




Enhancing employee's job satisfaction in Vietnam: Exploring the impact of organizational commitment, supervisor emotional support and training

 **Thuy Doan Thi Ngoc**¹

 **Hao Nguyen Huu**²

 **Tuan Phan Minh**³

 **Thinh Do Huynh Lam**⁴

 **Dung Nguyen Van**⁵⁺

^{1,2}Faculty of Logistics - International Trade, Hoa Sen University, Vietnam.

¹Email: thuy.doanthingoc@hoasen.edu.vn

²Email: hao.nguyenhuu@hoasen.edu.vn

³Faculty of Economics - Business, Hoa Sen University, Vietnam.

³Email: tuan.phanminh@hoasen.edu.vn

^{4,5}School of International Business, Marketing, College of Business, University of Economics Ho Chi Minh City, Vietnam.

⁴Email: thinhd0.923102100012@st.ueh.edu.vn

⁵Email: dungnv@ueh.edu.vn



(+ Corresponding author)

ABSTRACT

Article History

Received: 26 June 2023

Revised: 13 November 2023

Accepted: 24 January 2024

Published: 21 February 2024

Keywords

Job satisfaction

Office employee

Organizational commitment

Supervisor emotional support

Training

Vietnam.

JEL Classification:

M12; M50; O15.

Job satisfaction is an important factor in promoting an employee's well-being, productivity, and organizational success. Generally, when job satisfaction is high, employees experience greater emotions of fulfillment, motivation, and engagement. This can result in increased productivity, improved performance, and a decrease in employee turnover rates. Low job satisfaction, on the other hand, can result in tension, exhaustion, and a diminished sense of accomplishment and job security. It can also have negative effects on a person's physical and mental health and lead to decreased productivity, increased absenteeism, and increased turnover rates. Therefore, it is interesting to study some factors behind job satisfaction, especially in the context of a developing country. In particular, this study examines the roles of organizational commitment, supervisory emotional support, and training in job satisfaction. Furthermore, this research also investigates the moderating impact of training on the organizational commitment-job satisfaction relationship. The research collected data on office employees in Vietnam from December 2022 to January 2023. The quantitative analysis was conducted using SPSS and AMOS software. The findings reveal that organizational commitment, supervisory emotional support, and training have positive influences on job satisfaction. Additionally, training has a positive moderating role in the organizational commitment -job satisfaction nexus. The practical implications emphasize that organizations should create a supportive work environment and encourage emotional support from managers. Moreover, companies should prioritize training opportunities for staff members to improve their work satisfaction.

Contribution/Originality: This study is among the initial ones to examine how training affects the relationship between organizational commitment and job satisfaction. Furthermore, the research offers tangible applications for businesses in Vietnam.

1. INTRODUCTION

The company's development will be hindered if employees are not satisfied with their job or working environment (Chanana & Sangeeta, 2021; Elrehail et al., 2019). Besides, employees are internal customers of organizations and companies (Kim, Rhou, Topcuoglu, & Kim, 2020). However, most firms want to focus on the satisfaction of external customers when bringing products to market rather than employees' satisfaction with their

work (Mao, He, Morrison, & Andres Coca-Stefaniak, 2021). Indeed, satisfaction from employees, customers, and organizations is equally important (Zhang, Cao, Zhang, Liu, & Li, 2020). Job-satisfied workers will be more engaged and motivated to perform their responsibilities to the best of their abilities (Chanana & Sangeeta, 2021). This leads to increased productivity and better business outcomes (Maan, Abid, Butt, Ashfaq, & Ahmed, 2020). Employees' mental health and well-being can also be improved, leading to job satisfaction (Maan et al., 2020). People who are satisfied with their job and work will want to remain loyal to their employer, lowering turnover expenses (Costen & Salazar, 2011). This is especially essential because turnover may be costly to firms in terms of both money and time (Dhamija, Gupta, & Bag, 2019). Furthermore, higher employee job satisfaction is related to lower stress and burnout, which contributes to better overall health and well-being (Molina-Hernández, Fernández-Estevan, Montero, & González-García, 2021).

Many studies emphasize organizational commitment, supervisory emotional support, and training as important determinants of job satisfaction (Pohl, Battistelli, Djediat, & Andela, 2022; Sesen & Ertan, 2022; Yang et al., 2020). An employee's organizational commitment relates to their emotional tie to their organization as well as their level of attempt to achieve its objectives. It has a crucial influence on employee engagement as well as job satisfaction (Rodrigo, Aqueveque, & Duran, 2019; Wang, Albert, & Sun, 2020). When employees sign a contract with a company, they are dedicated to the purpose of their employment. Employees are more inclined to believe in the organization's goals and values, which can lead to greater job satisfaction (Redondo, Sparrow, & Hernández-Lechuga, 2021; Silva, Moreira, & Mota, 2023). Furthermore, emotional support from supervisors is a key aspect of job satisfaction, as it can significantly affect mental health and overall job efficacy (Maan et al., 2020). This support can come in the form of recognition, positive feedback, encouragement, and empathy (Baker & Kim, 2020). Most employees will want to have a feeling of belonging and be satisfied with their jobs when their superiors provide assistance and show respect for them (Baker & Kim, 2020). When employees receive emotional support, they show higher levels of job satisfaction, commitment, and motivation (Kitsios & Kamariotou, 2021). Moreover, training is considered a vital factor in job satisfaction since it allows employees to gain new skills, information, and competencies that are necessary for job performance (Akdere & Egan, 2020; Moslehpour, Chang, & Dadvari, 2022). Employees who receive training are better equipped to carry out their responsibilities, which can lead to a stronger sense of accomplishment and job satisfaction (Lambert, Keena, Leone, May, & Haynes, 2020).

The Vietnamese economy has experienced significant external factors' positive and negative effects in the context of rapidly shifting global economic conditions (Le & Nguyen, 2022). Besides new opportunities, the economic growth accompanied by the influx of foreign investors into Vietnam has also posed challenges in terms of human resources, such as shortages of skilled and high-level labor, quality of the workforce, and intensified competition in terms of salaries, thereby intensifying the competition to attract talents on a larger scale (Le & Nguyen, 2022). Vietnam is a fast-expanding country that has experienced tremendous economic and social transformations in recent years (Chaturvedi, 2023). As a result, it is critical to comprehend how these developments have influenced employee job satisfaction and what aspects contribute to it (Madigan and Kim (2021)). As a result, it is worth investigating the roles of organizational commitment, supervisory emotional support, and training in job satisfaction in the context of a developing country like Vietnam. Subsequently, this research investigates the moderating effect of training on the association between organizational commitment and job satisfaction.

This study makes significant additions to the academic literature. To begin with, the research validates previous research on the importance of organizational commitment, supervisor emotional support, and training in employee job satisfaction (Griffin, Hogan, Lambert, Tucker-Gail, & Baker, 2010; Maan et al., 2020; Sesen & Ertan, 2022). This reinforces the importance of these factors across different contexts. Second, to the authors' knowledge and experience, this research is considered one of the first to investigate the moderating role of training in the organizational commitment-job satisfaction nexus. Therefore, this is a crucial contribution of this research to the academic part. Third, the research provides practical implications for organizations in Vietnam, such as the importance of providing

training opportunities, fostering supervisor emotional support, and building organizational commitment. These implications can be used by organizations to design and implement practices that improve employees' job satisfaction and ultimately contribute to organizational success.

2. LITERATURE REVIEW AND HYPOTHESES

2.1. *The Role of Organizational Commitment in Job Satisfaction*

Organizational commitment can be explained by a person's emotional attachment and resonance to a firm (Mitonga-Monga & Cilliers, 2016; Shagholi, Zabihi, Atefi, & Moayedi, 2011). It consists of their motivation to exert more effort to attain the organization's purposes, their guarantee with the organization, which is based on their faith in its values and goals, as well as their desire to continue working there (Collins & Porras, 2008). Job satisfaction, on the other hand, is the extent to which an individual is pleased with their job and its various facets (Ahmad, 2018; Mufti, Xiaobao, Shah, Sarwar, & Zhenqing, 2020).

Organizational commitment and job satisfaction are closely related (Boles, Madupalli, Rutherford, & Andy Wood, 2007). Previous studies have shown that highly devoted workers often experience higher job satisfaction (Boles et al., 2007; Li, Zhang, Xiao, Chen, & Lu, 2020). Employees are more likely to regard their work as important and useful when they experience a feeling of loyalty and connection to their company, which in turn results in higher job satisfaction (Karanka-Murray, Duncan, Pontes, & Griffiths, 2015; Rigby & Ryan, 2018).

Organizational commitment may also improve work satisfaction by creating a feeling of community and belonging among employees (Bailey, Albassami, & Al-Meshal, 2016; Zhang, 2020). When employees have a strong connection to their organization, they mostly want to experience a sense of camaraderie with their coworkers, which can increase their job satisfaction (Mulki, Locander, Marshall, Harris, & Hensel, 2008).

The subsequent hypothesis is formulated on the basis of the aforementioned argument.

H₁: Organizational commitment has a positive influence on job satisfaction.

2.2. *The Role of Supervisor Emotional Support in Job Satisfaction*

Supervisory emotional support can be considered an important element in an employee's job satisfaction (Roberts & David, 2020). When a manager offers emotional support to their staff, it may foster a productive work atmosphere and improve the staff members' general well-being (Baker & Kim, 2020; Brunetto, Shacklock, Teo, & Farr-Wharton, 2014).

When a supervisor provides emotional support to their staff, they feel more appreciated and valued, which may boost work satisfaction (Ng & Sorensen, 2008; Raziq & Maulabakhsh, 2015). There are many different ways to provide emotional support, such as by encouraging employees, actively listening to their worries, and demonstrating empathy for their situation (Apker, Propp, Ford, & Hofmeister, 2006; Stenner & Andersen, 2020).

When a manager offers emotional support, it leads to the growth of a productive workplace, which promotes employee happiness as well as job satisfaction (Caesens, Stinglhamber, & Luypaert, 2014; Read & Laschinger, 2015). Workers who experience support from their manager report feeling respected and valued, which boosts their motivation and engagement at work (Jolly, Kong, & Kim, 2021). If people are motivated and invested in their work, it may result in better job performance and productivity, which in turn can increase job satisfaction (Silic, Marzi, Caputo, & Bal, 2020). Additionally, it has been shown that supervisory emotional support is crucial in times of stress or upheaval, such as when a firm is going through a merger or downsizing (Smollan, 2017). Employees may feel unsure and anxious at these moments, but emotional support from their manager may help them feel better and improve their work satisfaction (Cullen, Edwards, Casper, & Gue, 2014; Shipman, Burrell, & Huff Mac Pherson, 2023).

Drawing from the preceding argument, the following hypothesis is proposed:

H₂: Supervisor emotional support has a positive influence on job satisfaction.

2.3. *The Role of Training in Job Satisfaction*

Training can be known as a vital factor in job satisfaction because it enables employees to feel more competent and confident in their duties, leading to an increase in job satisfaction (Hanaysha & Tahir, 2016; Hendri, 2019). Employees may do their jobs more successfully when they get training because they gain new abilities (Ibrahim, Boerhannoeddin, & Bakare, 2017). Employees with better abilities may do their tasks more quickly and efficiently, which increases their feeling of success and job satisfaction (Choi, Goh, Adam, & Tan, 2016; Griffin et al., 2010).

Training programs may assist staff members in acquiring new skills and information, which might lead to the creation of new career pathways and chances for progress within the organization (Guilbert, Bernaud, Gouvernet, & Rossier, 2016; Li, 2022). As workers envision a future for themselves inside the company, training programs may increase employees' feelings of job security and contentment (Darvishmotevali & Ali, 2020). Training has been found to increase employees' sense of autonomy, which can contribute to their job satisfaction (Li, 2022). The level of power and decision-making that workers have over their jobs is referred to as their level of autonomy (Schroth, 2019). Studies in the past have shown that training may assist staff members in acquiring the information and abilities necessary to carry out their jobs autonomously, which can boost their feeling of autonomy and work satisfaction (Jiang, Di Milia, Jiang, & Jiang, 2020).

Training can also provide employees with feedback on their performance, which can contribute to their job satisfaction (Pingo, Dixon, & Paliliunas, 2020). Information on how well people are executing their jobs is referred to as feedback (Pingo et al., 2020). As it gives workers a feeling of progress and success, feedback has been proven in prior research to be a potent motivator (Pingo et al., 2020; Schroth, 2019). By giving workers the chance to practice their abilities and get helpful criticism from their teachers and colleagues, training may encourage feedback (Erath, DiGennaro Reed, & Blackman, 2021; Pingo et al., 2020).

As employees acquire new skills and knowledge through training, their confidence in their good performance on the job increases (Atitumpong & Badir, 2018). Training programs may increase one's feeling of value and level of work satisfaction (Atitumpong & Badir, 2018; Gravill & Compeau, 2008). The above argument leads to the development of the following hypothesis:

H₃: Training has a positive influence on job satisfaction.

2.4. *The Moderating Role of Training in the Organizational Commitment-Job Satisfaction Relationship*

The need satisfaction theory can be used to explain the moderating effect of training on the bond between organizational commitment and job satisfaction (Sirgy, Efraty, Siegel, & Lee, 2001). Specifically, the need fulfillment theory proposes that workers have a variety of requirements that they want to fulfill during the course of their employment. These requirements can be broken down into categories such as health, safety, family life, social life, esteem, self-actualization, knowledge, or aesthetics. If employees' requirements via work are met, these people perceive a positive influence of working-life balance and job satisfaction (Kim et al., 2020; Sirgy et al., 2001). Hence, if an employer can meet the staff's need for information through training, this can make them more committed to the business and happier at work. This ultimately leads to the positive moderating role of training in the organizational commitment-job satisfaction relationship (Kim et al., 2020; Sirgy et al., 2001).

Training can also moderate the link between organizational commitment and job satisfaction by enhancing staff's skills and knowledge (Jehanzeb & Mohanty, 2018; Ryu & Moon, 2019). Providing training opportunities to employees can create avenues for career development and progression within the organization. Employees will feel dedicated to and pleased with their job when they think that they have a future inside the organization and prospects for growth and development (Dialoke & Nkechi, 2017; Mackay, 2017). Employees believe that the firm appreciates them and their contributions to the company when employers engage in training (Baker & Kim, 2020). This sense of involvement may boost employee loyalty and dedication to the company (Brunetto et al., 2014). Additionally, training courses may provide workers with the opportunity to connect with superiors and coworkers, which can result in the

growth of friendly relationships (Consiglio, Borgogni, Di Tecco, & Schaufeli, 2016). These connections may provide workers with a feeling of belonging and social support, which can boost organizational commitment and job happiness (Chang, 2015; Jehanzeb & Mohanty, 2018).

Training can also moderate the link between company commitment and job satisfaction by changing how people feel about how fair things are at work (Fu & Deshpande, 2014; Guilbert et al., 2016). Training programs might give employees the impression that they are receiving fair and equitable treatment (Osabiya, 2015; Yousef, 2002). When employees are treated fairly in their work, they feel valued by their employer, which may increase their loyalty (Shipman et al., 2023). As a result, there may be a rise in organizational commitment and work satisfaction (Hanaysha & Tahir, 2016; Ng & Sorensen, 2008).

The arguments presented above serve as the foundation for the subsequent hypothesis:

H₃: Training moderates the organizational commitment–job satisfaction relationship positively.

3. METHODOLOGY

3.1. Research Model

Figure 1 presents the framework model developed for this research, which is based on the four research hypotheses mentioned earlier. The framework was developed through an analysis of how organizational commitment, supervisory emotional support, and training affect employees' job satisfaction. Additionally, the framework also explores the moderating effect of training. This study is among the initial ones to examine how training affects the relationship between organizational commitment and job satisfaction. Furthermore, the research offers practical applications to organizations in Vietnam.

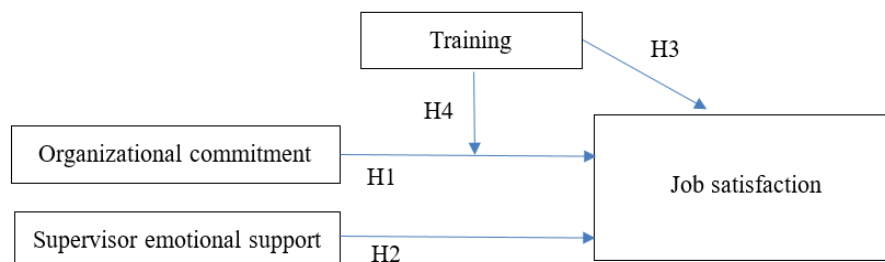


Figure 1. Research framework.

This research model is different from prior research in two aspects. First, while most previous studies focused on the direct impact of organizational commitment on job satisfaction (Mitonga-Monga & Cilliers, 2016; Shagholi et al., 2011), there has been no research on the moderating role of training in the organizational commitment–job satisfaction relationship. This study takes into consideration this research gap, and this is the unique contribution of this research. Second, different from previous studies that only took into account the separate impact of organizational commitment, supervisor emotional support, and training on job satisfaction, this model incorporates all three factors (i.e., organizational commitment, supervisor emotional support, and training) in the relationship with job satisfaction in a comprehensive study.

3.2. Research Design

The questionnaire for the survey was separated into two parts. In the initial part, respondents were asked to rate their judgments about “organizational commitment”, “supervisor emotional support”, “training”, and “job satisfaction” based on a 5-point Likert scale. For each construct, there are four items to collect the information. The second section aimed to gather demographic data, such as gender, age, and income level, to facilitate descriptive analysis.

Data was gathered from employees in three major cities of Vietnam, namely Ha Noi, Ho Chi Minh City, and Da Nang, through a survey conducted using Google Forms. The process of collecting data spanned from December 2022 to January 2023.

3.3. Research Method

In order to have an overview of the characteristics of the respondents, descriptive statistics were used in this study. The reliability of all variables was measured using Cronbach's α reliability coefficients (Cronbach, 1951). Moreover, confirmatory factor analysis (CFA) was employed to test construct validity (i.e., convergent validity and discriminant validity) (Hair, Babin, & Anderson, 2019). In addition, structural equation modeling, often known as SEM, was utilized in order to test the assumptions that were given. By combining the measurement model and the structural model into a single analysis, the structural equation modeling (SEM) approach "provides a better way of empirically examining a theoretical model." To put it another way, it applies the information obtained from measurements to the evaluation of the structural model (Hair et al., 2019). The empirical analysis was carried out with the aid of the SPSS (Statistical Package for the Social Sciences) 25 and AMOS (Analysis of Moment Structures) 25 software's. In addition, the moderating impact was estimated using the Hayes Process Macro (Hayes, Montoya, & Rockwood, 2017).

4. RESULTS AND DISCUSSIONS

4.1. Characteristics of Respondents

The study received a total of 389 responses from participants in three major cities in Vietnam, namely Ha Noi, Ho Chi Minh City, and Da Nang. After removing 37 invalid responses, 352 valid responses were available for the analysis.

Table 1 summarizes all the sample's demographic factors, including gender, age, and income. To begin with, the gender of the sample is fairly evenly divided into males (51.14%) and females (48.86%).

Table 1. Description of demographic data for the sample.

Variable	Description	Fr frequency	Percentage (%)
Gender	Male	180	51.14
	Female	172	48.86
Age	From 18 to 21	85	24.15
	From 22 to 29	186	52.84
	From 30 to 40	81	23.01
Income	Lower than 5 million VNDs/month	86	24.43
	5 million VNDs/month to lower than 10 million VNDs/month	123	34.94
	10 million VNDs/month to lower than 15 million VNDs/month	52	14.77
	15 million VNDs/month to lower than 20 million VNDs/month	48	13.64
	20 million VNDs/month or higher	43	12.22

Regarding age, the majority of the participants fall between 22 and 29 years old (52.84%), while 24.15% are between 18 and 21, and 23.01% are between 30 and 40. In terms of income, the largest proportion of participants (34.94%) have an income between 5 million VNDs (Vietnamese Dong)/month and lower than 10 million VNDs/month, followed by those with an income lower than 5 million VNDs/month (24.43%). A smaller proportion of participants have an income between 10 million VNDs/month to lower than 15 million VNDs/month (14.77%), 15 million VNDs/month to lower than 20 million VNDs/month (13.64%), and 20 million VNDs/month or higher (12.22%).

4.2. Hypothesis Testing Results

The Cronbach's alpha reliability coefficients from four constructs have a higher score than 0.8, as revealed in Table 2. Therefore, it suggests very good internal consistency (Cronbach, 1951). Moreover, the CR values of all four constructs exceed the threshold of 0.7, which shows that the internal consistency of the observed variables is reliable (Hair et al., 2019). In addition, since the average variance extracted (AVE) of each construct has a higher score than 0.50, convergent validity is confirmed for all constructs (Hair et al., 2019).

Table 2. Composite reliability (CR), average variance extracted (AVE), and Cronbach's alpha.

Construct	AVE	CR	Cronbach's alpha
Organizational commitment	0.684	0.896	0.885
Supervisor emotional support	0.661	0.886	0.867
Training	0.620	0.867	0.857
Job satisfaction	0.602	0.858	0.895

Table 3 presents the summary of discriminant validity for all constructs. The square root of the average variance extracted (bold diagonal elements) for all four constructs is greater than their correlations with any other variable. This verifies that constructs have discriminant validity (Fornell & Larcker, 1981).

Table 3. Discriminant validity of constructs.

Construct	Organizational commitment	Supervisor emotional support	Training	Job satisfaction
Organizational commitment	0.827			
Supervisor emotional support	0.174	0.813		
Training	0.173	0.191	0.787	
Job satisfaction	0.062	0.153	0.208	0.776

Figure 2 displays the standardized path coefficients from the SEM (for the direct impacts) and the results of the moderating impact (using the Hayes Process Macro). The model fit statistics (χ^2/df : 1.837; GFI (Goodness of Fit): 0.939; TLI (Tucker–Lewis index): 0.966; CFI (Comparative Fit index): 0.972; RMSEA (Root Mean Square Error of Approximation): 0.049) indicate a good fit (Hair et al., 2019).

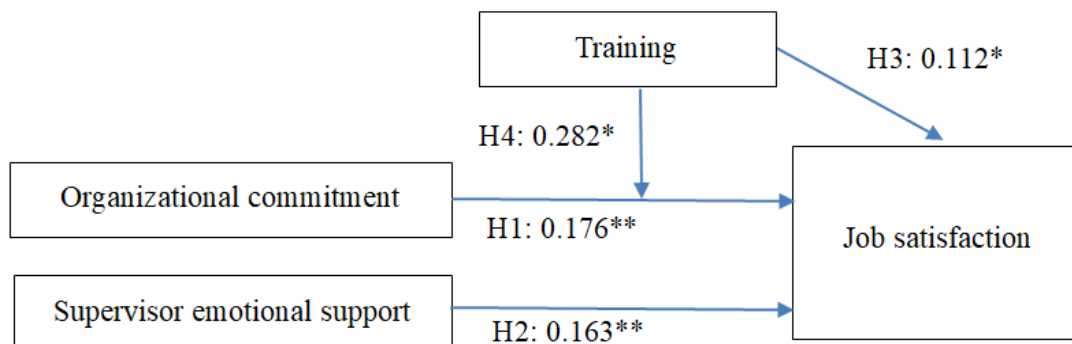


Figure 2. SEM results.

Note: ** $p < 0.01$; * $p < 0.05$.

Table 4 presents the summary of the hypotheses testing results. First, a favorable effect on job satisfaction is observed with organizational commitment ($\beta = 0.176$, $p = 0.000$), providing strong support for H1. The finding supports the argument that organizational commitment may enhance job satisfaction by fostering a sense of community and belonging among employees. Staff who exhibit a strong affiliation with their organization are more likely to experience a sense of camaraderie with their colleagues, ultimately leading to a growth in their job satisfaction (Bailey et al., 2016; Mulki et al., 2008).

Second, supervisor emotional support has a positive influence on job satisfaction ($\beta = 0.163$, $p = 0.000$), supporting H2 strongly. The findings support the argument that when employees sense their manager's support, they are more likely to feel respected and valued, which boosts their motivation and engagement, which ultimately may improve job satisfaction (Jolly et al., 2021; Silic et al., 2020). Moreover, the result lends support to the argument that emotional support from supervisors is essential during stressful or turbulent periods, such as when a company is going through a merger or downsizing. Employees may experience uncertainty and anxiety at these times, and their manager's emotional support might make them feel better and increase their level of job satisfaction (Cullen et al., 2014; Shipman et al., 2023).

Table 4. Summary of the hypotheses testing results.

Hypothesis	Relationship	Fr β value	Result
H1	Organizational commitment \rightarrow Job satisfaction	0.176**	Supported
H2	Supervisor emotional support \rightarrow Job satisfaction	0.163**	Supported
H3	Training \rightarrow Job satisfaction	0.112*	Supported
H4	Training moderates' organizational commitment - job satisfaction relationship	0.282*	Supported

Note: ** $p < 0.01$; * $p < 0.05$.

Third, training has a positive impact on job satisfaction ($\beta = 0.112$, $p = 0.031$), giving strong evidence to support H3. The result provides support for the argument that training makes workers feel more competent and confident in their duties, resulting in greater job satisfaction (Hanaysha & Tahir, 2016; Hendri, 2019). Moreover, training programs may assist employees in obtaining new skills and knowledge, which may result in the development of new career paths and advancement opportunities within the organization. As employees foresee their future within the company, training programs may increase their sense of job security and satisfaction (Darvishmotevali & Ali, 2020; Guilbert et al., 2016; Li, 2022).

Fourth, training moderates the organizational commitment-job satisfaction relationship positively ($\beta = 0.282$, $p = 0.024$), supporting H4 strongly. The finding supports the need satisfaction theory, which indicates that providing training to employees can potentially increase their organizational commitment and job satisfaction by fulfilling their knowledge needs. The aforementioned rationale indicates that training plays a constructive moderating role in the association between organizational commitment and job satisfaction (Kim et al., 2020; Sirgy et al., 2001). Moreover, training programs may allow employees to establish connections with supervisors and colleagues, potentially leading to the development of amicable relationships (Chang, 2015; Consiglio et al., 2016; Jehanzeb & Mohanty, 2018).

5. CONCLUSION AND IMPLICATIONS

The first and vital contribution of this study is to find out how organizational commitment, supervisor emotional support, and training impact job satisfaction among Vietnamese office employees. Additionally, this research also aims to examine the extent to which training moderates the link between organizational commitment and job satisfaction. Data was collected between December 2022 and January 2023, and SPSS 25 software was used for quantitative analysis. The results indicate that both organizational commitment and supervisor emotional support have a positive effect on job satisfaction, while training also plays a crucial role in promoting job satisfaction. Moreover, the study highlights that training positively moderates the link between organizational commitment and job satisfaction.

Based on the research findings, several managerial implications can be drawn. Firstly, organizations should invest in developing a supportive work environment that encourages dedication from employees and offers emotional support from managers. Implementing employee appreciation programs, offering opportunities for skill development, and providing regular management feedback and communication can all help with this.

Secondly, training initiatives should be developed and put into effect to increase worker satisfaction. Employers should give top priority to offering workers training opportunities that are relevant to their duties and professional aspirations. This may include enhancing workers' knowledge and abilities via workshops, seminars, and coaching sessions while also fostering a culture of lifelong learning.

Finally, organizations should acknowledge the role of training as a moderator of the relationship between organizational commitment and job satisfaction. This recommends that businesses prioritize training opportunities for staff members to improve their work satisfaction, in addition to emphasizing organizational commitment and emotional support from managers.

6. LIMITATION AND FURTHER STUDIES

For this study, there are some limitations in the analysis. First of all, it can be seen that the database for this research stems from employees living in three main cities, including Ha Noi, Ho Chi Minh and Da Nang. Therefore, the result of the research will be biased towards urban cities, while there are many employees working in other places and provinces. Secondly, the study needs to get more data and increase the sample size. It makes sense given that Vietnam is a developing nation with a sizable workforce; as a result, the study needs to expand its research sample to increase its reliability. Last but not least, there are other variables that will influence job satisfaction, leading to the gap in the research.

Based on the limitations of the research, there are some recommendations for further studies. To begin with, the research will be conducted in several places in Vietnam, for example, Can Tho, Vung Tau, etc. Furthermore, the sample size of the research needs to be increased to create more trust in data analysis. Besides that, the study needs to find out other factors that have an impact on job satisfaction. It will expand the research model and make the study fill the possible gaps.

Funding: This research is supported by the University of Economics Ho Chi Minh City, Vietnam (Grant number: 2023-06-23-1670).

Institutional Review Board Statement: The Ethical Committee of the Hoa Sen University, Vietnam has granted approval for this study on 1 December 2022 (Ref. No. 01/FLIT-HSU).

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

REFERENCES

- Ahmad, A. (2018). The relationship among job characteristics organizational commitment and employee turnover intentions: A reciprocation perspective. *Journal of Work-Applied Management*, 10(1), 74-92. <https://doi.org/10.1108/jwam-09-2017-0027>
- Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), 393-421. <https://doi.org/10.1002/hrdq.21404>
- Apker, J., Propp, K. M., Ford, W. S. Z., & Hofmeister, N. (2006). Collaboration, credibility, compassion, and coordination: Professional nurse communication skill sets in health care team interactions. *Journal of Professional Nursing*, 22(3), 180-189. <https://doi.org/10.1016/j.profnurs.2006.03.002>
- Atitumpong, A., & Badir, Y. F. (2018). Leader-member exchange, learning orientation and innovative work behavior. *Journal of Workplace Learning*, 30(1), 32-47. <https://doi.org/10.1108/jwl-01-2017-0005>
- Bailey, A. A., Albassami, F., & Al-Meshal, S. (2016). The roles of employee job satisfaction and organizational commitment in the internal marketing-employee bank identification relationship. *International Journal of Bank Marketing*, 34(6), 821-840. <https://doi.org/10.1108/ijbm-06-2015-0097>
- Baker, M. A., & Kim, K. (2020). Dealing with customer incivility: The effects of managerial support on employee psychological well-being and quality-of-life. *International Journal of Hospitality Management*, 87, 102503. <https://doi.org/10.1016/j.ijhm.2020.102503>

- Boles, J., Madupalli, R., Rutherford, B., & Andy Wood, J. (2007). The relationship of facets of salesperson job satisfaction with affective organizational commitment. *Journal of Business & Industrial Marketing*, 22(5), 311-321. <https://doi.org/10.1108/08858620710773440>
- Brunetto, Y., Shacklock, K., Teo, S., & Farr-Wharton, R. (2014). The impact of management on the engagement and well-being of high emotional labour employees. *The International Journal of Human Resource Management*, 25(17), 2345-2363. <https://doi.org/10.1080/09585192.2013.877056>
- Caesens, G., Stinglhamber, F., & Luypaert, G. (2014). The impact of work engagement and workaholism on well-being: The role of work-related social support. *Career Development International*, 19(7), 813-835. <https://doi.org/10.1108/cdi-09-2013-0114>
- Chanana, N., & Sangeeta. (2021). Employee engagement practices during COVID-19 lockdown. *Journal of Public Affairs*, 21(4), e2508. <https://doi.org/10.1002/pa.2508>
- Chang, C.-S. (2015). Moderating effects of nurses' organizational support on the relationship between job satisfaction and organizational commitment. *Western Journal of Nursing Research*, 37(6), 724-745. <https://doi.org/10.1177/0193945914530047>
- Chaturvedi, A. (2023). Non-Western perspectives on innovation. In *Debating Innovation: Perspectives and Paradoxes of an Idealized Concept*. (pp. 283-317). Cham: Springer International Publishing.
- Choi, S. L., Goh, C. F., Adam, M. B. H., & Tan, O. K. (2016). Transformational leadership, empowerment, and job satisfaction: The mediating role of employee empowerment. *Human Resources for Health*, 14(1), 1-14. <https://doi.org/10.1186/s12960-016-0171-2>
- Collins, J. C., & Porras, J. I. (2008). CMR classics: Organizational vision and visionary organizations. *California Management Review*, 50(2), 117-137.
- Consiglio, C., Borgogni, L., Di Tecco, C., & Schaufeli, W. B. (2016). What makes employees engaged with their work? The role of self-efficacy and employee's perceptions of social context over time. *Career Development International*, 21(2), 125-143.
- Costen, W. M., & Salazar, J. (2011). The impact of training and development on employee job satisfaction, loyalty, and intent to stay in the lodging industry. *Journal of Human Resources in Hospitality & Tourism*, 10(3), 273-284. <https://doi.org/10.1080/15332845.2011.555734>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334. <https://doi.org/10.1007/bf02310555>
- Cullen, K. L., Edwards, B. D., Casper, W. C., & Gue, K. R. (2014). Employees' adaptability and perceptions of change-related uncertainty: Implications for perceived organizational support, job satisfaction, and performance. *Journal of Business and Psychology*, 29, 269-280. <https://link.springer.com/article/10.1007/s10869-013-9312-y>
- Darvishmotevali, M., & Ali, F. (2020). Job insecurity, subjective well-being and job performance: The moderating role of psychological capital. *International Journal of Hospitality Management*, 87, 102462. <https://doi.org/10.1016/j.ijhm.2020.102462>
- Dhamija, P., Gupta, S., & Bag, S. (2019). Measuring of job satisfaction: The use of quality of work life factors. *Benchmarking: An International Journal*, 26(3), 871-892. <https://doi.org/10.1108/bij-06-2018-0155>
- Dialoke, I., & Nkechi, P. A. J. (2017). Effects of career growth on employees performance: A study of non-academic staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *Singaporean Journal of Business Economics, and Management Studies*, 5(7), 8-18. <https://doi.org/10.12816/0037246>
- Elrehail, H., Harazneh, I., Abuhjeeleh, M., Alzghoul, A., Alnajdawi, S., & Ibrahim, H. M. H. (2019). Employee satisfaction, human resource management practices and competitive advantage: The case of Northern Cyprus. *European Journal of Management and Business Economics*, 29(2), 125-149. <https://doi.org/10.1108/ejmbe-01-2019-0001>
- Erath, T. G., DiGennaro Reed, F. D., & Blackman, A. L. (2021). Training human service staff to implement behavioral skills training using a video-based intervention. *Journal of Applied Behavior Analysis*, 54(3), 1251-1264. <https://doi.org/10.1002/jaba.827>
- Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics. *Journal of Marketing Research*, 18(3), 382-388. <https://doi.org/10.1177/002224378101800313>
- Fu, W., & Deshpande, S. P. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business Ethics*, 124(2), 339-349. <https://doi.org/10.1007/s10551-013-1876-y>

- Gravill, J., & Compeau, D. (2008). Self-regulated learning strategies and software training. *Information & Management*, 45(5), 288-296.
- Griffin, M. L., Hogan, N. L., Lambert, E. G., Tucker-Gail, K. A., & Baker, D. N. (2010). Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of correctional staff. *Criminal Justice and Behavior*, 37(2), 239-255. <https://doi.org/10.1177/0093854809351682>
- Guilbert, L., Bernaud, J.-L., Gouvernet, B., & Rossier, J. (2016). Employability: Review and research prospects. *International Journal for Educational and Vocational Guidance*, 16(1), 69-89. <https://doi.org/10.1007/s10775-015-9288-4>
- Hair, J. F., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). New Jersey: Pearson Prentice Hall.
- Hanaysha, J., & Tahir, P. R. (2016). Examining the effects of employee empowerment, teamwork, and employee training on job satisfaction. *Procedia-Social and Behavioral Sciences*, 219, 272-282. <https://doi.org/10.1016/j.sbspro.2016.05.016>
- Hayes, A. F., Montoya, A. K., & Rockwood, N. J. (2017). The analysis of mechanisms and their contingencies: PROCESS versus structural equation modeling. *Australasian Marketing Journal*, 25(1), 76-81. <https://doi.org/10.1016/j.ausmj.2017.02.001>
- Hendri, M. I. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance. *International Journal of Productivity and Performance Management*, 68(7), 1208-1234. <https://doi.org/10.1108/ijppm-05-2018-0174>
- Ibrahim, R., Boerhannoeddin, A., & Bakare, K. K. (2017). The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*, 41(4), 388-406. <https://doi.org/10.1108/ejtd-08-2016-0066>
- Jehanzeb, K., & Mohanty, J. (2018). Impact of employee development on job satisfaction and organizational commitment: Person-organization fit as moderator. *International Journal of Training and Development*, 22(3), 171-191. <https://doi.org/10.1111/ijtd.12127>
- Jiang, Z., Di Milia, L., Jiang, Y., & Jiang, X. (2020). Thriving at work: A mentoring-moderated process linking task identity and autonomy to job satisfaction. *Journal of Vocational Behavior*, 118, 103373. <https://doi.org/10.1016/j.jvb.2019.103373>
- Jolly, P. M., Kong, D. T., & Kim, K. Y. (2021). Social support at work: An integrative review. *Journal of Organizational Behavior*, 42(2), 229-251.
- Karanika-Murray, M., Duncan, N., Pontes, H. M., & Griffiths, M. D. (2015). Organizational identification, work engagement, and job satisfaction. *Journal of Managerial Psychology*, 30(8), 1019-1033. <https://doi.org/10.1108/jmp-11-2013-0359>
- Kim, H., Rhou, Y., Topcuoglu, E., & Kim, Y. G. (2020). Why hotel employees care about corporate social responsibility: Using need satisfaction theory. *International Journal of Hospitality Management*, 87, 102505. <https://doi.org/10.1016/j.ijhm.2020.102505>
- Kitsios, F., & Kamariotou, M. (2021). Job satisfaction behind motivation: An empirical study in public health workers. *Heliyon*, 7(4), e06857. <https://doi.org/10.1016/j.heliyon.2021.e06857>
- Lambert, E. G., Keena, L. D., Leone, M., May, D., & Haynes, S. H. (2020). The effects of distributive and procedural justice on job satisfaction and organizational commitment of correctional staff. *The Social Science Journal*, 57(4), 405-416. <https://doi.org/10.1016/j.soscij.2019.02.002>
- Le, T. T., & Nguyen, V. K. (2022). Effects of quick response to COVID-19 with change in corporate governance principles on SMEs' business continuity: Evidence in Vietnam. *Corporate Governance: The International Journal of Business in Society*, 22(5), 1112-1132. <https://doi.org/10.1108/cg-09-2021-0334>
- Li, L. (2022). Reskilling and upskilling the future-ready workforce for industry 4.0 and beyond. *Information Systems Frontiers*, 1-16. <https://doi.org/10.1007/s10796-022-10308-y>
- Li, N., Zhang, L., Xiao, G., Chen, Z. J., & Lu, Q. (2020). Effects of organizational commitment, job satisfaction and workplace violence on turnover intention of emergency nurses: A cross-sectional study. *International Journal of Nursing Practice*, 26(6), e12854. <https://doi.org/10.1111/ijn.12854>
- Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organizational support and job satisfaction: A moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, 6, 1-12. <https://doi.org/10.1186/s43093-020-00027-8>
- Mackay, M. (2017). Professional development seen as employment capital. *Professional Development in Education*, 43(1), 140-155. <https://doi.org/10.1080/19415257.2015.1010015>

- Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, 103425. <https://doi.org/10.1016/j.tate.2021.103425>
- Mao, Y., He, J., Morrison, A. M., & Andres Coca-Stefaniak, J. (2021). Effects of tourism CSR on employee psychological capital in the COVID-19 crisis: From the perspective of conservation of resources theory. *Current Issues in Tourism*, 24(19), 2716-2734. <https://doi.org/10.1080/13683500.2020.1770706>
- Mitonga-Monga, J., & Cilliers, F. (2016). Perceived ethical leadership: Its moderating influence on employees' organisational commitment and organisational citizenship behaviours. *Journal of Psychology in Africa*, 26(1), 35-42. <https://doi.org/10.1080/14330237.2015.1124608>
- Molina-Hernández, J., Fernández-Estevan, L., Montero, J., & González-García, L. (2021). Work environment, job satisfaction and burnout among Spanish dentists: A cross-sectional study. *BMC Oral Health*, 21(1), 1-10. <https://doi.org/10.1186/s12903-021-01480-9>
- Moslehpour, M., Chang, M.-L., & Dadvari, A. (2022). Adopting the configurational approach to the analysis of job satisfaction in Mongolia. *European Research on Management and Business Economics*, 28(1), 100179. <https://doi.org/10.1016/j.iedeen.2021.100179>
- Mufti, M., Xiaobao, P., Shah, S. J., Sarwar, A., & Zhenqing, Y. (2020). Influence of leadership style on job satisfaction of NGO employee: The mediating role of psychological empowerment. *Journal of Public Affairs*, 20(1), e1983. <https://doi.org/10.1002/pa.1983>
- Mulki, J. P., Locander, W. B., Marshall, G. W., Harris, E. G., & Hensel, J. (2008). Workplace isolation, salesperson commitment, and job performance. *Journal of Personal Selling & Sales Management*, 28(1), 67-78. <https://doi.org/10.2753/pss0885-3134280105>
- Ng, T. W., & Sorensen, K. L. (2008). Toward a further understanding of the relationships between perceptions of support and work attitudes: A meta-analysis. *Group & Organization Management*, 33(3), 243-268. <https://doi.org/10.1177/1059601107313307>
- Osabiya, B. J. (2015). The effect of employees motivation on organizational performance. *Journal of Public Administration and Policy Research*, 7(4), 62-75.
- Pingo, J. C., Dixon, M. R., & Paliliunas, D. (2020). Intervention enhancing effects of acceptance and commitment training on performance feedback for direct support professional work performance, stress, and job satisfaction. *Behavior Analysis in Practice*, 13(1), 1-10. <https://doi.org/10.1007/s40617-019-00333-w>
- Pohl, S., Battistelli, A., Djediat, A., & Andela, M. (2022). Emotional support at work: A key component for nurses' work engagement, their quality of care and their organizational citizenship behaviour. *International Journal of Africa Nursing Sciences*, 16, 100424. <https://doi.org/10.1016/j.ijans.2022.100424>
- Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, 23, 717-725. [https://doi.org/10.1016/s2212-5671\(15\)00524-9](https://doi.org/10.1016/s2212-5671(15)00524-9)
- Read, E. A., & Laschinger, H. K. (2015). The influence of authentic leadership and empowerment on nurses' relational social capital, mental health and job satisfaction over the first year of practice. *Journal of Advanced Nursing*, 71(7), 1611-1623. <https://doi.org/10.1111/jan.12625>
- Redondo, R., Sparrow, P., & Hernández-Lechuga, G. (2021). The effect of protean careers on talent retention: Examining the relationship between protean career orientation, organizational commitment, job satisfaction and intention to quit for talented workers. *The International Journal of Human Resource Management*, 32(9), 2046-2069. <https://doi.org/10.1080/09585192.2019.1579247>
- Rigby, C. S., & Ryan, R. M. (2018). Self-determination theory in human resource development: New directions and practical considerations. *Advances in Developing Human Resources*, 20(2), 133-147. <https://doi.org/10.1177/1523422318756954>
- Roberts, J. A., & David, M. E. (2020). Boss phubbing, trust, job satisfaction and employee performance. *Personality and Individual Differences*, 155, 109702. <https://doi.org/10.1016/j.paid.2019.109702>
- Rodrigo, P., Aqueveque, C., & Duran, I. J. (2019). Do employees value strategic CSR? A tale of affective organizational commitment and its underlying mechanisms. *Business Ethics: A European Review*, 28(4), 459-475. <https://doi.org/10.1111/beer.12227>
- Ryu, G., & Moon, S.-G. (2019). The effect of actual workplace learning on job satisfaction and organizational commitment: The moderating role of intrinsic learning motive. *Journal of Workplace Learning*, 31(8), 481-497. <https://doi.org/10.1108/jwl-05-2019-0061>
- Schroth, H. (2019). Are you ready for Gen Z in the workplace? *California Management Review*, 61(3), 5-18. <https://doi.org/10.1177/0008125619841006>
- Sesen, H., & Ertan, S. S. (2022). The effect of the employee perceived training on job satisfaction: The mediating role of workplace stress.

- European Journal of Training and Development*, 46(9), 953-973. <https://doi.org/10.1108/ejtd-01-2021-0014>
- Shagholi, R., Zabihi, M. R., Atefi, M., & Moayedi, F. (2011). The consequences of organizational commitment in education. *Procedia-Social and Behavioral Sciences*, 15, 246-250. <https://doi.org/10.1016/j.sbspro.2011.03.081>
- Shipman, K., Burrell, D. N., & Huff Mac Pherson, A. (2023). An organizational analysis of how managers must understand the mental health impact of teleworking during COVID-19 on employees. *International Journal of Organizational Analysis*, 31(4), 1081-1104. <https://doi.org/10.1108/ijoa-03-2021-2685>
- Silic, M., Marzi, G., Caputo, A., & Bal, P. M. (2020). The effects of a gamified human resource management system on job satisfaction and engagement. *Human Resource Management Journal*, 30(2), 260-277. <https://doi.org/10.1111/1748-8583.12272>
- Silva, P., Moreira, A. C., & Mota, J. (2023). Employees' perception of corporate social responsibility and performance: The mediating roles of job satisfaction, organizational commitment and organizational trust. *Journal of Strategy and Management*, 16(1), 92-111.
- Sirgy, M. J., Efraty, D., Siegel, P., & Lee, D.-J. (2001). A new measure of quality of work life (QWL) based on need satisfaction and spillover theories. *Social Indicators Research*, 55(3), 241-302.
- Smollan, R. K. (2017). Supporting staff through stressful organizational change. *Human Resource Development International*, 20(4), 282-304.
- Stenner, P., & Andersen, N. Å. (2020). The emotional organization and the problem of authenticity: The romantic, the pedagogic, the therapeutic and the ludic as liminal media of transition. *Systems Research and Behavioral Science*, 37(3), 450-466. <https://doi.org/10.1002/sres.2687>
- Wang, W., Albert, L., & Sun, Q. (2020). Employee isolation and telecommuter organizational commitment. *Employee Relations: The International Journal*, 42(3), 609-625.
- Yang, J., Zheng, Y., Gou, X., Pu, K., Chen, Z., Guo, Q., . . . Zhou, Y. (2020). Prevalence of comorbidities and its effects in patients infected with SARS-CoV-2: A systematic review and meta-analysis. *International Journal of Infectious Diseases*, 94, 91-95. <https://doi.org/10.1016/j.ijid.2020.03.017>
- Yousef, D. A. (2002). Job satisfaction as a mediator of the relationship between role stressors and organizational commitment: A study from an Arabic cultural perspective. *Journal of Managerial Psychology*, 17(4), 250-266. <https://doi.org/10.1108/02683940210428074>
- Zhang, Q., Cao, M., Zhang, F., Liu, J., & Li, X. (2020). Effects of corporate social responsibility on customer satisfaction and organizational attractiveness: A signaling perspective. *Business Ethics: A European Review*, 29(1), 20-34. <https://doi.org/10.1111/beer.12243>
- Zhang, S. (2020). Workplace spirituality and unethical pro-organizational behavior: The mediating effect of job satisfaction. *Journal of Business Ethics*, 161, 687-705. <https://doi.org/10.1111/beer.12243>

Views and opinions expressed in this article are the views and opinions of the author(s), Journal of Social Economics Research shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.