PalArch's Journal of Archaeology of Egypt / Egyptology

THE IMPACT OF COMPETENCY FACTORS ON JOB PERFORMANCE: A SURVEY OF STUDENT AFFAIRS STAFF IN VIETNAM UNIVERSITIES

Nguyen Trung Luan[1], *Nguyen Nghi Thanh*[2]

[1] Faculty of International Education- National University of Civil Engineering, Vietnam

[2] Faculty of Political Science, Hanoi University of Home Affairs, Vietnam.

Corresponding Author: Email: [2] thanhnn7899@gmail.com

Nguyen Trung Luan, Nguyen Nghi Thanh. The Impact of Competency Factors on Job Performance: A Survey of Student Affairs Staff in Vietnam Universities -- Palarch's Journal of Archaeology of Egypt/Egyptology 19(1), 991-1012. ISSN 1567-214x

Keywords: Student Affairs; Budget and Fiscal Management; Assessment; Technology; Leadership; Career Development; Diversity; Communication; Management & Administration; Student Affairs Perspective; Task Performance; Legal and Ethical Issues; Vietnam

ABSTRACT

The competency of student affairs staff is an important factor for the effectiveness of higher education. The relationship between competence and employee performance has been found in many previous studies in areas outside of education. To add to the evidence of previous studies on the relationship between competence and work performance, to enrich the research literature, this study tests hypothesis about relationship between competency factors and job performance of student affairs staff in Vietnamese universities. This study was conducted through a cross-sectional survey using a purposive sampling technique (n = 200). Multivariable linear regression analysis technique was applied to prove the proposed hypotheses. Research results show that 6 / 11 research hypotheses are accepted. The factors including budget and fiscal management, student affairs as a profession, career development within student affairs, diversity, communication, management & administration have a positive and significant impact on the task performance of student affairs staff. The results of this study show that universities in Vietnam need to change their policies on capacity building in student affairs in the near future to match their core competencies.

INTRODUCTION

Since the Vietnamese Government accepted the existence of a private university system from 1988 until now, the number of universities have been growing. Vietnam currently has 237 universities, including 172 public universities, 60

private universities, 5 universities with 100% capital owned by foreigners with 2 million students. The competition for high-quality human resources between public and private universities is fierce in response to the current need to improve the quality of higher education in Vietnam (Hung & Dung, 2020). Student affairs in the university is an important issue, encompassing all aspects of education, administration, and service activities to help students develop holistically. In 2007, the Vietnamese Ministry of Education and Training defines student work as one of the key activities contributing to realizing the goal of education and training Vietnamese people to develop comprehensively in morality, intelligence, health, aesthetics, and professional (Vietnam Ministry of Education and Training, 2007).

Since 2007, the Vietnam Ministry of Education and Training has stipulated that the basic task of student affairs staff is to plan and organize the implementation of socio-political, cultural, and sports activities for students in university, student orientation; coordinate in the assessment, emulation, commendation, discipline students, and implement student support policies (Vietnam Ministry of Education and Training, 2007). However, previous studies have found that student affairs in Vietnam in recent years is still heavily political, under the control of the Communist Party of Vietnam. In addition, the competence of student affairs staff has not yet met the requirements of supporting students in the changing economic, social, and technological conditions (Hung & Dung, 2020).

However, currently in this country, student affairs is increasingly demanding in terms of competence due to new contexts such as new technologies, changing student demographics, requirements for greater accountability, concerns about the growing cost of higher education, and criticism of the ethical environment on campus. Higher education institutions are also affected by social and political issues, including multiculturalism, individual responsibility, and equal opportunity (Jankowski, & Makela, 2010).

In higher education, student affairs have the benefits of a seamless connection between in- and out-of-classroom experiences enhanced co-curricular experiences, support, and holistic development students, increasing student resources and support leading to academic and personal success, increasing satisfaction with the overall university experience (Mandew, 2014; Boyd, Liu, & Horissian, 2020). Student affairs staffs have to assist students in positioning their success as an institutional priority (Kuh, 2011), supporting fresh students on how to make effective use of institutional resources (Kuh, Kinzie, Schuh, & Whitt, 2010), collaborate with various institutional stakeholders to scale impact programs or practices (Kuh, O'Donnel, & Reed, 2013), establishing and monitoring early warning systems and safety nets to support students when they need help, connecting experiences in and out of the classroom (Madiba, 2014). The decline in academic performance and the increase in violence in the student society are demanding research on the comparative of student staffs (Hung & Dung, 2020).

Faced with the fact that student affairs in universities are often weak in efforts to develop (Schuh, & Upcraft, 1998; Kuh, & Banta, 2000), because the

connections established at university are transformative and life-changing to student problems and academic support services can make all the difference in students dropping out or failing to study (Bettinger, & Baker, 2014; Hoyt, 2021), and therefore to study the competitiveness and performance of the student affairs staff is necessary to develop an appropriate human resource policy because the workforce is the greatest asset to any organization (Ellis, 2005), therefore the use of competency systems to evaluate, reward and promote employees have become popular, including student affairs staffs (Levenson, Van der Stede, & Cohen, 2006).

More and more competencies are discovered in the research of human resource development of organizations (Dario Russo, 2016). However, each competency must be linked and possibly linked to specific processes that have an important impact on overall quality improvement (Dario Russo, 2016). Performance measurement studies focus on tools and procedures that can improve organizational performance and dynamism (Micheli &Mari, 2013). The concept of competence can be studied at various levels from the individual level to the organization level, the macro-level (context and environment), and micro-level (individual) (Morgan, 1998). At the micro-level, where competence is individual-specific and competency development is defined as the development of an individual's knowledge, skills, and attitudes. Competence can be defined at the medium level referring to small organizations and systems (Simister & Smith, 2010). Incompetence leads to underperformance because capacity is a necessary condition for performance (UNDP, 2008). However, not every capacity development necessarily improves performance, therefore it will not be sufficient to measure the performance of an individual or organization to evaluate a capacity development intervention (Fukuda-Parr, 2002).

Many studies have found evidence of a link between competence and performance in a variety of occupations such as traffic managers (Dirnberger & Barkan, 2007; Martland, Little, Kwon, & Dontula, 1992; Logan, 2006), health care worker (Crutcher, 2008; van de Geer, Veeger, Groot, Zock, Leget, Prins, & Vissers, 2018). In particular, many studies in education such as ability and learning outcomes of students (Doss, Zaber, Master, Gates, & Hamilton, 2022; Niu, & Tienda, 2010; Hillman, Tandberg, & Fryar, 2015; Hillman, Tandberg, & Fryar, 2015; Lee & Reeves, 2012), capacity and teaching results of teachers (Steinberg & Garrett, 2016; Borko, Wolf, Simone, & Uchiyama, 2003), relationship between students' ability and career choice (Grissom, Mitani & Blissett, 2017), school leadership (Grissom, Blissett, & Mitani, 2018), developing teacher policy (Fuller, Noel, & Malouf, 1985; Raudenbush, Eamsukkawat, Di-Ibor, Kamali, & Taoklam, 1993). Due to the absence of studies on the competence and work performance of student afairs staff and the fact that student affairs in Vietnam is still a gray picture that needs to be explained, it is necessary to research to find out the causes. This study aims to fill the theoretical gap on staff competence and explore evidence on the relationship between competence and performance of student affairs staff in Vietnam.

LITERATURE REVIEWS

Staff Competency

There are different views on staff competence. It equates to performance, which is the ability to perform nursing tasks, and second, competence as a "psychological construct" (Miller, Hoggan, Pringle, & West, 1988). Competence is the ability to perform in effective ways in different situations including in different and unexpected contexts (Graham, 2005). An individual is described as competent if he or she can meet or exceed the prevailing standard of adequacy for a particular activity. Although competence is not synonymous with excellence, it implies a level of proficiency that has been assessed as sufficient for the purpose of the activity in question (Trett & David, 1975).

Staff competence is the possession of knowledge, skills, techniques, and communication, and the ability to solve problems through the use of judgment, which is the ability to successfully perform a task, action, or specific function (Norman, 1985; Verma, 2006), the interpersonal application of knowledge and skills, decision making, and expected action (Gaberson et.al.,2003: Sechrist, Valentine, & Berlin, 2006), handle what is available (Potter, 2004), innovation, flexible new ideas to improve a product or service with improved features (Szeto, 2000). The competencies describe what is needed to succeed in an organization beyond a particular job. Thus, competence is characteristic of a person but not a job (Hecht, 2008), includes knowledge, know-how, and behavior. It is an elusive concept, a process, and an outcome that exists for the purpose of performing a certain action or enabling the realization of "the ability to fulfill stated objectives" (Goodman, 1998). Competence can be acquired through talent, experience, or training (Barr, 1998).

Job Performance

There are different opinions about jod performance of staff. It is reflected in the skills and competencies needed to enhance the end results for their organizations (Rida-E-Fiza, Syeda & Farooq, Muhammad & Mirza, Faria & Ud-Din, Shamas, 2015), firmly defined through multi-purpose competencies such as people, technology, organization, and institutional levels (Pfeffer, 1998), based on employees' abilities, their loyalty, satisfaction, training, and skills (Marginson et al. (2013). Staff performance focused on the strategic goals of their organization (Kaplan & Norton, 2000). The level of competence of staff is positively related to their performance, and the quality of communication between leaders and members will moderates the relationship between competence and performance (Kim & Hong, 2005).

Job performance of staff is the output of a process (Boyne, 2002; Andrew et al., 2010; Brewer & Walker, 2013; Walker et al., 2011; Atwater et al., 1998; Brewer & Selden, 2000; Delery & Shaw, 2001), influenced by the individual employee's ability, understanding of the task, environment, and motivation (Mitchell, 1982), feel pressured to act effectively (Janice Johnson Dias & Steven Maynard-Moody, 2007), a personal contribution to the accomplishment of the organization's public mission (Boyne, 2002; Jørgensen & Bozeman,

2007), appropriate thinking and acting, responsiveness, fairness, accountability, reliability (Jørgensen & Bozeman, 2007). Measuring employee performance can create a positive or negative psychological experience, so it can either promote good results in terms of employee performance or undermine it indirectly (Micheli & Mari, 2013). It is the basis for aligning policies and organizations, thereby saving time and increasing the probability of identifying an appropriate alternative (Toderaş & Stăvaru, 2015).

The Relationship Between Competence and Job Performance of Staff

Many studies show that there is a positive relationship between competence and employee performance in many areas such as traffic manager (Dirnberger & Barkan, 2007;Martland, Little, Kwon, & Dontula, 1992; Logan, 2006), health care worker (Crutcher, 2008; van de Geer, Veeger, Groot, Zock, Leget, Prins, & Vissers, K. (2018). In the field of education, many studies have found this connection as well as student learning (Doss, Zaber, Master, Gates, & Hamilton, 2022; Niu, & Tienda, 2010; Hillman, Tandberg, & Fryar, 2015; Hillman, Tandberg, & Fryar, 2015; Lee & Reeves, 2012), university lecturer (Steinberg & Garrett, 2016; Borko, Wolf, Simone, & Uchiyama, 2003).

The link between competence and performance allows to support the investment of time and money in the development of employees, to enhance their capacity to achieve greater personal effectiveness (Kolibáčová & Gabriela, 2014), develop their capabilities, improve performance and distribute rewards (Fletcher, 2001), provide feedback to employees on their performance, facilitate decisions regarding salary increases, promotions, encourage performance improvement; set and measure goals; identify personal and organizational development (Grote, 2002), building models and evaluation methods to increase service quality (Toderaş & Stăvaru, 2015).

HYPOTHESES

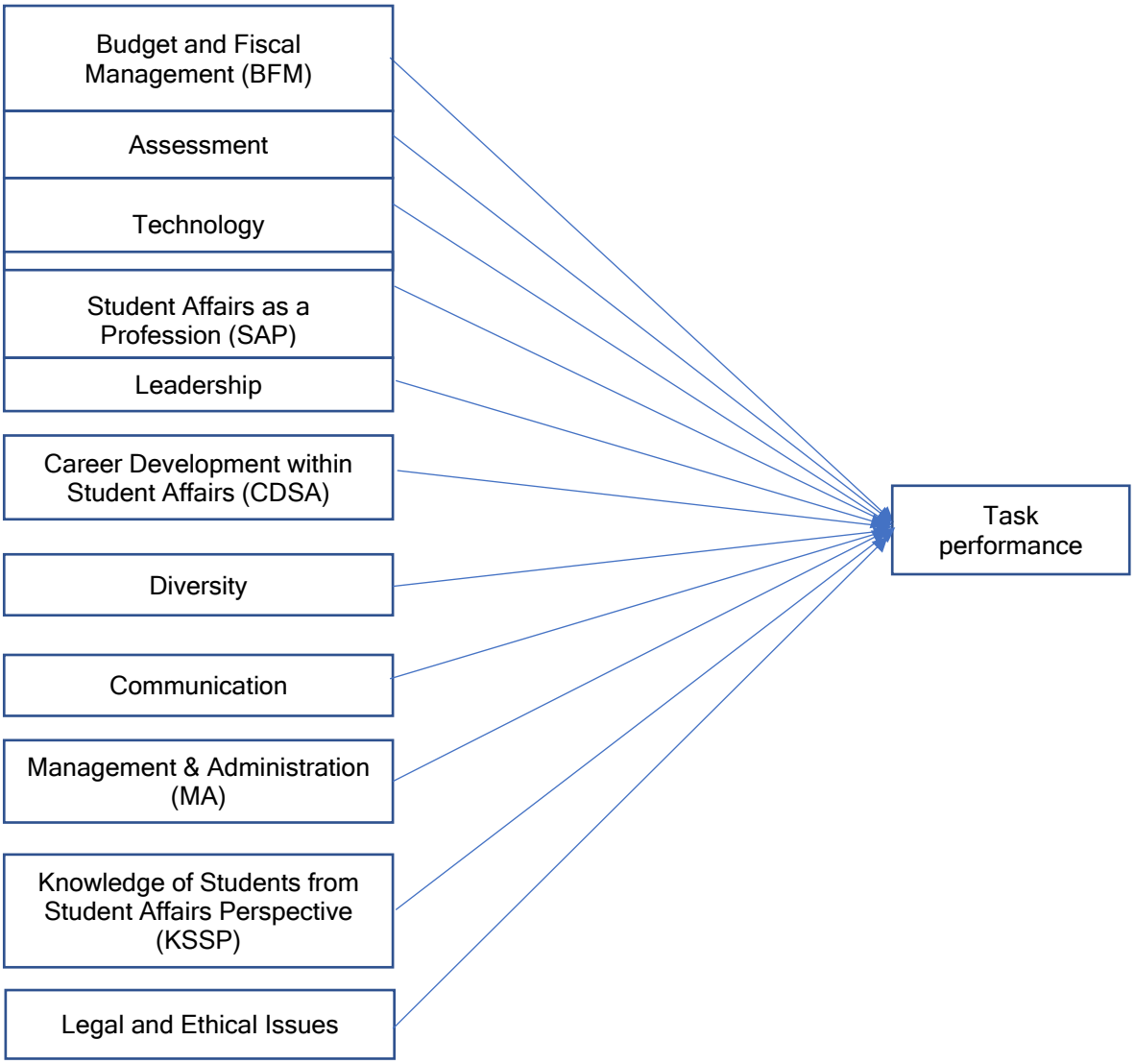
The following theories have been made based on the above research documents:

H1. The budget and fiscal management factor have a positive and significant relationship with students affairs staff performance.
H2. The assessment factor have a positive and significant relationship with students affairs staff performance.
H3. The technology factor have a positive and significant relationship with students affairs staff performance.
H4. The student affairs as a profession factor have a positive and significant relationship with students affairs staff performance.
H5. The leadership factor have a a positive and significant relationship staff performance with students affairs staff performance.
H6. The career development within student affairs factor has a positive and significant relationship with students affairs staff performance.
H7. The diversity factor have a positive and significant relationship whith students affairs staff performance.
H8. The communication factor have a positive and significant relationship with students affairs staff performance.

H9. The management & administration factor have a positive and significant relationship with students affairs staff performance.
H10. The perspective knowledge of students factor have a positive and significant relationship with students affairs staff performance.
H11. The legal and ethical issues factor have a positive and meaningful relationship with students affairs staff performance.

The authors have developed a research model based on the literature review, as illustrated in Figure 1 below:

Figure 1
The Research Model



RESEARCH METHOD

Surveyed Area

The study was carried out in Hanoi and Ho Chi Minh City in September 2021. The headquarters of most universities in Vietnam are mainly located here. Participating in the survey were full-time student affairs staff.

RESEARCH SAMPLES AND METHODS

To conduct this study, the authors conducted a preliminary and formalized survey to collect the participants' opinions.

Preliminary Investigation

The research team uses a qualitative method by in-depth interviews with psychological and education researchers to adjust the research scale and to better the questionnaire in such a way to suit the characteristics of the survey area. Based on the results from the literature review and their comments, the questionnaire is designed with two parts, in which part 1 collects information about the participants' demographics such as ages, genders, education levels, and occupation whereas part 2 gathers core competencies of student affairs staff and their performance. Core competencies of student staff include the following factors: Budget and Fiscal Management (3 items); Assessment (6 items); Technology (3 items); Student Affairs as a Profession (4 items); Leadership (4 items); Career Development within Student Affairs (5 items); Diversity (4 items); Communication (3 items); Management & Administration (4 items); Knowledge of Students from Student Affairs Perspective (3 items); Legal and Ethical Issues (3 items). Collect information about student work staff performance by using a partial editing questionnaire built by Ramos, Pedro, Juan Ramón, Elena, & Linda (2019), includes 5 items. A 5-point Likert scale is applied: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree (Jebb, Ng, & Tay, 2021).

Two professional translators translated the English questionnaire was translate into Vietnamese. The translation was carried out under specific rules to adapt to various Vietnamese cultures. A single Vietnamese version was created after significant discussion and a final consensus. A bilingual professional education expert contributed his ideas to this version to generate a final one. Then, it was pre-tested on 40 participants selected to be demographically representative of ages, genders, education levels, and occupations. During the assessment period, they were instructed to complete this final version. Following that, minor tweaks were made to perfect the questions and make them easier to understand. Finally, it was used for the official survey.

Official Investigation

A selection of full-time university student affairs staff participated in the study. The questionnaire was directly sent to them by the non-random sampling method. As a result, 200 answer sheets are valid (100%). Table 1 below shows their demographic statistics (Table 1).

Table 1. Demographic characteristics of survey participants

		Education					
		Bachelor		MA		PhD	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	Female	31	35.2%	26	29.5%	31	35.2%
	Male	42	37.5%	29	25.9%	41	36.6%
Age	25-30 years	13	31.7%	6	14.6%	22	53.7%
	31-35 years	10	34.5%	11	37.9%	8	27.6%
	36-40 years	12	48.0%	10	40.0%	3	12.0%
	41-45 years	16	41.0%	7	17.9%	16	41.0%
	46-50 years	11	36.7%	8	26.7%	11	36.7%
	above 50 years	11	30.6%	13	36.1%	12	33.3%
University_level	Local_university	28	41.8%	15	22.4%	24	35.8%
	National_university	24	31.2%	22	28.6%	31	40.3%
	Regional_university	21	37.5%	18	32.1%	17	30.4%
Type_of_university	International_university	21	34.4%	18	29.5%	22	36.1%
	Private_university	26	36.6%	20	28.2%	25	35.2%
	Public_universities	26	38.2%	17	25.0%	25	36.8%

RESEARCH RESULTS

The R Programming language is used to analyze the reliability of the scales, the exploratory factors, correlation, linear regression. Its results suggest removing and merging some observed variables, helping the scale evaluate concepts more accurately.

Analyzing the Reliability of the Scales

The testing of the scales through Cronbach's Alpha reliability coefficient to identify and eliminate junk variables avoid creating misleading factors when analyzing exploratory factor analysis. Cronbach's Alpha coefficient has a variable value in the interval [0,1]. If a measured variable has a corrected item-total correlation coefficient of 0.3, then that variable meets the requirements (Cronbach, 1951; Taber, 2018). The verification criterion is that the Cronbach's Alpha coefficient must be greater than 0.6 and the correlation coefficient of the total variance in each items must be greater than 0.3. (Hair, Black, Babin, & Anderson, 2010). Table 2 shows that the items of the factors all meet the standards. Therefore, all the items of the factors are reliable and used for subsequent factor analysis.

Table 2
Summary of Reliability and Relative Minimum Variables of Scales

Scales	Number of variables observed	Reliability coefficients (Cronbach Alpha)	The correlation coefficient of the smallest total variable
BFM	3	0.698	0.471
Assessment	6	0.818	0.509
Technology	3	0.723	0.522
SAP	4	0.796	0.588
Leadership	4	0.790	0.583
CDSA	5	0.813	0.546
Diversity	4	0.793	0.586
Communication	3	0.684	0.467
MA	4	0.772	0.535
KSSP	3	0.717	0.523
LEI	3	0.758	0.556
Task performance	5	0.792	0.537

After testing Cronbach's Alpha, the author conducted Exploratory Factor Analysis (EFA) to preliminary evaluate the unidirectional, convergent, and discriminant values of the items. EFA was used by extracting the Principal Components Analysis Factor and Varimax Rotation to group factors. With a sample size of 200, the factor loading factors of the observed variables must be greater than 0.5; variables converge on the same factor and are distinguished from other factors. In addition, the Kaiser-Meyer-Olkin coefficient (KMO) is an index used to consider the suitability of factor analysis, it must be in the range

$0.5 \leq KMO \leq 1$ (Cerny & Kaiser, 1977; Kaiser,1974; Snedecor, George, Cochran & William, 1989).

The analysis results in Table 3 show that all factor loading coefficients of the observed variables are greater than 0,5; Bartlett test with meaning Sig. = 0.000 with KMO coefficient = 0.879. All 47 items using EFA were extracted into 12 factors with Eigenvalues > 1 and Cumulative variance percent = 63.259%. Thus, the research model consisting of 11 independent variables and 1 dependent variable is used for multivariable linear regression analysis to test the proposed hypothesis.

Table 3. Exploratory factor analysis

Principal Components Analysis
Call: principal(r = da, nfactors = 12, rotate = "varimax")
Standardized loadings (pattern matrix) based upon correlation matrix

	item	RC2	RC3	RC7	RC6	RC5	RC1	RC10	RC4	RC12	RC9	RC8	RC11	h2	u2	com
Assessment5	8	0.73												0.65	0.352	1.5
Assessment1	4	0.71												0.63	0.369	1.5
Assessment2	5	0.69												0.65	0.349	1.8
Assessment3	6	0.69												0.60	0.402	1.5
Assessment6	9	0.62												0.52	0.485	1.7
Assessment4	7	0.58												0.51	0.493	2.2
CDSA3	23		0.72											0.64	0.364	1.5
CDSA1	21		0.71											0.62	0.381	1.5
CDSA2	22		0.70											0.58	0.421	1.4
CDSA5	25		0.69											0.66	0.339	1.8
CDSA4	24		0.60											0.55	0.448	2.2
Task_performance2	44			0.72										0.67	0.330	1.6
Task_performance4	46			0.69										0.62	0.382	1.7
Task_performance3	45			0.66										0.57	0.432	1.6
Task_performance1	43			0.61										0.57	0.434	2.2
Task_performance5	47			0.54										0.58	0.421	3.2
Diversity1	26				0.74									0.65	0.351	1.4
Diversity3	28				0.74									0.63	0.374	1.3
Diversity2	27				0.67									0.63	0.368	2.0
Diversity4	29				0.65									0.66	0.340	2.3
Leadership3	19					0.74								0.64	0.364	1.3
Leadership2	18					0.72								0.66	0.343	1.6
Leadership1	17					0.70								0.62	0.381	1.6
Leadership4	20					0.69								0.64	0.361	1.8
SAP3	15						0.74							0.68	0.321	1.5
SAP1	13						0.72							0.69	0.314	1.7
SAP2	14						0.72							0.69	0.312	1.7
SAP4	16						0.61							0.61	0.386	2.5
MA2	34							0.71						0.65	0.353	1.6
MA4	36							0.69						0.61	0.386	1.7
MA1	33							0.65						0.64	0.360	2.2
MA3	35							0.56						0.57	0.429	3.0
BFM3	2								0.91					0.94	0.059	1.3
BFM2	3								0.91					0.94	0.059	1.3
BFM1	1								0.56					0.52	0.479	2.6
LEI2	41									0.77				0.77	0.230	1.7
LEI1	40									0.73				0.68	0.325	1.6
LEI3	42									0.68				0.61	0.390	1.7
Technology2	11										0.75			0.70	0.299	1.5
Technology1	10										0.70			0.64	0.362	1.6
Technology3	12										0.56			0.63	0.375	3.3
Communication3	32											0.76		0.69	0.311	1.4
Communication2	31											0.69		0.64	0.363	1.7
Communication1	30											0.63		0.60	0.404	2.1
KSSP2	38												0.76	0.73	0.273	1.6
KSSP3	39												0.66	0.63	0.370	2.0
KSSP1	37												0.63	0.61	0.388	2.2

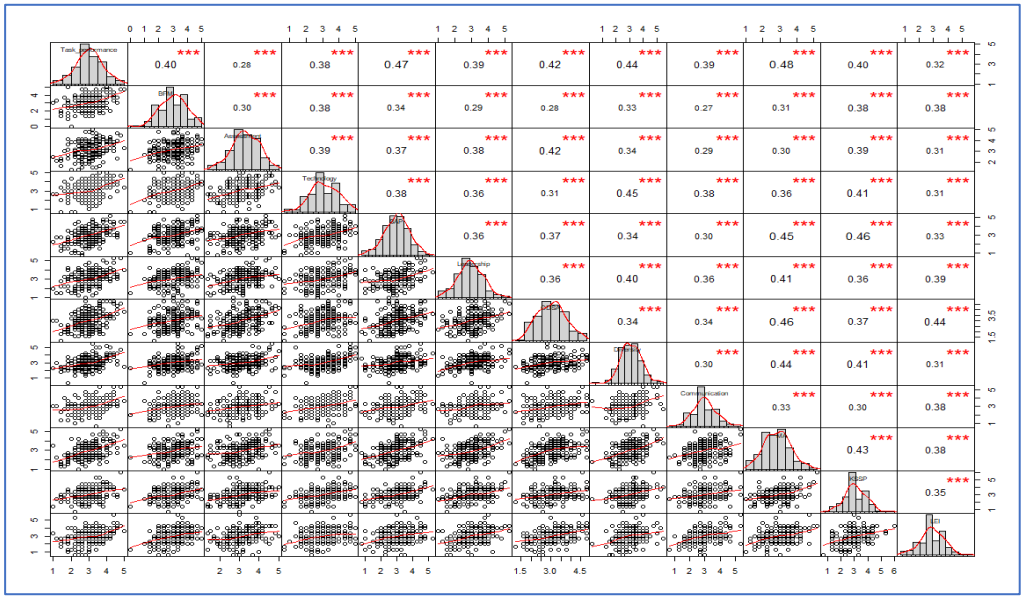
	RC2	RC3	RC7	RC6	RC5	RC1	RC10	RC4	RC12	RC9	RC8	RC11
SS loadings	3.35	3.12	2.86	2.72	2.63	2.57	2.45	2.42	2.13	2.01	1.97	1.93
Proportion Var	0.07	0.07	0.06	0.06	0.06	0.05	0.05	0.05	0.05	0.04	0.04	0.04
Cumulative Var	0.07	0.14	0.20	0.26	0.31	0.37	0.42	0.47	0.52	0.56	0.60	0.64
Proportion Explained	0.11	0.10	0.09	0.09	0.09	0.09	0.08	0.08	0.07	0.07	0.07	0.06
Cumulative Proportion	0.11	0.21	0.31	0.40	0.49	0.57	0.65	0.73	0.80	0.87	0.94	1.00

```
Mean item complexity =  1.8
Test of the hypothesis that 12 components are sufficient.
The root mean square of the residuals (RMSR) is  0.04  with the empirical chi square  687.26  with prob < 0.0018
Fit based upon off diagonal values = 0.98
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)=0.879
Bartlett's Test of Sphericity Approx (Chi-Square =3787.806; df = 1081; Sig=0.000)
Initial Eigenvalues = 1.077; Total Variance Explained =63.259
```

Pearson Correlation Analysis

Pearson correlation analysis to analyze the correlation between quantitative variables in the research model. Figure 2 shows that, with 95% confidence, the correlation coefficient shows that the relationship between the dependent variable and the independent variable is statistically significant (Sig. < 0.05). The magnitude of the correlation coefficients ensures that the variables are used to analyze the multiple linear regression in the next step.

Figure 2
Pearson correlation analysis results



Linear Regression Analysis and Moderation Regression

Table 4 (model1) shows the results of multivariable linear regression analysis on the relationship between 11 independent variables (BFM, Assessment, Technology, SAP, Leadership, CDSA , Diversity , Communication, MA, KSSP, LEI) and the dependent variable (Task_performance) with the coefficient of determination R^2 = 0.422 , F-test is statistically significant (p.value =0.00). However, there are 5 variables excluded from the research model because it is not statistically significant (p.value>0.05). Table 4 (model2) shows the results of multivariable linear regression analysis on the relationship between 6 independent variables (BFM, SAP, CDSA, Diversity, Communication, MA) and 1 dependent variable (Task performance) with the coefficient of determination R^2 = 0.413, F-test is statistically significant (p.value =0.00). Based on the coefficient of determination R^2 of model1 and model2 (R^2 of model 2 > R^2 of model1), so that model 2 was chosen to analyze the research

results. Model2 with $R^2 = 0.413$ shows that the linear regression model is built in accordance with the research data set = 0.413 %. It means that all 6 variables independent in model2 are affected by the independent variable statistically significant.

Table 4
The results of multiple linear regression analysis

	Dependent variable:	
	Task performance	
	(model1)	(model2)
BFM	0.124**	0.125**
	(0.053)	(0.050)
Assessment	-0.068	
	(0.066)	
Technology	0.030	
	(0.057)	
SAP	0.160***	0.166***
	(0.059)	(0.056)
Leadership	0.072	
	(0.062)	
CDSA	0.135**	0.119*
	(0.065)	(0.061)
Diversity	0.136**	0.152**
	(0.063)	(0.060)
Communication	0.118**	0.124**
	(0.059)	(0.056)
MA	0.138**	0.152**
	(0.064)	(0.062)
KSSP	0.029	
	(0.061)	
LEI	-0.039	
	(0.056)	
Constant	0.522**	0.511**
	(0.239)	(0.224)
Observations	200	200
R2	0.422	0.413
Adjusted R2	0.388	0.395
Residual Std. Error	0.575 (df = 188)	0.572 (df = 193)

```
F Statistic          12.456*** (df = 11; 188) 22.615*** (df = 6;
193)
=============================================================
=====
Note:                                          *p<0.1; **p<0.05;
***p<0.01
```

DISCUSSION AND CONCLUSIONS

Table 4 (model1) shows that, with 95% confidence, the rejected hypotheses include (H2, H3, H5, H10 and H11) because no statistical significance (p.value > 0.05). The remaining hypotheses accepted include H1: The budget and fiscal management factor have a positive and significant relationship with staff performance with the regression coefficient β = 0.125, 95% confidence interval (p.value =0.01). H4: The student affairs as a profession factor have a positive and significant relationship with staff performance (β =0.166; p.value = 0.00). H6: The career development within student affairs factor has a positive and significant relationship with staff performance (β =0.119, p.value =0.01). H7: The diversity factor has a positive and significant relationship staff performance (β = 0.152, p.value =0.01). H8: The communication factor has a positive and significant relationship with staff performance (β = 0.124, p.value =0.01), and H9: The management & administration factor have a positive and significant relationship with staff performance (β = 0.152, p.value =0.01).

Firstly, Table 4 (model2) shows that the factor budget and fiscal management have a positive and significant relationship with task performance with the regression coefficient β = 0.125 and 95% confidence interval (p.value = 0.01). These results demonstrate that in the Vietnamese context, the student affairs staff's understanding of fiscal policies and procedures, the preparation and interpretation of financial statements, and analysis and management Budget has a positive and significant relationship with employee performance as mentioned in previous studies (Mitchell, Simmons, & Greyerbiel, 2014; Aguirre & Martinez; 2006; Lori & Barbara, 2010).

Secondly, Table 4 (moddel2) shows that in the Vietnamese context, student affairs as a professional competency factor has a positive and significant relationship with task performance (β = 0.166, p.value =0.00). This result is similar to that found by Long (2012) that student affairs staff understand the history, values, and philosophies of the profession, and stay abreast of current trends in the field that will positively impact their performance. Their recognition of the unique culture and political environment in student affairs, and the building of partnerships with other parts of the university, especially with the academic department, has had a positive impact and implications for their performance (Karkouti, 2015; Long, 2012).

Thirdly. Table 4 (model2) show that the career development within student affairs factor have a positive and significant impact on task performance of student affairs (β = 0.119, p.value = 0.01). This result proves that in the Vietnamese context, the ability of student affairs staff to engage in networking and mentoring relationships, maintain links with professional organizations, take advantage of opportunities to develop careers, write articles or speak at professional conferences, maintain a working knowledge of institutional

practices, procedures and requirements, and the political environment has a positive and significant impact on their work performance (Dan Bureau, 2017). Fourthly. Table 4 (model2) show that diversity factor has a positive and significant impact on task performance of student affairs (β = 0.152, p.value =0.01). These results demonstrate that in the Vietnamese context, it is important for student affairs staff to maintain cross-cultural awareness, contribute to a respectful and inclusive campus environment, and work effectively with other students. from all backgrounds, helping students cultivate an appreciation of how difference has a positive impact on their work performance (Marine, 2011; Haring-Smith, 2012; Karkouti, 2015; Marine, 2011; Pope et al, 2009; Mitchell, Simmons, & Greyerbiel, 2014; Aguirre & Martinez; 2006, Antonio & Clarke, 2011).

Fifthly. Table 4 show that communication factor has a positive and significant impact on task performance of student affairs (β = 0.124, p.value =0.01). These results demonstrate that in the Vietnamese context, the effective communication of student affairs staff both in face-to-face and in group environments, creating well-informed written communications has a positive impact on their work performance (Kathleen Manning & Patrice Coleman-Boatwright, 1991; Calhoun & Green, 2015).

Sixthly. Table 4 (model2) show that management & administration factor have a positive and significant impact on task performance of student affairs (β = 0.152, p.value =0.01). These results show that in the Vietnamese context, student affairs staff understand institutional and departmental priorities and incorporate them into departmental activities, engage in long-term planning and strategies, become familiar with crisis management processes and crisis preparedness, identify and respond appropriately to risk management issues related to the positive impact department and their implications with their work capacity (Naqvi, Fiaz, Batool, & Fareed, 2012; Naqvi et al.2011).

Seventhly. Research results have not found evidence of the impact of assessment, technology, leadership, knowledge of students from a student affairs perspective, legal and ethical issues on the work performance of student affairs staff in Vietnam. There are many reasons, including that the student assessment function belongs mainly to the professional council without the role of student affairs staff (Ministry of Education and Training, 2021). The nature of student affairs in Vietnam is mainly to propagate the policy of the Communist Party of Vietnam (Ministry of Education and Training, 2016). The fact that the research results do not find evidence of a link between technology competence and leadership competence of student affairs staff in relation to their work performance. This shows the truth that universities in Vietnam give high priority to training staff and others such as academic support staff, librarians, laboratory support staff. Meanwhile, student affairs staff often receive little support to improve their technology and leadership capabilities (Le & Nguyen, 2019).

Finally. The above results imply that universities in Vietnam need to have a broader and more complete approach to the competencies of student staff (Chen, 2005; Toderaş & Stăvaru, 2015). Due to the lack of many necessary competencies of student staff, universities in Vietnam need to focus on building

the capacity of student affairs staff to respond to the fast-paced requirements of science and technology, increasing the capacity of student affairs staff in the organization (Bogathy, 2007), consider methods of analyzing student affairs officers' capacity building interventions carefully (DeCorby et al.,2018; Yamoah, Emmanuel, 2013). Universities in Vietnam need to continually improve their recruitment and selection practices for student affairs staff through a focus on required competencies (Sparrow, 1995; Meera Singh, 2012). Higher education administrators in Vietnam should develop a competency framework and assessment systems of student affairs staff based on it so that they can better understand their potential career growth, strengthen their commitment to the organization further (Sparrow, 1995).

LIMITATIONS

As with other empirical studies, there are limitations to this study that should be considered when discussing the results. Our survey method, it reflects the subjective perception of the respondents towards the questions being investigated. Subjective data has some inherent disadvantages that are hard to avoid in surveys (Pakpour, Gellert, Asefzadeh, Updegraff, Molloy, & Sniehotta, 2016). Our data is collected over a single period of time so there are certain limitations in the analysis and evaluation of the results (Xin & Zhanyou, 2019). Future research should combine cross-sectional and longitudinal studies. The purposeful sampling method has certain limitations and does not fully reflect population characteristics (Lin et al., 2016; Strong et al., 2018). Our survey was conducted in the cultural context of Vietnam and therefore more general statements are needed to apply the development research model and research conclusions to other countries, and other cultures. (Sun et al., 2012). .

ACKNOWLEDGMENTS

National University of Civil Engineering funded this research. The author sincerely thanks the National University of Civil Engineering student community for supporting the survey.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

REFERENCES

Aguirre, A., & Martinez, R. (2006). Diversity in higher education: Perceptions, opinions, and views. In Diversity Leadership in Higher Education. ASHE Higher Education Report, 32(3), 1-45.

Ahmad, Tahir & Farrukh, Faiza & Nazir, Sana. (2015). Capacity building boost employees performance. Industrial and Commercial Training, 47. 61-66. 10.1108/ICT-05-2014-0036.

Andrews, R., Boyne, G.A., Moon, M.J. & Walker, R.M. (2010). Assessing Organizational Perfor- mance: Exploring Differences between Internal and External Measures. International Public Management Journal, 13(2), 105-129.

Antonio, L. A., & Clarke, C. G. (2011). The official organization of diversity in American higher education. In L. Stulberg, & S. L. Weinber (Eds). Diversity in American higher education: Toward a more comprehensive approach. (pp. 86-103). New York, Routledge.

Atwater, L.E., Ostroff, C., Yammarino, F.J. & Fleenor, J.W. (1998). Self-other agreement: Does it really matter? Personnel Psychology, 51, 577-598.

Barr, H. (1998). Competent to collaborate: towards a competency-based model for interprofessional education. Journal of Interprofessional Care, 12(2),181-186.

Bettinger, E. P., & Baker, R. B. (2014). The effects of student coaching: An evaluation of a randomized experiment in student advising. Educational Evaluation and Policy Analysis, 36(1), 3-19.

Bogathy, Z. (2007). Manual de tehnici §i metode in psihologia muncii §i organizationaid. Iasi: Polirom.

Borko, H., Wolf, S. A., Simone, G., & Uchiyama, K. P. (2003). Schools in Transition: Reform Efforts and School Capacity in Washington State. Educational Evaluation and Policy Analysis, 25(2), 171–201. https://doi.org/10.3102/01623737025002171.

Boyd, N. M., Liu, X., & Horissian, K. (2020). Impact of community experiences on student retention perceptions and satisfaction in higher education. Journal of College Student Retention: Research, Theory & Practice, 1521025120916433.

Boyne, G.A. (2002). Concepts and indicators of local authority performance: An evaluation of the statutory framework in England and Wales. Public Money and Management, 22 (4), 17-24.

Brewer, G.A. & Selden, S.A. (2000). Why Elephants Gallop: Assessing and Predicting Organi- zational Performance in Federal Agencies. Journal of Public Administration Research and Theory, 10 (4), 685-711.

Brewer, G.A. & Walker, R.M. (2013). Personnel Constraints in Public Organizations: The Impact of Rewards and Punishment on Organization Performance. Public Administration Review, 73 (1), 121-131.

Bureau, D. (2017). [Review of the book Careers in Student Affairs: A Holistic Guide to Professional Development in Higher Education ed. by Peggy C. Holzweiss and Kelli Peck Parrott]. Journal of College Student Development, 58(6), 961-964. doi:10.1353/csd.2017.0076.

Calhoun, Daniel & Green, Lucy. (2015). Utilizing Online Learning Communities in Student Affairs. New Directions for Student Services. 10.1002/ss.20117.

Cerny, B. A., & Kaiser, H. F. (1977). A study of a measure of sampling adequacy for factor-analytic correlation matrices. Multivariate Behavioral Research, 12(1), 43–47. https://doi.org/10.1207/s15327906mbr1201_3.

Chen, H. (2005). Development-oriented evaluation tailored for the initial implementation. In Practical program evaluation (pp. 131-154). SAGE Publications, Inc., https://dx.doi.org/10.4135/9781412985444.

Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. Psychometrika, 16, 297–334. https://doi.org/10.1007/BF02310555.

Crutcher J. M. (2008). Applied epidemiology competencies: perspectives of a state health officer. Public health reports (Washington, D.C. : 1974), 123 Suppl 1(Suppl 1), 11–12. https://doi.org/10.1177/00333549081230S105.

Dario Russo. (2016).Competency Measurement Model. European Conference on Quality in Official Statistics (Q2016), Madrid, 31 May-3June 2016.

DeCorby-Watson, K., Mensah, G., Bergeron, K. et al.(2018). Effectiveness of capacity building interventions relevant to public health practice: a systematic review. BMC Public Health, 18, 684 (2018). https://doi.org/10.1186/s12889-018-5591-6.

Delery, J.E. & Shaw, J.D. (2001). The strategic management of people in work organizations: review, synthesis and extension. Research in Personnel and Human Resources Management, 20, 165-197.

Dirnberger, J. R., & Barkan, C. P. L. (2007). Lean Railroading for Improving Railroad Classification Terminal Performance: Bottleneck Management Methods. Transportation Research Record, 1995(1), 52–61. https://doi.org/10.3141/1995-07.

Doss, C., Zaber, M. A., Master, B. K., Gates, S. M., & Hamilton, L. S. (2022). The Relationship Between Measures of Preservice Principal Practice and Future Principal Job Performance. Educational Evaluation and Policy Analysis, 44(1), 3–28. https://doi.org/10.3102/01623737211025010.

Ellis, R. (2005). Measuring Implicit and Explicit Knowledge of a Second Language: A Psychometric Study. Studies in Second Language Acquisition, 27, 141-172. http://dx.doi.org/10.1017/S0272263105050096.

Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. Journal of Occupational & Organizational Psychology, 74(4), 473.

Fukuda-Parr, S., Lopes, C., & Malik, K. (2002).Capacity for development: New solutions to old problems. Sterling, Va: Earthscan Publications.

Fuller, B., Noel, M. M., & Malouf, D. B. (1985). Polity and Competence: Can the State Change Teachers' Skills? Educational Evaluation and Policy Analysis, 7(4), 343–353. https://doi.org/10.3102/01623737007004343.

Gaberson, K, Schroeter, K, Killen, A, & Valentine, W. (2003). The perceived value of certification by certified perioperative nurses. Nursing Outlook, 5 (6), 272-276.

Goodman R.M., Speers M.A., McLeroy K., et al. (1998). Identifying and Defining the Dimensions of Community Capacity to Provide a Basis for Measurement. Health Education and Behavior, 25 (3), 258-278.

Graham A. (2005). The development of a competency assessment for vacuum assisted closure therapy. Nurse education in practice, 5(3), 144–151. https://doi.org/10.1016/j.nepr.2004.05.003.

Grissom, J. A., Blissett, R. S. L., & Mitani, H. (2018). Evaluating School Principals: Supervisor Ratings of Principal Practice and Principal Job Performance. Educational Evaluation and Policy Analysis, 40(3), 446–472. https://doi.org/10.3102/0162373718783883.

Grissom, J. A., Mitani, H., & Blissett, R. S. L. (2017). Principal Licensure Exams and Future Job Performance: Evidence From the School Leaders Licensure Assessment. Educational Evaluation and Policy Analysis, 39(2), 248–280. https://doi.org/10.3102/0162373716680293.

Grote, R. C. (2002). The performance appraisal question and answer book: A survival guide for managers. New York: American Management Association.

Hair, J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2010). Multivariate Data Analysis (7th Edition), Pearson, New York.

Haring-Smith, T. (2012). Broadening our definition of diversity. Liberal Education, 98(2), 6-13.

Hillman, N. W., Tandberg, D. A., & Fryar, A. H. (2015). Evaluating the Impacts of "New" Performance Funding in Higher Education. Educational Evaluation and Policy Analysis, 37(4), 501–519. https://doi.org/10.3102/0162373714560224.

Hoyt, J. E. (2021). Student Connections: The Critical Role of Student Affairs and Academic Support Services in Retention Efforts. Journal of College Student Retention: Research, Theory & Practice. https://doi.org/10.1177/1521025121991502.

Janice Johnson Dias, Steven Maynard-Moody. (2007). For-Profit Welfare: Contracts, Conflicts, and the Performance Paradox. Journal of Public Administration Research and Theory, 17(2), 189–211, https://doi.org/10.1093/jopart/mul002.

Jankowski, N., & Makela, J. P. (2010). Exploring the landscape: What institutional websites reveal about student learning outcomes activities. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Jebb, A. T., Ng, V., & Tay, L. (2021). A Review of Key Likert Scale Development Advances: 1995-2019. Frontiers in psychology, 12, 637547. https://doi.org/10.3389/fpsyg.2021.637547

Jørgensen, T. B., & Bozeman, B. (2007). Public Values: An Inventory. Administration & Society, 39(3), 354–381. https://doi.org/10.1177/0095399707300703.

Kaiser, H. F. (1974). An index of factorial simplicity. Psychometrika, 39(1), 31–36. https://doi.org/10.1007/BF02291575.

Kaplan, R. S., Norton, D. P. (2000). Balance Scorecard: strategický systém měření výkonnosti podniku. Praha: Management Press.

Karkouti, I. M. (2015). The role of student affairs practitioners in improving campus racial climate: a case study. College Student Journal, 49(1), 31-40.

Kathleen Manning & Patrice Coleman-Boatwright. (1991).Student Affairs Initiatives Toward a Multicultural University. Journal of College Student Development, 32, 367-374.

Kim, S.-K., & Hong, J.-S. (2005). The Relationship between Salesperson Competencies and Performance in the Korean Pharmaceutical Industry. Management Revue, 16(2), 259–271. http://www.jstor.org/stable/41782043.

Kolibáčová, Gabriela. (2014). The Relationship Between Competency and Performance. Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis, 62. 1315-1327. 10.11118/actaun201462061315.

Kuh, G. D., & Banta, T. W. (2000). Faculty–Student Affairs Collaboration on Assessment: Lessons from the Field. About Campus, 4(6), 4–11. https://doi.org/10.1177/108648220000400603

Kuh, G.D. (2011). Student success. In: J.H. Schuh, S.R. Jones & S.R. Harper (Eds), Student services: A handbook for the profession (5th edition), 257-269. San Francisco: Jossey-Bass.

Le Thi My Phuong & Nguyen Thanh Hung. (2019).The current situation of student affairs at University of Education - Hue University. Journal of Education, 4, 111-115

Lee, J., & Reeves, T. (2012). Revisiting the Impact of NCLB High-Stakes School Accountability, Capacity, and Resources: State NAEP 1990–2009 Reading and Math Achievement Gaps and Trends. Educational Evaluation and Policy Analysis, 34(2), 209–231. https://doi.org/10.3102/0162373711431604.

Levenson, A. R., Van der Stede, W. A., & Cohen, S. G. (2006). Measuring the Relationship Between Managerial Competencies and Performance. Journal of Management, 32(3), 360–380. https://doi.org/10.1177/0149206305280789.

Lin CY, Updegraff JA, Pakpour AH. (2016). The relationship between the theory of planned behavior and medi- cation adherence in patients with epilepsy. Epilepsy & Behavior, 61,231–6.

Logan, P. (2006). Role of yard or terminal in operating performance and capacity. In Presentation at 85th Annual Meeting of the Transportation Research Board, Washington, DC.

Long, D. (2012). The foundations of student affairs: A guide to the profession. In L. J. Hinchliffe & M. A. Wong (Eds.), Environments for student growth and development: Librarians and student affairs in collaboration (pp. 1-39). Chicago: Association of College &Research Libraries.

Lori E. Varlotta; Barbara C. Jones. (2010). Student Affairs Budgeting and Financial Management in the Midst of Fiscal Crisis. John Wiley & Sons.

Madiba, M. (2014). Student affairs as the number one affair in student affairs. In: M. Speckman & M. Mandew (Eds), Perspectives on student affairs in South Africa, 59-76. Somerset West, South Africa: African Minds.

Marginson, D. et al. (2013). Examining a positive psychological role for performance measures. Management Accounting Research, 25(1), 63–75. Accessible at: http://dx.doi.org/10.1016/j. mar.2013.10.002.

Marine, S. (2011). Our college is changing: Women's college student affairs administrators and transgender students. Journal of Homosexuality, (58)9, 1165-1186.

Martland, C. D., Little, P., Kwon, O. K., & Dontula, R. (1992). Background on Railroad Reliability. AAR Report No. R, 803.

Micheli, P., Mari, L. (2013). The theory and Practice of performance measurement. Management Accounting Research, 25(2), 147–156. Accessible at: http:dx.doi.org/10.1016 /j.mar.2013.07.005.

Miller, C, Hoggan, J, Pringle, S & West, G. (1988). Credit where credit's due. The report of the accreditation of work-based learning. (SCOTVEC). Scottish Vocational Educational Council.

Mitchell, D., Simmons, C.Y., & Greyerbiel, L.A. (2014). Intersectionality & higher education: Theory, research, & praxis. NY, New York: Peter Lang.

Mitchell, Terence R. (1982). Motivation: New Directions for Theory, Research, and Practice. The Academy of Management Review, 7(1), 80-88.

Morgan, P. (1998). Capacity and capacity development -some strategies. CIDA Policy Branch.

Naqvi et al. (2011). Changing Roles in Student Affairs: A New Landscape for Academia. International Conference on Social Science and Humanity, ICSSH 2011, February 26-28, 2011, Singapore.

Naqvi, Najam & Fiaz, Muhammad & Batool, Rida & Fareed, Muhammad Zeeshan. (2012). Student affairs management: challenges for contemporary academia. Northwestern Polytechnical University, China.

Niu, S. X., & Tienda, M. (2010). Minority Student Academic Performance Under the Uniform Admission Law: Evidence From The University of Texas at Austin. Educational Evaluation and Policy Analysis, 32(1), 44–69. https://doi.org/10.3102/0162373709360063.

Norman, GR. (1985). Assessing Clinical Competence. New York: Springer; 330-341.

Pakpour AH, Gellert P, Asefzadeh S, Updegraff JA, Molloy GJ, Sniehotta FF. (2014). Intention and planning predicting medication adherence following coronary artery bypass graft surgery. Journal of Psychoso-matic Research, 77(4), 287–95. https://doi.org/10.1016/j.jpsychores.2014.07.001 PMID: 25280826.

Pope, R., Mueller, J., & Reynolds, A. (2009). Looking back and moving forward: Future directions for diversity research in student affairs. Journal of College Student Development, 50(6), 640-658.

Potter, Christopher, & Richard Brough. (2004). Systemic capacity building: A hierarchy of needs. Health Policy and Planning Department: Oxford University Press.

Ramos-Villagrasa, Pedro J. & Barrada, Juan Ramón & Río, Elena & Koopmans, Linda. (2019). Assessing Job Performance Using Brief Self-report Scales: The Case of the Individual Work Performance Questionnaire. Revista de Psicología del Trabajo y de las Organizaciones, 35. 195-205. 10.5093/jwop2019a21.

Raudenbush, S. W., Eamsukkawat, S., Di-Ibor, I., Kamali, M., & Taoklam, W. (1993). On-the-Job Improvements in Teacher Competence: Policy Options and Their Effects on Teaching and Learning in Thailand. Educational Evaluation and Policy Analysis, 15(3), 279–297. https://doi.org/10.3102/01623737015003279.

Rida-E-Fiza, Syeda & Farooq, Muhammad & Mirza, Faria & Ud-Din, Shamas. (2015). Barriers in Employee Effective Training and Learning. Mediterranean Journal of Social Sciences, 6. 10.5901/mjss.2015.v6n3s2p240.

Schuh, J. H., & Upcraft, M. L. (1998). Facts and Myths about Assessment in Student Affairs. About Campus, 3(5), 2–8. https://doi.org/10.1177/108648229800300502

Sechrist, KR, Valentine, W, & Berlin, LE. (2006). Perceived value of certification among certified, non-certified, and administrative perioperative nurses. Journal of Professional Nursing, 22(4), 242-247.

Simister, N and Smith, R. (2010).Monitoring and evaluating capacity building: Is it really that difficult? Praxis Paper 23, INTRAC.

Singh, Meera. (2012). Talent Management by Capacity Development of the Employees. Available at SSRN: https://ssrn.com/abstract=2581401 or http://dx.doi.org/10.2139/ssrn.2581401.

Snedecor, George W. and Cochran, William G. (1989). Statistical Methods (8th Edition) .Iowa State University Press.

Sparrow P. (1995). Organisational Competencies: A Valid Approach for the Future? International Journal of Selection and Assessment, (3),3, 168-177.

Steinberg, M. P., & Garrett, R. (2016). Classroom Composition and Measured Teacher Performance: What Do Teacher Observation Scores Really Measure? Educational Evaluation and Policy Analysis, 38(2), 293–317. https://doi.org/10.3102/0162373715616249.

Strong C, Lin CY, Jalilolghadr S, Updegraff JA, Brostro¨ m A, Pakpour AH. (2018). Sleep hygiene behaviours in Iranian adolescents: an application of the Theory of Planned Behavior. Journal of Sleep Research, 27(1), 23–31. https://doi.org/10.1111/jsr.12566 PMID: 28593637.

Sun Y, Fang Y, Lim KH, Straub D. (2012). User satisfaction with information technology services: A social capi- tal perspective. Information Systems Research, 23(4), 1195–211.

Szeto, Elson. (2000). Innovation capacity: Working towards a mechanism for improving innovation within an inter-organizational network. TQM Magazine.

Taber, K.S. (2018). The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. Res Sci Educ, 48, 1273–1296. https://doi.org/10.1007/s11165-016-9602-2.

Toderaș N., Stăvaru AM. (2015). Evaluation Capacity Building as a Means to Improving Policy Making and Public Service in Higher Education. In: Curaj A., Deca L., Egron-Polak E., Salmi J. (eds) Higher Education Reforms in Romania. Springer, Cham. https://doi.org/10.1007/978-3-319-08054-3_5.

Tran Manh Hung, Tran Viet Dung. (2020). Research on factors affecting the working motivation of lecturers in Universities today. Journal of Industry and Trade, 7, 41-49.

Trett, David A. (1975). ERIC Clearinghouse on Higher Education. Competency Programs in Higher Education. ERIC/Higher Education Research Report, 7, 1-76.

UNDP. (2008). Capacity assessment methodology: user's guide. United Nations Development Programme.

van de Geer, J., Veeger, N., Groot, M., Zock, H., Leget, C., Prins, J., & Vissers, K. (2018). Multidisciplinary Training on Spiritual Care for Patients in Palliative Care Trajectories Improves the Attitudes and Competencies of Hospital Medical Staff: Results of a Quasi-Experimental Study. American Journal of Hospice and Palliative Medicine, 35(2), 218–228. https://doi.org/10.1177/1049909117692959.

Verma, S., Paterson, M., & Medves, J. (2006). Core competencies for health care professionals: what medicine, nursing, occupational therapy, and physiotherapy share. Journal of allied health, 35(2), 109–115..

Vietnam Ministry of Education and Training. (2007). Decision No. 42/2007/QD-BGDDT. Hanoi, Vietnam.

Vietnam Ministry of Education and Training. (2016). Regulation No:10/2016/TT-BGDĐT, Hanoi. Vietnam.

Walker, R.M., Boyne, G.A., Brewer, G.A. & Avellaneda, C.N. (2011). Market Orientation and Public Service Performance: New Public Management Gone Mad? Public Administration Review, 71(5), 707-717.

Xin Z, Liang M, Zhanyou W, Hua X .(2019). Psychosocial factors influencing shared bicycle travel choices among Chinese: An application of theory planned behavior. PLoS ONE, 14(1), e0210964. https://doi.org/10.1371/journal.pone.0210964.

Yamoah, Emmanuel. (2013). Capacity Building and Employee Performance. Canadian Social Science, 9, 42-45. 10.3968/j.css.192366972013013.1160.