggests that career development opportunities are particularly salient in the context of Vietnamese private universities, where promotion pathways and research support may be less institutionalized than in public or Western institutions. This finding extends existing literature by demonstrating that, in such contexts, opportunities for advancement function not only as motivators but also as key signals of long-term organizational support.

Organizational recognition was also found to be a strong predictor of job satisfaction, supporting previous research that highlights recognition as a critical non-financial determinant of academic motivation and satisfaction (Sasidhar & Iyer, 2025; Vidushi, 2025). In environments where financial resources may be constrained, recognition practices appear to play an important role in reinforcing lecturers' sense of value and professional identity.

By contrast, although salary policies had a statistically significant effect on job satisfaction, their relative influence was weaker than that of non-financial factors. This pattern aligns with studies grounded in Herzberg's two factor theory, which conceptualize salary and benefits as hygiene factors that prevent dissatisfaction but do not necessarily generate high levels of satisfaction when considered in isolation (Mabaso & Dlamini, 2017; Nirmalasari & Amelia, 2020; Zebon et al., 2025). Similar findings have been reported in higher education settings across developing economies, where financial compensation is often viewed as a necessary baseline rather than a primary source of long-term motivation.

Finally, the strong positive relationship between job satisfaction and organizational commitment corroborates a well-established body of research identifying satisfaction as a key antecedent of commitment among academic staff (Bashir & Gani, 2020; Nicolas et al., 2024; Wang & Rashid, 2022; Wang et al., 2019). The results reinforce the argument that lecturers' commitment is shaped by their overall evaluation of the employment relationship, rather than by isolated compensation components.

### 5.3 Theoretical implications

From a theoretical perspective, this study contributes to the literature by reinforcing the relevance of Social Exchange Theory in explaining lecturers' attitudes in higher education institutions. The findings suggest that lecturers respond to favorable compensation practices by developing higher levels of job satisfaction, which subsequently foster organizational commitment. Importantly, the results indicate that non-financial forms of exchange—particularly career advancement opportunities and organizational recognition—may generate stronger attitudinal responses than purely monetary compensation in the context of private universities. Furthermore, by empirically validating job satisfaction as a mediating variable, the study supports theoretical models that position satisfaction as a central mechanism linking human resource practices to commitment outcomes. This mediating role helps clarify how and why compensation systems influence lecturers' long-term attachment to their institutions, thereby providing a more integrated understanding of compensation--commitment relationships in higher education.

### 5.4 Practical implications

The findings offer several practical implications for administrators and policymakers in Vietnamese private universities. Given the strong predictive power of opportunities for career advancement and organizational recognition, institutions should prioritize non-financial strategies alongside financial compensation. First, universities are encouraged to develop clearer and more transparent academic career pathways, including well-defined promotion criteria, support for research activities, and access to professional development programs. Such initiatives can enhance lecturers' perceptions of long-term growth and

institutional support, thereby increasing job satisfaction. Second, institutions should formalize recognition mechanisms that acknowledge teaching excellence, research output, and service contributions. Non-monetary recognition systems—such as awards, public acknowledgment, and constructive feedback can be implemented with relatively low financial cost while yielding meaningful improvements in satisfaction. Third, while salary, rewards, and benefits remain important, the findings suggest that financial incentives alone may be insufficient to sustain high levels of satisfaction and commitment. Therefore, compensation policies should be designed as integrated systems that balance financial adequacy with opportunities for professional development and recognition. Overall, by strategically enhancing lecturers' job satisfaction, private universities can strengthen organizational commitment and improve faculty retention in an increasingly competitive higher education environment.

## 6. Conclusions

The objective of this study was to examine how multidimensional compensation components influence lecturers' organizational commitment in Vietnamese private universities, with a particular focus on the mediating role of job satisfaction. Using PLS-SEM analysis, the study empirically tested a comprehensive model linking financial and non-financial compensation elements to job satisfaction and, subsequently, to organizational commitment. The main contribution of this study lies in providing clear empirical evidence that, in the context of Vietnamese private universities, the relationship between total compensation and faculty organizational commitment is fully mediated by job satisfaction. Among the compensation components examined, opportunities for career advancement emerged as the most influential predictor of job satisfaction, followed by organizational recognition, while salary and benefits played a comparatively weaker - yet still significant—role. This hierarchy of predictors highlights the predominance of non-financial compensation in shaping lecturers' attitudes in this specific institutional setting. From a practical perspective, the findings suggest that private universities seeking to strengthen faculty commitment should move beyond an exclusive focus on financial incentives and adopt integrated compensation strategies that emphasize professional development opportunities and systematic recognition of academic contributions. Investments in transparent career pathways and non-monetary recognition mechanisms may yield substantial returns in terms of satisfaction and long-term commitment, even under financial constraints.

Overall, this study contributes to the higher education and human resource management literature by demonstrating how compensation systems operate through job satisfaction to foster organizational commitment in a non-Western, private university context. By clarifying the mechanisms and relative importance of compensation components, the findings offer both theoretical insight and practical guidance for improving faculty retention and engagement in emerging higher education systems.

## 7. Limitations and Future Research Directions

Despite its contributions, this study has several limitations that point to meaningful directions for future research. First, the sample was drawn exclusively from lecturers working in Vietnamese private universities using a convenience sampling approach. While appropriate given access constraints, this limits the generalizability of the findings. Future studies could replicate the proposed model in Vietnamese public universities or conduct comparative analyses between public and private institutions to examine whether the relative importance of satisfaction predictors—particularly career advancement opportunities and recognition—differs across sectors. Such comparisons would provide deeper insight into how institutional contexts shape effective human resource strategies in higher education.

Second, the cross-sectional design of the study restricts the ability to make strong causal inferences. Although the results support the hypothesized mediation mechanism, longitudinal research is needed to capture changes over time. Future studies could track how modifications in compensation policies, such as the introduction of structured career development programs or formal recognition systems affect lecturers' job satisfaction and organizational commitment longitudinally, thereby offering stronger evidence of causal relationships.

Third, while the model explains a substantial proportion of variance in job satisfaction and organizational commitment, other potentially relevant variables were not included. Notably, the strong effect of organizational recognition suggests that perceptual and relational mechanisms may play an important role. Future research could explore the mediating or moderating role of organizational justice, perceived organizational support, or academic identity in the relationship between compensation components and job satisfaction. Examining such variables would help unpack why recognition and development opportunities exert particularly strong effects in this context.

Finally, future studies may benefit from adopting mixed-method approaches. Qualitative interviews or focus groups with lecturers could provide richer insights into how compensation policies are interpreted and experienced in daily academic life, thereby complementing and deepening the quantitative findings of this study.

By addressing these limitations, future research can build on the present findings to develop a more nuanced and context-sensitive understanding of faculty motivation, satisfaction, and commitment, contributing to a cumulative research program rather than isolated empirical evidence.

## References

- Ahmed, H., Ashraf, M. A., Islam, K., & Hasinat, R. (2022). In quest for sustainable quality assurance in higher education: An empirical investigation. *Cypriot Journal of Educational Sciences*, 17(5), 1517–1532.
- Ashraf, M. A. (2020). Demographic factors, compensation, job satisfaction and organizational commitment in private university: An analysis using SEM. *Journal of Global Responsibility*, 11(4), 407–436.
- Bashir, B., & Gani, A. (2020). Testing the effects of job satisfaction on organizational commitment. *Journal of Management Development*, 39(4), 525–542.
- Bello, Z., & Alhyasat, W. (2020). Compensation practices on job satisfaction of faculty members in private HEIs in Saudi Arabia: Mediating role of talent management. *International Journal of Human Resource Studies*, 10(4), 37.
- Bhatia, M., & Williams, A. (2024). Identifying job satisfaction parameters among the employees in higher educational institutions: A mathematical model. *WSEAS Transactions on Business and Economics*, 21, 1768–1774.
- Bongalonta, M. B., & Bongalonta, M. M. (2022). Job satisfaction, organizational commitment and the performance-based bonus (PBB) system in state universities and colleges (SUCs) in Bicol, Philippines. *International Journal of Multidisciplinary Applied Business and Education Research*, 3(5), 919–934.
- Chen, C. Y. (2023). Are professors satisfied with their jobs? The factors that influence professors' job satisfaction. *SAGE Open*, 13(3).
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Fadhil, M. (2023). The impact of reward system on job satisfaction and in-role performance among lecturers in Indonesia. *Jurnal Pendidikan Ekonomi dan Bisnis*, 11(2), 117–129.
- Hair, J. F., Jr., Matthews, L. M., Matthews, R. L., & Sarstedt, M. (2017). PLS-SEM or CB-SEM: Updated guidelines on which method to use. *International Journal of Multivariate Data Analysis*, 1(2), 107.
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135.
- Ismayilova, K., & Klassen, R. M. (2019). Research and teaching self-efficacy of university faculty: Relations with job satisfaction. *International Journal of Educational Research*, 98, 55–66.
- Khanh, T. T. B. (2024). Developing Vietnamese university lecturers through promoting satisfaction. *Journal of Ecohumanism*, 3(8).
- Kristanti, F. T., Prasetio, A. P., Indiyati, D., & Madiawati, P. N. (2021). Turnover intention among lecturers in private higher education: The direct impact of financial rewards and mediation of job satisfaction and affective organizational commitment. *Jurnal Aplikasi Manajemen*, 19(2), 282–295.
- Lamin, L., Hendriani, S., Machasin, M., & Efni, Y. (2024). Strengthening affective commitment among Indonesian lecturers: The role of organizational support and job satisfaction. *Journal of Ecohumanism*, 3(8).
- Locke, E. A., Fitzpatrick, W., & White, F. M. (1983). Job satisfaction and role clarity among university and college faculty. *The Review of Higher Education*, 6(4), 343–365.
- Mabaso, C. M., & Dlamini, B. I. (2017). Impact of compensation and benefits on job satisfaction. *Research Journal of Business Management*, 11(2), 80–90.
- Mabaso, M. C. (2017). *The influence of rewards on job satisfaction and organisational commitment among academic staff at selected universities of technology in South Africa* (Doctoral dissertation).
- Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, 5(6).
- Mawardi, S., & Mukrodi, M. (2025). Peran kepemimpinan dan kompensasi dalam meningkatkan kepuasan kerja dosen: Analisis kausalitas. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 8(1), 271–278.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage Publications.
- Ministry of Education and Training. (2025). *Annual report on higher education*. Author.
- Mohd Rokeman, N. R., Che Kob, C. G., & Che Sobry, H. (2023). The role of reward in teachers' job satisfaction towards job performance: A literature review. *Malaysian Journal of Social Sciences and Humanities*, 8(11), e002591.
- Murtiningsih, R. S. (2020). The impact of compensation, training and development, and organizational culture on job satisfaction and employee retention. *Indonesian Management and Accounting Research*, 19(1), 33–50.
- Nguyen, N. N. A., & Van Nguyen, N. (2025). Barriers and opportunities for lecturers' career progression in Vietnam's scientific labour market. *Journal of Education Culture and Society*, 16(1), 925–949.
- Nicolas, P. M. O., Leona, R. F., Carlos, C. J. M., & Cochanco, R. A. G. (2024). Level of satisfaction of faculty members: Its relationship to their levels of commitment, professionalism and performance. *International Journal of Scientific Research and Management*, 12(10), 3739–3747.

- Nirmalasari, N., & Amelia, R. (2020). The role of job satisfaction in the effect of compensation on employee performance. *International Journal of Business Economics*, 2(1), 52–59.
- Permana, A., Aima, M. H., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A. H., & Endri, E. (2021). The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6), 1287–1292.
- Pillagara, R. M. E. P. R. V., Pangilinan, R. M. E. A. T., Florencondia, N. T., & Mallari, M. O. (2025). Examining job satisfaction through Herzberg's two-factor theory: A case study of engineering faculty and staff. *Engineering Technology Journal*, 10(6).
- Pius, J. (2025). Higher education and faculty job satisfaction: Examining the link between attitude, productivity, and professional growth—A qualitative study. *Journal of Information Systems Engineering and Management*, 10(50s), 01–12.
- Rashidi, Z., Zaki, S., & Jalbani, A. A. (2016). Exploring the factors influencing faculty motivation and satisfaction in tertiary education. *Business Review*, 11(1), 10–26.
- Rully, T., Moeins, A., & Muharram, H. (2023). Analyzing the compensation and its effect on lecturers' job satisfaction. *Journal of Entrepreneurship*, 29, 29–40.
- Sahibzada, A., & Khawrin, M. (2023). The relationship between salary and recognition on job satisfaction: A study of Paktia University lecturers. *Vidya: A Journal of Gujarat University*, 2(1), 74–78.
- Sahibzada, A., & Pandya, H. (2023). Effect of financial incentives on job satisfaction of lecturers in Nangarhar University. *International Journal of Advanced Research in Science, Communication and Technology*, 19–23.
- Sahibzada, A., Faqeerzai, M., Sahibzada, A. R., Safi, Z., & Amin, W. (2025). Impact of non-financial incentives on job satisfaction of university lecturers: A study of Parwan University. *Nangarhar University Social Sciences Journal*, 2(1), 28–34.
- Sancoko, S., Yuliawan, R., Al Aufa, B., & Yuliyanto, H. (2023). The effects of job satisfaction on lecturer performance: A case study in Faculty X, Universitas Indonesia. *Jurnal Pendidikan Teknologi dan Kejuruan*, 29(1), 45–58.
- Sasidhar, B., & Iyer, S. S. (2025). Impact of organizational climate on job satisfaction in Hyderabad's technical educational institutions. *International Journal of Research – GRANTHAALAYAH*, 13(3).
- Sihaloho, S. W., Ariza, D., & Munandar, A. (2024). Efektivitas e-katalog pada kegiatan pengadaan barang dan jasa (PBJ) dalam upaya pemerintah mencegah fraud. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 7(1), 219–230.
- Trung, N. S., Van Binh, T., Tuyet, K. T., Thuan, N. T. T., Hao, N. T., Vi, T. T. T., et al. (2024). Research on satisfaction of Vietnamese university lecturers. *Edelweiss Applied Science and Technology*, 8(5), 2519–2535.
- Van, T. V., & Minh, N. T. (2024). The role of high-quality human resources in socio-economic development in Vietnam. *International Journal of Religion*, 5(1), 317–327.
- Vidushi, V. (2025). Exploring the relationship between employee recognition and job satisfaction. *International Journal of Global Research and Innovation Technology*, 3(1(II)), 201–211.
- Wahyudi, W. (2025). Membangun kepuasan kerja dosen: Sinergi antara gaya kepemimpinan dan strategi kompensasi. *Akademika: Jurnal Mahasiswa Humaniora*, 5(2), 998–1007.
- Wang, G. X., & Rashid, A. M. (2022). Job satisfaction as the mediator between a learning organization and organizational commitment among lecturers. *European Journal of Educational Research*, 11(2), 847–858.
- Wang, G., Basri, R., & Jusoh, R. (2019). The relationship between job satisfaction and organizational commitment among lecturers in Heilongjiang Province, China. *International Journal of Academic Research in Business and Social Sciences*, 9(11).
- Webber, K. L., & Rogers, S. M. (2018). Gender differences in faculty member job satisfaction: Equity forestalled? *Research in Higher Education*, 59(8), 1105–1132.
- Widodo, W., & Damayanti, R. (2020). Vitality of job satisfaction in mediation: The effect of reward and personality on organizational commitment. *Management Science Letters*, 10, 2131–2138.
- Winarsih, T., & Fariz, F. (2021). The effect of job satisfaction on organizational commitment and work discipline. *Budapest International Research and Critics Institute—Journal of Humanities and Social Sciences*, 4(1), 1328–1339.
- Zebon, M. A. H., Sattar, A., & Ahamed, M. S. (2025). An empirical study of exploring the predictors of university teachers' job satisfaction in Bangladesh: A structural equation modeling approach. *Heliyon*, 11(2), e41740.
- Бутко, Г. П., Поротников, П. А., Набоков, В. И., & Низамов, С. С. (2024). Формирование конкурентного кадрового потенциала системой высшего образования. *Менеджмент и бизнес-администрирование*, (2), 97-104.

