Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance- Evidence in University Lecturers in Vietnam

Nguyen Nghi Thanh¹, Nguyen Thi Quynh Trang², Le Phuoc Quang³
¹,²,³Hanoi University of Home Affairs

ABSTRACT: Although the number of universities in Vietnam has expanded significantly in recent decades, the quality gap in the country’s higher education has recently received much attention. Much qualitative research determined why more and more university graduates are out of work and university lecturers move to other jobs, which are the causes affecting job satisfaction, and work efficiency. However, there is still a lack of quantitative research to examine this issue. This study adds to the findings of previous studies. It enriches the research literature by examining Organizational definition as a variable detailing the relationship between job satisfaction and job performance among Vietnamese university lecturers. We conducted a cross-sectional survey (n = 200). Multiple linear regression and moderator regression analysis tested the proposed hypotheses. Research results show a positive and significant relationship between organizational identity, job satisfaction, and job performance of Vietnamese university lecturers. In particular, organizational identity functions as a moderating variable of the relationship between job satisfaction and job performance.

KEYWORDS: organizational identification, job satisfaction, work efficiency, university lecturer, Vietnam

INTRODUCTION

In 2019, Vietnam had 237 universities, with 172 public ones, 60 private ones, and 5 with 100% foreign capital. There are 74,991 university lecturers, with 59,232 in public universities and 15,759 in private ones. The number of Vietnamese students enrolling increased by nearly 40% between 2008 and 2020 (Nguyen & Pham, 2020). Yet, the number of lecturers available is insufficient to keep up with rapid growth. Besides teaching, many of them have to do too many other tasks. Many studies determined the factors affecting their job satisfaction and work efficiency to help them work more effectively, reduce stress, and improve the quality of higher education. There have been significant discoveries, such as in higher education, where education quality is affected by a variety of factors in which faculty serves as the foundation for determining and developing educational quality, organizational performance, and competitive advantage, particularly in terms of sustainable development (Tai, Singh, & Hieu, 2021). Many factors influence their job satisfaction and work efficiency, including coworker relationships, regulations, management policies, employment characteristics, professional development, salary, remuneration, benefits, students, promotion opportunities (Liem, 2016; Thao & Viet, 2017; Nhi et al., 2017; Tan & Hoa, 2018; Quang & Thao, 2018; Linh, 2018; Quan & Trang, 2015; Tai et al., 2016), student attendance, information, faculty orientation, reward and recognition, teamwork, innovation (Minh & Tuan, 2017) demographic characteristics such as ages, genders, marital status (Bang, Ha, & Huan, 2014).

There have been no empirical studies on the impact of organizational identification on Vietnamese university lecturers’ work efficiency and job satisfaction. However, according to various studies in other disciplines, organizational identification is more effective in forecasting work efficiency (Ng, 2015; Blader, Patil, & Packer, 2017). It changes the relationship between employees and their organization. According to studies, employees with high organizational identification scores will blend their personalities with their organizational features, which improves their work efficiency (Blader, Patil, & Packer, 2017). Because the relationship between like-minded employees positively affects organizational identification (Sluss et al., 2012). Their identification with the organization will develop due to their values and beliefs aligning with the ones of the organization (Shim & Faerman, 2017; Pratt, 1998). Their solid organizational identification contributes to their compliance and job satisfaction (Mael & Ashforth, 1992; Pratt, 1998). Conversely, some studies uncover the dark side of organizational identification. The ones with a high degree
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance—Evidence in University Lecturers in Vietnam

of corporate identification may feel disconnected from their organizations (Ashforth & Mael, 1989). There is also controversy about the negative relationship of organizational identification with employee performance and job satisfaction (Naseer et al., 2019; Galvin et al., 2015; Ashforth, 2016; Conroy et al., 2017). Thus, the theory of the underlying mechanism of organizational identification still needs a lot of additional research (Blader, Patil, & Packer, 2017). There is still a lack of quantitative research on the role of organizational identity for university faculty. Therefore, this study aims to fill the theoretical gap in previous studies, examine the role of organizational identification in the job satisfaction of university lecturers and job performance of university lecturers, and test the moderator role of organizational identification in the relationship between job satisfaction of university lecturers and their job performance in Vietnam.

LITERATURE REVIEWS

Organizational Identification

Albert and Whetten (1985) define organizational identification as statements that organization members perceive to be central, distinctive, and enduring to their organization. The definition reveals three critical criteria: centrality, distinctiveness, and durability. Centrality means that the statement should include essential features of the organization. As a statement of central characters, it defines what is crucial and necessary to the organization. Organizational identification is a specific type of social identification in which people identify themselves as members of a group or organization (Schwarz, 2017). It is characterized by a psychological union between individuals and their organizations (Mael & Ashforth, 1992; Van Knippenberg & Sleebos, 2006; Mael & Ashforth, 1992 ). Organizational identification is an individual's values and beliefs similar to those of others within the organization (Pratt, 1998; Dutton & Dukerich, 1991). It expresses personal pride in being a member of an organization because its goals and values become its own (Riketta, 2005; Tajfel, 1978). It is a combination of multiple personal and organizational identification formed through interactions with others within the organization (Stryker, 1980). Organizational identification identifies an individual with social categories within an organization due to a desire for security, reducing uncertainty, and enhancing self-esteem in the organization (Ashforth & Mael, 1989).

An individual's organization identification allows us to determine to what extent the individual participates in the success of a group whose performance exceeds their strength (Ashforth & Mael, 1989). Individuals with high scores on organizational identity believe that their fortunes are tied to their organization (Mael & Ashforth, 1992), consider themselves essential in the organization (Pratt, 1998), and classify people to arrange their social surroundings (Tajfel, 1978; Dutton & Dukerich, 1991). Organizational identification is a concept of identity-based corporate linkage (Pratt, 1998). People with high scores on organizational identification establish their definitions of social categories when they believe they belong to them (Tajfel, 1978, Ashforth et al., 2008; Liu & Perry, 2016).

Individuals form their organizational identification on the interaction between employees and their organizations. Therefore, people with a high score are viewed positively by the organization (Miao et al., 2014). People with a strong sense of organizational identification focus their attention on tasks that assist the organization in meeting its goals (March & Simon, 1958). Their social and historical backgrounds, goals, and qualities influence their organizational identification (Perry, 2000; Perry & Vandenabeele, 2008).

Lecturers' Job performance

Each university faculty member has specific responsibilities, and several factors influence their job performance (Selvanathan, Yan, Supramaniam, Arumugam, & Suppamaniam, 2019). For decades, their degree of work efficiency and the reasons for increased or decreased productivity have been the subject of debate (Selvanathan, Yan, Supramaniam, Arumugam, & Suppamaniam, 2019; Butler, 2001). According to many studies, their work efficiency is affected by many factors. Therefore, they are not just about salaries and benefits but also about working conditions in institutions and classrooms (Karimi & Gitonga, 2017). Furthermore, student satisfaction with their assignments and tests, and grading methods, are essential determinants of faculty performance (Ghaffarian Asl & Osam, 2021). Colleagues, capital, and resources, among other factors, have a favorable impact on their work efficiency (Johnes & Yu, 2008). Ability, task knowledge, environment, and motivation are all factors that influence their work efficiency (Schraw, 2006). Teaching performance, research output, and job satisfaction in their employment positions are distinct (Brewer & Selden, 2000; Kim, 2005).

Lecturers' Job Satisfaction

The employees are satisfied with their jobs, expressed by their efforts to boost labor productivity (Reyes & Shin, 1995). Job satisfaction is a psychological condition that includes emotions, rewards, and all aspects of the work environment and having the job itself (Churchill et al.,1974). It determines their commitment to teaching and relates to their long-term retention in the
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance—Evidence in University Lecturers in Vietnam

teaching profession (Reyes & Shin, 1995). The right to make direct decisions about their work and hygiene considerations affects lecturers' job satisfaction in studies (Amazt & Idris, 2011; Moore, 1992). When teachers are more involved in decision-making, they have more autonomy in their work and are in better working conditions. As a result, they contribute to improved student achievement and job satisfaction (Ferguson, 2000; Jacobson, 2005; Mertler, 2002; Pearson & Moomaw, 2005; Harry, 2005), management style (Fenwick & Murlis, 1994), autonomy (Paul, 2003).

Relationship between Organizational Identification and Lecturers’ job performance

Organizational identification, according to research, is the psychological link between an individual and an organization, which has a significant impact on work behaviors (Riketta, 2005), motivates people to associate with the group's influential figures (Tajfel & Turner, 1985), and has the closest link to task performance (Ng, 2015). Individuals with a high organizational identification score are more inclined to invest personally in the company and participate in beneficial activities (Simon, 1947). There is a link between organizational identification and job performance, according to studies, because people with high organizational identification scores not only profit from group affiliations but also have to follow particular group standards (Jones & Volpe, 2011). This interaction improves their self-discipline and motivates them to participate in group activities, ultimately elevating their status (Scott, 2007). It causes people to work harder for their organizations' and individuals' goals, and it causes them to become more unified with their organization's successes and failures. (Campbell, 2015). Because it improves lecturers' job motivation, the degree of organizational identification has a favorable effect on their work efficiency (Ugaddan & Park, 2017). Thus, many studies have found a relationship between organizational identification and job performance (Boyne, 2002; Brewer, 2006; Walker et al., 2011). Therefore, there is a significant relationship between organizational identification and faculty work efficiency. Consequently, we can conclude that they are linked based on these findings (Vogel, Homberg, & Gericke, 2016; Liu & Perry, 2016).

Relationship between Organizational Identification and Lecturers’ Job Satisfaction

An individual with a low organizational identification score has negative psychological consequences, social rule-breaking, and unethical worker behavior (Irshad & Bashir, 2020). Those with a high organizational identification score, on the other hand, receive psychological benefits, follow the code of ethics, and their ethical behaviors have a positive impact on the organization, reflecting the employee's closeness to the organization to which they belong (Tarakci et al., 2018). They also show their greater attachment to the organization (Beyth-Marom, Harpaz, Bar-Haim, & Godder, 2006). The employees with high scores on organizational identification and job satisfaction exhibit a commitment to do what they expect to keep their jobs (Yam et al., 2017). These results show a relationship between organizational identity and lecturers' job satisfaction.

Relationship between Lecturers’ Job Satisfaction and their Work efficiency

Organizational identification is a source of positive employee outcomes (Tarakci et al., 2018), and it facilitates the comprehension of worker behaviors. (Rho et al., 2015). Employees with a higher degree of organizational identification feel obliged to accomplish organizational goals due to a sense of togetherness and common aims (Yam et al., 2017). The faculty's job satisfaction is related to the ability of the teaching job to meet their expectations and improve their teaching performance (Ololube, 2006). It is a pleasant or positive emotional state that occurs due to job appraisal or work experience (Locke, 1976). Faculty commitment to the organization is influenced by job satisfaction and organizational trust (Tai, Singh, & Hieu, 2021), participatory decisions, and improved productivity (Dickson, 1982). As a result of these findings, there is a link between their job satisfaction and labor outcomes.

Hypotheses

H1. There is a positive and meaningful relationship between organizational identification and faculty job satisfaction.

H2. There is a positive and meaningful relationship between job satisfaction and job performance.

H3. Organizational identification moderates the relationship between faculty job satisfaction and job performance.

RESEARCH METHOD

We conducted the research at the Hanoi and Ho Chi Minh City universities in March 2021. These two cities account for 80% of the universities in the country. Survey participants are full-time university faculty. The research team used a qualitative method by in-depth interviews with educational researchers and psychologists to adjust the research scale and better the questionnaire to suit the characteristics of the surveyed area. Based on the results from the literature review and their comments, the questionnaire was adjusted. Accordingly, it consisted of two parts. Part 1 collects data about the participants' demographics, such as ages, genders, and occupations, whereas Part 2 collects data about work efficiency, job satisfaction, and organizational identification.
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance - Evidence in University Lecturers in Vietnam

Data on work performance were collected using part of a questionnaire developed by (White, Smith, & Cunningham, 1988), including five items. Next, data on job satisfaction were collected using a questionnaire developed by (Bérubé, Donia, Gagné, Houlfort, & Koestner, 2007), including five items. Finally, data on organizational identification were collected using part of a questionnaire developed by (Buchanan, 1974; Mowday, Steers, & Porter, 1979; Porter & Smith, 1970; Hall, Schneider, & Nygren, 1970, Cheney, 1982; Miller, Allen, Casey, & Johnson, 2000), including six items.

The English questionnaire has been translated into Vietnamese by two professional interpreters according to specific rules to accommodate a variety of Vietnamese cultures based on the comments of the language expert. It was then pre-tested on 40 participants selected to be demographically representative across age, sex, and education levels. In addition, minor edits made the questionnaire more straightforward to understand before being used for the official survey.

Participating in the research is the selection of full-time university lecturers in Hanoi and Ho Chi Minh City. The questionnaire was sent directly to the respondents by the purposeful sampling method. We received 200 valid answer sheets (reaching 100%). Table 1 shows the demographic statistics (Table 1).

### Table 1. Demographic characteristics of survey participants

| Occupation          | Occupation | Occupation | Occupation | Occupation |
|---------------------|------------|------------|------------|------------|
|                      | Economics  | foreign     | language   | IT lecturer | Maths lecturer | Philosophy   |
|         | lecturer   | lecturer    | lecturer   | lecturer   | lecturer     |
| Count  | Column N % | Count       | Column N % | Count       | Column N %  | Count       | Column N % |
| 25-30 years | 7          | 15.9%       | 10         | 23.8%       | 4           | 10.3%       | 6          | 16.7%       | 11          | 28.2%       |
| 31-35 years | 7          | 15.9%       | 7          | 16.7%       | 6           | 15.4%       | 7          | 19.4%       | 4           | 10.3%       |
| 36-40 years | 12         | 27.3%       | 4          | 9.5%        | 5           | 12.8%       | 6          | 16.7%       | 2           | 5.1%        |
| 41-45 years | 6          | 13.6%       | 11         | 26.2%       | 10          | 25.6%       | 6          | 16.7%       | 10          | 25.6%       |
| 46-50 years | 4          | 9.1%        | 3          | 7.1%        | 7           | 17.9%       | 6          | 16.7%       | 4           | 10.3%       |
| above 50 years | 8          | 18.2%       | 7          | 16.7%       | 7           | 17.9%       | 5          | 13.9%       | 8           | 20.5%       |
| female      | 27         | 61.4%       | 25         | 59.5%       | 18          | 46.2%       | 16         | 44.4%       | 17          | 43.6%       |
| male        | 17         | 38.6%       | 17         | 40.5%       | 21          | 53.8%       | 20         | 55.6%       | 22          | 56.4%       |
| BA          | 16         | 36.4%       | 10         | 23.8%       | 15          | 38.5%       | 13         | 36.1%       | 9           | 23.1%       |
| MA          | 16         | 36.4%       | 16         | 38.1%       | 11          | 28.2%       | 12         | 33.3%       | 19          | 48.7%       |
| Ph.D        | 12         | 27.3%       | 16         | 38.1%       | 13          | 33.3%       | 11         | 30.6%       | 11          | 28.2%       |

**RESEARCH RESULTS**

**Analyzing the Reliability of the Scales**

Testing the scales using Cronbach’s Alpha reliability coefficient aims to identify and remove junk variables to avoid misleading factors when analyzing exploratory factors. Cronbach’s Alpha coefficient has a range of values between 0 and 1 [0,1]. A measurement variable meets the requirements if it has a Corrected Item - Total Correlation ≥ 0.3 (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 sum variable in each scale must be greater than 0.3 (Hair, Black, Babin, & Anderson, 2010). Table 2 reveals that the rankings of the factors are all standard. Therefore, they are reliable and used for the subsequent analysis and moderator regression analysis.
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance Evidence in University Lecturers in Vietnam

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 |
|------------|------------------------------|------------------------------------------|--------------------------------------------------------|
| performance | 5                            | 0.792                                    | 0.549                                                  |
| satisfaction | 5                           | 0.803                                    | 0.527                                                  |
| identification | 6                          | 0.826                                    | 0.520                                                  |

After testing Cronbach’s Alpha, we conduct exploratory factor analysis (EFA) to test the validity of variables about their unidirectional, concurrent, and discriminant by extracting the Principal Components Analysis and Varimax rotation in the research model. With a sample size of 200, the factor loading of the observed variables must be more than 0.5; variables converge on the same factor and are distinguishable from other factors. In addition, the Kaiser-Meyer-Olkin coefficient (KMO) is an index used to consider the suitability of factor analysis and must be in the range of $0.5 \leq \text{KMO} \leq 1$ (Cerny & Kaiser, 1977; Kaiser,1974; Snedecor, George, Cochran & William, 1989).

Table 3 shows that all factor loading coefficients of the observed variables are higher than 0.5; Bartlett tested with Sig. = 0.000 and KMO = 0.889. All 16 items are extracted into three components with Eigenvalues > 1 and Cumulative variance percent = 55.326 %. As a result, a research model with two independent and one dependent variable for linear regression analysis and moderator regression analysis to test hypotheses.

Table 3: Exploratory factor analysis

| Rotated Component Matrix$^a$ | Component |
|-----------------------------|-----------|
|                             | 1         | 2   | 3   |
| Identification6             | .795      |     |     |
| Identification4             | .724      |     |     |
| Identification1             | .722      |     |     |
| Identification5             | .709      |     |     |
| Identification2             | .664      |     |     |
| Identification3             | .594      |     |     |
| Satisfaction5               |           | .788|     |
| Satisfaction1               |           | .727|     |
| Satisfaction2               |           | .708|     |
| Satisfaction3               |           | .676|     |
| Satisfaction4               |           | .657|     |
| Performance3                |           |     | .755|
| Performance5                |           |     | .735|
| Performance4                |           |     | .676|
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance-Evidence in University Lecturers in Vietnam

| Performance1 | .666 |
| Performance2 | .644 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

**Pearson correlation analysis**

The authors employ Pearson correlation analysis to examine the relationship between quantitative variables. As shown in Figure 2, with a significance of 5%, the correlation coefficient indicates that the relationship between the dependent and the independent variables is statistically significant (Sig.< 0.05). The magnitude of the correlation coefficients ensures that multicollinearity does not occur. Therefore, other statistics can be employed to verify the link between variables.

![Figure 2 Pearson correlation analysis results](image)

**Moderation regression and linear regression analysis**

The Multivariable linear regression is analyzed based on the relationship between two independent variables, namely Identification and Satisfaction, and one dependent one, Performance (model1), and Moderation regression Analysis is used to determine the Identification that moderates the relationship between Satisfaction and Performance (model 2). We centered the data on satisfaction and Identity variable before applying moderator regression analysis. Table 4 has shown model1 with $R^2 = 0.304$ and model2 with $R^2 = 0.308$. These results have indicated that the linear regression model was built to fit the data set Model 1 = 0.304 % and Model 2 = 0.308%. Both models show that the two independent variables have no statistical significance on the dependent variable. Both models show that the two independent variables have no significant impact on the dependent one and are not of statistical significance. Moderation regression Analysis (model2) reveals that the Midentification is a moderation variable that adjusts the relationship between the Xsatisfaction and Performance. That means the impact of Xsatisfaction and Performance depends on the decrease or increase of Midentification.
Table 4. The results of multiple linear regression analysis

| Dependent variable: |  |  |
|---------------------|-----------------|-----------------|
|                     | Performance     | Performance     |
| (model1)            | (model2)        |
| Identification      | 0.279***        | 0.365***        |
|                     | (0.066)         | (0.059)         |
| Satisfaction        | 0.397***        | 0.258***        |
|                     | (0.065)         | (0.060)         |
| Satisfaction:Identification | 0.152** |  |
|                     |                 | (0.064)         |
| Constant            | 0.909***        | 2.925***        |
|                     | (0.221)         | (0.048)         |
| Observations        | 200             | 200             |
| R2                  | 0.314           | 0.304           |
| Adjusted R2         | 0.307           | 0.293           |
| Residual Std. Error | 0.637 (df = 197) | 0.643 (df = 196) |
| F Statistic         | 45.144*** (df = 2; 197) 28.496*** (df = 3; 196) |

Note: *p<0.1; **p<0.05; ***p<0.01

Table 4 shows that, with a 95% confidence level, the hypotheses proposed by the research team are acceptable. Specifically, model1 demonstrated that Satisfaction has the highest effect on Performance with β = 0.269. Model 2 has indicated that the Identification moderates the association between Satisfaction and Performance with β = 0.175, implying that as the Identification rises or falls, the relationship between Satisfaction and Performance rises or falls.

DISCUSSION AND CONCLUSIONS

Firstly, Table 4 results show that hypothesis H1 is accepted. There is a positive and meaningful relationship between organizational identification and job performance. It means that organizational identification has a positive and significant relationship with the performance of lecturers. This result is similar to previous findings by Jones & Volpe (2011), Campbell (2015), Ugadden & Park (2017), and Scott (2007). They put forth more effort to achieve the organization’s goals and are more aware of its successes and losses. It is similar to what was discovered by Boyne (2002), Brewer (2006); Walker et al. (2011), Vogel, Homberg, & Gericke (2016), Liu & Perry (2016), which found a link between the lecturers' organizational identification and their work performance.

Secondly, Table 4 indicates that hypothesis H2 is accepted. It suggests that job satisfaction among lecturers has a positive and meaningful association with their job performance. This result is similar to previous studies conducted in other fields Ololube (2006) and Locke (1976). Individuals with high scores on job satisfaction have psychological benefits. In addition, they follow the code of ethics. Their ethical behavior positively impacts their job satisfaction and ability to teach as desired and increases their teaching performance. This result implies that individuals with high scores on job satisfaction and organization trust have high scores on organizational identification (At, Singh, & Hieu, 2021).

Finally, the findings demonstrate that hypothesis H3 is accepted. That means organizational identification governs the relationship between the lecturers’ job satisfaction and work efficiency. Thus, on the one hand, organizational identification has been considered a source of positive outcomes for employees (Yam et al., 2017; Rho et al., 2015; Tarakci et al., 2018) and related...
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance-Evidence in University Lecturers in Vietnam

to the faculty teaching capacity attained as expected and hence increased teaching performance (Ololube, 2006). Those with high organizational identification scores demonstrate their pleasant or good emotional states due to job evaluations or work experience (Locke, 1976), which determines their participation and improves their work efficiency (Dickson, 1982). Therefore, from these above research findings, it is concluded that organizational identification impacts the relationship between lecturers' job satisfaction and work efficiency.

This study shows that the role of organizational identification is confirmed in higher education. Therefore, managers in higher education need to understand that it is a factor affecting the satisfaction and job performance of university employees. In addition, employee organizational identification is an essential factor in the change process of any higher education institution. This study further affirms that Organizational identity is defined as the statements that organizational members consider central, distinct, and enduring to their organization (Albert & Whetten, 1985). Therefore, it influences the behavior of both leaders and members in many aspects of an organization.

Limitations
Like other experimental studies, this study has some limitations that need considering when discussing its findings. First and foremost, our survey approach reflects the respondents' subjective perception of the questions investigated. Unfortunately, subjective data has some inherent flaws that are difficult to eliminate (Pakpour, Gellert, Asefzadeh, Updegraff, Molloy, & Sniehotta, 2016). Our data is collected over some time. Because cross-sectional data do not allow dynamic assessment of changes in intention and accompanying behavior, the usefulness of our findings may be limited (Xin, Liang, Zhanyou & Hua, 2019). The purposive sampling method also has certain restrictions and does not fully reflect the features of the population (Lin et al., 2016; Strong et al., 2018). Other studies will overcome these limitations with larger sample sizes, random sampling methods, and examination of demographic characteristics. Our survey was conducted in a Vietnamese cultural context. Consequently, more general statements should be put forward by applying more development research models and results from other countries and cultures (Sun et al., 2012). Furthermore, the $R^2$ of both models is low, which will reduce the significance of the models. In further studies, it is necessary to increase the sample size to improve them.

Acknowledgments
The authors would like to express their sincere thanks to the student community at Hanoi University of Home Affairs for supporting the survey.

Conflict of interest
The authors declare that there is no conflict of interest.

REFERENCES
1) Albert, S., & Whetten, D. A. (1985). Organizational identity. Research in Organizational Behavior, 7, 263–295.
2) Amazt, Ismail & Idris, Abdul Rahman. (2011). Lecturers’ Satisfaction towards University Management & Decision-making Styles in some Malaysian Public Universities. Procedia - Social and Behavioral Sciences. 15. 3957-3970. 10.1016/j.sbspro.2011.04.400.
3) Ashforth, B. E. (2016). Distinguished scholar invited essay: exploring identity and identification in organizations: time for some course corrections. J.Leadersh. Organ. Stud. 23, 361-373. doi: 10.1177/1548051816667897.
4) Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. Journal of Management, 34(3), 325–374.
5) Ashforth, B., & Mael, F. (1989). Social identity theory and the organization. Academy of Management Review, 14(1), 20–39.
6) Bang, N.N., Ha, N.M., & Huan, L.K. (2014). Determinants of full-time teachers’ commitment duration at private high schools in Ho Chi Minh City. Journal of Science Ho Chi Minh City Open University, 5(38), 16-27.
7) Bérubé, Nicole & Donia, Magda & Gagné, Marylène & Houlfert, Nathalie & Koestner, Richard. (2007). Validation of the satisfaction with work scale. 28.
8) Beyth-Marom, Ruth & Harpaz, Gal & Avaid, Bar-Haim & Eti, Goder. (2006). Identification, Motivation, and Job Satisfaction among Tutors at the Open University of Israel. International Review of Research in Open and Distance Learning. 7. 10.19173/irrodl.v7i2.302.
9) Blader, Steven & Patil, Shefali & Packer, Dominic. (2017). Organizational identification and workplace behavior: More than meets the eye. Research in Organizational Behavior. 37. 10.1016/j.riob.2017.09.001.
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance-Evidence in University Lecturers in Vietnam

10) 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.

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

12) Brewer, G.A.. (2006). *All measures of performance are subjective: More evidence on us federal agencies*. 10.1017/CBO9780511488511.003.

13) Buchanan, B. (1974). Building organizational commitment: The socialization of managers in work organizations. *Administrative Science Quarterly*, 19, 533-546.

14) Butler, A. (2001). Preservice Music Teachers’ Conceptions of Teaching Effectiveness, Microteaching Experiences, and Teaching Performance. *Journal of Research in Music Education*, 49(3), 258–272. https://doi.org/10.2307/3345711.

15) Campbell, J. W. (2015). Identification and performance management: An assessment of change-oriented behavior in public organizations. *Public Personnel Management*, 44(1), 46–69.

16) 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.

17) Cheney, G. (1982). *Organizational identification as process and product: A field study*. Unpublished master’s thesis, Purdue University.

18) Churchhill, G. A, Ford, N. M., & Walker, O. C. (1974). Measuring the Job Satisfaction of Industrial Salesmen. *Journal of Marketing Research*, 11, 254-260 salesmen.

19) Conroy, S., Henle, C. A., Shore, L., and Stelman, S. (2017). Where there is light, there is dark: a review of the detrimental outcomes of high organizational identification. *J. Organ. Behav.*, 38, 184-203. doi: 10.1002/job.2164.

20) Dickson, J.W. 1982. Top managers’ beliefs and rationales for employee participation. *Human Relations*, 35(3): 203-217.

21) Dutton, J. E., & Dukerich, J. M. (1991). Keeping an eye on the mirror: The role of image and identity in organizational adaptation. *Academy of Management Journal*, 34(3), 517–544.

22) Fenwick, L, Murlis, H. (1994). *Managing Performance*, BBC Training Videos. BBC Enterprises Ltd, London, Resource book.

23) Ferguson, D. (2000). NSTA teacher survey lists teachers’ dissatisfactions. *Curriculum Advisor*, 36(7), 18.

24) Galvin, B. M., Lange, D., and Ashforth, B. E. (2015). Narcissistic organizational identification: seeing oneself as central to the organization’s identity. *Acad. Manag. Rev.*, 40, 163-181. doi: 10.5465/amr.2013.0103.

25) Ghaffarian Asl, S., & Osam, N. (2021). A Study of Teacher Performance in English for Academic Purposes Course: Evaluating Efficiency. *SAGE Open*. https://doi.org/10.1177/21582440211050386.

26) Hall, D. T., Schneider, B., & Nygren, H. T. (1970). Personal factors in organizational identification. *Administrative Science Quarterly*, 15, 176-190.

27) Harry Tomlinson, (2005). Decision Making for School Leaders.

28) Homberg, Fabian & Vogel, Rick. (2016). Human resource management (HRM) and public service motivation (PSM): Where are we, and where do we go from here?. *International Journal of Manpower*, 37. 746-763. 10.1108/IJM-05-2016-0120.

29) Irshad M and Bashir S. (2021). The Dark Side of Organizational Identification: A Multi-Study Investigation of Negative Outcomes. *Front. Psychol.*, 11, 572478. doi: 10.3389/fpsyg.2020.572478.

30) Johnes, Jill & Yu, Li. (2008). Measuring the research performance of Chinese higher education institutions using data envelopment analysis. *China Economic Review*, 19, 679-696. 10.1016/j.chieco.2008.08.004.

31) Jones, C., and Volpe, E. H. (2011). Organizational identification: extending our understanding of social identities through social networks. *J. Organ. Behav.*, 32, 413-434. doi: 10.1002/job.694.

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

33) Karimi, P. & Gitonga, A. K. (2017). Factors influencing the performance of teachers in managerial positions in public secondary schools in Meru County, Kenya. *International Academic Journal of Information Sciences and Project Management*, 2(1), 335-355.

34) Kim, S. 2005. Individual-Level Factors and Organizational Performance in Government Organizations. *Journal of Public Administration Research and Theory*. 15 (2): 245-261.

35) Liem, T.T. (2016). Job satisfaction assessment of Forest University teachers. *Journal of Vietnamese Agricultural Science and Technology*, 14(2), 297-306.

36) Lin CY, Updagraff JA, Pakpour AH. (2016). The relationship between the theory of planned behavior and medication adherence in patients with epilepsy. *Epilepsy & Behavior*, 61, 231–236.
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance-Evidence in University Lecturers in Vietnam

37) Linh, L.H. (2018). Researching on factors affecting job satisfaction of lecturers in universities of Ho Chi Minh City, Vietnam. *American Journal of Educational Research, 6*(7), 1056-1062.

38) Liu, B., & Perry, J. L. (2016). The psychological mechanisms of public service motivation: A two-wave examination. *Review of Public Personnel Administration, 36*(1), 4–30.

39) Locke, E. A. (1976). *The nature and causes of job satisfaction*. In M.D. Dunnette (Ed.), Handbook of industrial and organizational psychology (1297 - 1349). Chicago: Rand McNally.

40) Mael, F., & Ashforth, B. (1992). Alumni and their alma maters: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior, 13*(2),103–123.

41) March, J. G., & Simon, H. A. (1958). *Organizations*. Wiley.

42) Mertler, Craig. (2002). Job Satisfaction and Perception of Motivation among Middle and High School Teachers. *American Secondary Education*. 31.

43) Mia, Q., et al. (2014). Servant leadership, trust, and the organizational commitment of public sector employees in China. *Public Administration, 92*(3), 727–743.

44) Miller, V. D., Allen, M., Casey, M. K., & Johnson, J. R. (2000). Reconsidering the Organizational Identification Questionnaire. *Management Communication Quarterly, 13*(4), 626–658. https://doi.org/10.1177/0893318900134003.

45) Minh, P.T.Q., & Tuan, N.M.(2017). Organizational culture factors influence the attachment of university lecturers: studying universities under the ministry of industry and trade. http://www.tapchicongthuong.vn/bai-viet/cac-yeu-to-van-hoa-to-chuc-anh-huong-den-su-gan-bo-cua-giang-vien-truong-dai-hoc-nghien-cuu-mot-so-truong-dai-hoc-truc-thuoc-bo-cong-thuong-49207.htm.

46) Moore, R. (1992). Technology for Teaching. *Music Educators Journal, 79*(1), 12–13. https://doi.org/10.2307/3398567.

47) Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*, 224-247.

48) Naseer, S., Bouckenrooge, D., Syed, F., Khan, A. K., and Qazi, S. (2019). The malevolent side of organizational identification: unraveling the impact of psychological entitlement and manipulative personality on unethical work behaviors. *J. Bus. Psychol, 35*, 333-346. doi: 10.1007/s10869-019-09623-0.

49) Neumann, O., & Ritz, A. (2015). Public service motivation and rational choice modeling. *Public Money & Management, 35* (5), 365–370.

50) Ng, T. W. H. (2015). The incremental validity of organizational commitment, organizational trust, and organizational identification. *Journal of Vocational Behavior, 88*, 154–163.

51) Nghi, N.Q., Huyen, K.N., Cuong, P.Q., & Thanh, L.K. (2017). Factors affecting the satisfaction of young faculty members of Can Tho University on scientific research activities. *Can Tho University Journal of Scientific, 51*, 41-52.

52) Oloolube, N. P. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. *Essays in Education, 18*, 1-19.

53) 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 Psychosomatic Research, 77*(4):287–95. https://doi.org/10.1016/j.jpsychores.2014.07.001 PMID: 25280826

54) Paul Evans. (2003) *The relationship between management style and teacher stress*. National College for School Leadership.

55) Pearson, L. & Moomaw, William. (2005). The relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism. *Educational Research Quarterly, 29*.

56) Perry, J. L. (2000). Bringing society in: Toward a theory of public service motivation. *Journal of Public Administration Research and Theory, 10*(2), 471–488.

57) Perry, J. L., & Vandenabeele, W. (2008). *Behavioral dynamics: institutions, identities, and self-regulation*. In J. L. Perry &A. Hondeghem (Eds.), Motivation in Public Management. Oxford University Press.

58) Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review, 50*(3), 367–373.

59) Porter, L. W., & Smith, F. J. (1970). *The etiology of organizational commitment*. Unpublished paper, the University of California at Irvine.

60) Pratt, M. G. (1998). *To be or not to be? Central questions in organizational identification*. In D. A. Whetten & P. C.Godfrey (Eds.), Identity in Organizations. Sage.

61) Quan, M.N., & Trang, D.T.D. (2015). Factors affecting the organizational commitment of employees with bachelor or higher education degrees in companies in Can Tho City. *Scientific Journal of Can Tho University, 38*, 1-9.
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance-Evidence in University Lecturers in Vietnam

62) Quang, D.M., & Thao, H.T.P. (2018). Factors influencing job satisfaction of high education faculty members. Scientific Journal of Dong Nai University, 11, 1-9.

63) Reyes, P., & Shin, H.-S. (1995). Teacher Commitment and Job Satisfaction: A Causal Analysis. Journal of School Leadership, 5(1), 22–39. https://doi.org/10.1177/105268469500500102.

64) Reyes, P., & Shin, H.-S. (1995). Teacher Commitment and Job Satisfaction: A Causal Analysis. Journal of School Leadership, 5(1), 22–39. https://doi.org/10.1177/105268469500500102.

65) Rho, E., Yun, T., & Lee, K. (2015). Does organizational image matter? Image, identification, and employee behaviors in public and nonprofit organizations. Public Administration Review, 75(3), 421–431.

66) Riketta, M. (2005). Organizational identification: A meta-analysis. Journal of Vocational Behavior, 66(2), 358–384. https://doi.org/10.1016/j.jvb.2004.05.005.

67) Schraw, G. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. Research in Science education, 36, 111-139.

68) Schwarz, G. (2017). Transformational leadership and job performance: The role of organizational identification. In N. Muenjohn & A. McMurray (Eds.), The Palgrave handbook of leadership in transforming Asia. Palgrave.

69) Scott, C. R. (2007). Communication and social identity theory: existing and potential connections in organizational identification research, Commun. Stud, 58, 123-138. doi: 10.1080/10510970701341063.

70) Selvanathan, Mahiswaran & Yan, Donskov & Supramaniam, Mahadevan & Arumugam, Thilageswary & Supramaniam, Subaasnni. (2019). Lecturers' Productivity in Private Universities, Kazakhstan. Universal Journal of Educational Research. 7. 2558-2567. 10.13189/ujer.2019.071202.

71) Shamir, B. (1991). Meaning, self, and motivation in organizations. Organization Studies, 12(3), 405–424.

72) Shim, D. C., & Faerma, S. (2017). Government employees' organizational citizenship behavior: The impacts of public service motivation, organizational identification, and subjective ORGANIZATIONAL CITIZENSHIP BEHAVIOR norms. International Public Management Journal, 20(4), 521–559.

73) Simon, H. A. (1947). Administrative behavior: A study of decision-making processes in administrative organization. Macmillan.

74) Sluss, D. M., et al. (2012). Generalizing newcomers' relational and organizational identifications: Processes and prototypological. Academy of Management Journal, 55(4), 949–975.

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

76) Strong C, Lin CY, Jalilolghadr S, Updegraff JA, Brostro¨ m A, Pakpour AH. (2018). Sleep hygiene behaviors 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.

77) Stryker, S. (1980). Symbolic interactionism: A social structural version. Blackburn.

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

79) T. Nguyen, Dang & Pham, Tru. (2020). Characteristics of higher education in Vietnam. VNU University of Social Sciences and Humanities (Hanoi).

80) Tai, T.D., Truong, N.X., Cam, T.A., & Tu, T.H.C.T. (2016). Factors affecting lecturer's commitment to non-public university: A study in Ho Chi Minh City, Vietnam. Research on Humanities and Social Sciences, 6(10), 32-39.

81) Tai, Tran & Singh, Harwindar & Hieu, Vu. (2021). Factors Affecting Lecturers’ Commitment to their University – A Study in Ho Chi Minh City, Vietnam. Webology, 18. 71-91. 10.14704/WEB/V18S103/WEB18021.

82) Tajfel, H. (1978). Social categorization, social identity, and social comparison. In H. Tajfel (Ed.), Differentiation between Social Groups. Academic Press.

83) Tajfel, H., and Turner, J. C. (1985). The social identitytheoryofgroup behavior. In Psychology of intergroup Relations, eds S. Worchel and W. G. Austin (Chicago, IL: Nelson-Hall).

84) Tan, P.T., & Hoa, D.T. (2018). Factors influencing work motivation of lecturers in the Vietnam National University of Forestry. Journal of Forestry Science and Technology, 3, 84-93.

85) Tarakci, M., Ates, N. Y., Floyd, S. W., Ahn, Y., and Wooldridge, B. (2018). Performance feedback and middle managers' divergent strategic behavior: the roles of social comparisons and organizational identification. Strategy. Manag. J, 39, 1139-1162. doi: 10.1002/smj.2745.

86) Thao, N.T.P., & Viet, V.V. (2017). Factors affecting teaching effectiveness of lecturers. VNU Journal of Science: Education Research, 33(2), 14-22.
Organizational Identification Moderates the Relationship Between the Job Satisfaction and Job Performance-Evidence in University Lecturers in Vietnam

87) Ugaddan, Reginald & Park, Sung. (2017). Quality of leadership and public service motivation: A social exchange perspective on employee engagement. *International Journal of Public Sector Management*, 30, 270-285. 10.1108/IJPSM-08-2016-0133.

88) Van Knippenberg, D., & Sleebos, E. (2006). Organizational identification versus organizational commitment: Self-definition, social exchange, and job attitudes. *Journal of Organizational Behavior*, 27(5), 571–584.

89) 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.

90) White, K., Smith, D. R., & Cunningham, T. (1988). Rating teaching performance: The North Carolina Teaching Performance Appraisal Instrument. *Educational and Psychological Measurement*, 48(4), 1067–1074.

91) 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.

92) Yam, K. C., Klotz, A. C., He, W., and Reynolds, S. J. (2017). From good soldiers to psychologically entitled: examining when and why citizenship behavior leads to deviance. *Acad. Manag. J.*, 60, 373-396. doi: 10.5465/amj.2014.0234.

There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (https://creativecommons.org/licenses/by-nc/4.0/), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.