

FACTORS INFLUENCING ON TRAINING QUALITY FOR CIVIL SERVANTS

FATORES QUE INFLUENCIAM A QUALIDADE DA FORMAÇÃO DE SERVIDORES PÚBLICOS

Article received on: 8/29/2025

Article accepted on: 11/28/2025

Tran Huy Hung*

*University of Labour and Social Affairs, Hanoi, Vietnam
hungth@ulsa.edu.vn

Trịnh Quang Truong**

**Hanoi University of Business and Technology, Hanoi, Vietnam
truongnq.hp@gmail.com

Ha Thi Thu Phuong**

**Hanoi University of Business and Technology, Hanoi, Vietnam
Orcid: <https://orcid.org/0009-0007-8541-557X>
haphuongtc96@gmail.com

Mai Quynh Phuong***

***Electric Power University, Hanoi, Vietnam
Orcid: <https://orcid.org/0009-0005-2968-2185>
phuongmq@gmail.com

Do Thi Ngoc Lan****

****Hanoi University of Industry, Hanoi, Vietnam
dothingoclan@hau.edu.vn

The authors declare that there is no conflict of interest

Abstract

Improving the quality of training and professional development for civil servants is an urgent requirement in the context of administrative reform and building a professional and modern public service in Vietnam. The purpose of this study is to analyze the influence of training program content and the competence of instructors and trainees participating in training and refresher courses on the quality of civil servant training and professional development. Data was collected through questionnaire surveys of trainees participating in civil servant training and professional development courses and analyzed using quantitative methods with a multiple linear regression model. The validation results show that the research model fully meets the regression assumptions, and there is no multicollinearity or residual autocorrelation. The R^2 coefficient of determination is 0.654, indicating that the independent variables explain 65.4% of the variation in training and professional development quality. The standardized regression results show that three factors have a positive and statistically significant influence,

Resumo

A melhoria da qualidade da formação e do desenvolvimento profissional dos servidores públicos é uma necessidade urgente no contexto da reforma administrativa e da construção de um serviço público profissional e moderno no Vietnã. O objetivo deste estudo é analisar a influência do conteúdo do programa de formação e da competência dos instrutores e dos participantes de cursos de formação e atualização na qualidade da formação e do desenvolvimento profissional dos servidores públicos. Os dados foram coletados por meio de questionários aplicados aos participantes dos cursos de formação e desenvolvimento profissional e analisados utilizando métodos quantitativos com um modelo de regressão linear múltipla. Os resultados da validação mostram que o modelo de pesquisa atende plenamente às premissas da regressão, não havendo multicolinearidade ou autocorrelação residual. O coeficiente de determinação R^2 é de 0,654, indicando que as variáveis independentes explicam 65,4% da variação na qualidade da formação e do desenvolvimento profissional. Os resultados da regressão padronizada mostram



with the competence of the teaching staff having a stronger influence than trainees and the content of the training and professional development program. Based on these research results, the paper proposes several implications to improve training programs, enhance the competence of lecturers, and enhance the capacity of trainees participating in training and professional development courses, thereby contributing to improving the quality of training and professional development for civil servants in the current period. This article also serves as a valuable reference for public institutions and civil servants.

Keywords: Business Administration. Human Resource Management. Labor Economics. Traincontent (TC). Lectcomp (LE). Trainquality (QL).

que três fatores têm influência positiva e estatisticamente significativa, sendo a competência do corpo docente o fator com maior influência, seguida pela competência dos participantes e pelo conteúdo do programa de formação e desenvolvimento profissional. Com base nos resultados desta pesquisa, o artigo propõe diversas implicações para aprimorar os programas de treinamento, aumentar a competência dos docentes e fortalecer a capacidade dos participantes em cursos de formação e desenvolvimento profissional, contribuindo, assim, para a melhoria da qualidade da formação e do desenvolvimento profissional de servidores públicos no período atual. Este artigo também serve como uma valiosa referência para instituições públicas e servidores.

Palavras-chave: Administração de Empresas. Gestão de Recursos Humanos. Economia do Trabalho. Conteúdo da Formação (CF). Competência do Docente (CD). Qualidade da Formação (QF).

1 INTRODUCTION

In the context of national digital transformation, public administration reform, and the development of a digital government, the need to improve the quality of civil servants has become more urgent than ever. The quality of training and professional development for civil servants not only determines their capacity to perform their duties but also directly impacts the effectiveness of state agencies. However, recent experience shows that the quality of some training and professional development programs still falls short of requirements, with broad content, a lack of up-to-date information, and limited practical experience and modern pedagogical methods among instructors. This necessitates in-depth research to clearly identify the factors influencing the quality of civil servant training and professional development.

Among the factors affecting training quality, three are considered central: the content of training and professional development programs, the competence of the lecturers, and trainees participating in training and refresher courses. If the content of training and professional development programs is not designed to meet the requirements of job positions and is not updated in a timely manner with changes in the legal system, technology, and new management methods, it will be difficult to improve the quality of

civil servants (Nguyen & Le, 2022). At the same time, the competence of lecturers, including professional qualifications, practical experience, pedagogical skills, and the ability to use technology, plays a decisive role in ensuring the effectiveness and applicability of the course (Pham, 2023).

Besides curriculum content (TC) and instructor competence (LE), the quality of training and professional development for civil servants also depends significantly on the characteristics and level of participant engagement. In adult training, participants not only receive but also co-construct learning outcomes through their motivation, readiness, level of participation, and self-confidence—factors that determine the level of effort put into learning and the ability to translate knowledge and skills into work (Knowles et al., 2015; Baldwin & Ford, 1988). In the public sector context, when participants engage with a learning-for-doing mindset, clearly see the relevance to their job position, and are given opportunities to apply what they've learned after the course, the effectiveness and quality of training tend to increase; conversely, a learning-for-action mentality or lack of motivation can diminish the impact of the program and instructors on perceived quality (Anh et al., 2023; Nor, 2025).

Furthermore, current trends demand that civil servant training adopt a competency-based training model, ensuring personalization, flexibility, and relevance to public service needs (OECD, 2021). This requires training programs to focus not only on theoretical content but also to integrate soft skills, practical case studies, simulations, and learner-centered methods. However, many civil servant training institutions in Vietnam have not yet kept pace with these trends. Therefore, a systematic study of the impact of training program content, instructor competence and trainees participating in training and refresher courses on the quality of civil servant training and development has significant theoretical and practical implications.

Against the backdrop of increasing demands for standardization of civil servants and the need to improve the effectiveness and efficiency of state administration, this study contributes to supplementing scientific evidence on factors affecting the quality of training and professional development for civil servants in Hai Phong City, Vietnam. The research results are expected to support management agencies, academies, training centers, and lecturers in designing appropriate training programs and innovating teaching methods, thereby enhancing the capacity of civil servants and public employees in the new era.

2 LITERATURE REVIEW AND RESEARCH HYPOTHESIS

2.1 Literature review

The OECD (2021) states that the quality of civil service training depends on the up-to-date content, competency-based teaching methods, and instructor competence, especially in the context of digital transformation. The report emphasizes the need to integrate simulation, civil service practice, and data-driven training (OECD, 2021).

Al-Saqri (2022) analyzed the impact of program content and training methods on the competence of civil servants in Oman. The study showed that programs with high applicability, linked to public service requirements, and using experienced instructors significantly improved training quality and public service effectiveness.

Podgorodnichenko et al. (2023) conducted a study in New Zealand showing that instructor competence and the relevance of the training program are the two most important factors affecting civil servant training outcomes. The study also pointed out the need to standardize the teaching staff according to a competency-based model.

In addition, research in Vietnam on this topic has also attracted attention from researchers; notably, Nguyen and Le (2022) studied the quality of training and professional development for civil servants in Vietnam and concluded that the lack of up-to-date and practical content in the curriculum is the main reason for the quality not meeting expectations. Pham (2023) pointed out that lecturer capacity (qualifications, pedagogical skills, practical experience) has the strongest influence on course outcomes. The study suggested investing in improving lecturer capacity in line with international integration. Tran & Bui (2024) showed that active teaching methods and standardized training programs based on job positions have a positive impact on student satisfaction and course quality. Training technology (e-learning, LMS) is also an increasingly important factor.

Anh et al. (2023) studied the effectiveness of training and professional development for civil servants in Vietnam and pointed out that, besides policies or organizational conditions, the awareness and attitude of civil servants towards training activities are an important factor affecting the effectiveness or efficiency of training, implying that learners, including their awareness, attitude, and readiness level, should be considered as explanatory variables in the quality model.

In public sector studies, Nor (2025) showed that training can improve public service outcomes, but the extent of the impact depends on the level of learner engagement and participation, such as learning attitudes and engagement with the content, thereby suggesting increased learner-oriented interventions to improve the quality and applicability of training after completion.

Learner characteristics such as learning motivation, effectiveness, perceived relevance of content, etc., are important prerequisites for learning outcomes and post-training transfer (Baldwin & Ford, 1988). These metrics are often generalized in scales of motivation to learn, learning readiness, and self-efficacy, helping to quantify the role of learners in quantitative models.

2.2 Research hypothesis

2.2.1 Hypothesis on the influence of training program content on the quality of civil servant training and development

According to Total Quality Management (TQM) theory, the quality of a program's output depends on the relevance, completeness, and responsiveness of its training content to the needs of learners (Oakland, 2014). When training programs are designed to align with practical job requirements, update legal regulations, and integrate digital technology skills, learners are better able to apply their knowledge, thereby improving the quality of training. This is also consistent with Fit Theory, which suggests that the degree of alignment between training content and job needs improves learning effectiveness and job performance (Kristof-Brown et al., 2005).

Recent studies also reinforce this argument. For example, Tran & Nguyen (2021) and Vo & Hoang (2023) assert that the relevance of training programs is a strong predictor of the quality of civil servant training in Vietnam. An international study by Kim & Yoon (2022) also shows that competency-based training programs have a positive impact on the effectiveness of urban civil servant training.

Hypothesis H1: The content of the training program has a positive impact on the quality of training and professional development for civil servants.

2.2.2 Hypothesis on the influence of faculty competence on the quality of training and professional development for civil servants

According to Human Capital Theory, the quality of output largely depends on the professional qualifications, pedagogical skills, and practical abilities of the teaching staff (Becker, 1993). Instructors with deep expertise, good communication skills, and practical application capabilities will create a more effective learning experience for civil servant trainees. This is also consistent with Service Quality Theory (SERVQUAL), in which the competence of the training service provider is a decisive factor in the satisfaction and perceived quality of learners (Parasuraman et al., 1988).

An empirical study in Vietnam by Nguyen & Le (2022a) and Pham (2023a) indicated that instructor competence—including professional knowledge, pedagogical skills, and the ability to stay updated on policies—is the most important factor influencing the quality of training for district and commune-level civil servants. Internationally, Alshammari (2021) demonstrated that instructor competence strongly correlates with the satisfaction and learning outcomes of trainees in public sector training programs.

Hypothesis H2: The competence of the teaching staff has a positive influence on the quality of training and professional development for civil servants.

2.2.3 Hypothesis on the influence of trainees participating in training courses (HV) on the quality of civil servant training and development

According to andragogy (adult training), adult learners learn more effectively when they have intrinsic motivation, see the relevance to their work, and actively participate in the learning process (Knowles et al., 2015). At the same time, according to the training transfer framework, perceived quality and effectiveness after training are not only due to course inputs such as content and instructors but also to learner inputs such as motivation, self-efficacy, and readiness to learn, as these factors determine the level of effort, the level of acquisition, and the ability to apply knowledge and skills to work (Baldwin & Ford, 1988). Experiments in the context of civil servant training also suggest that learners' perceptions, attitudes, and levels of participation are positively correlated with training quality (Anh et al., 2023).

Hypothesis H3: Trainees participating in training courses have a positive influence on the quality of training and professional development for civil servants.

3 METHODOLOGY

3.1 Quantitative research methods

This study uses a quantitative method to examine the influence of training program content, faculty competence and and trainees participating in the training on the quality of training and professional development for civil servants. This method is suitable for measuring the relationships between latent variables while also allowing for the quantification of the influence of each factor through regression modeling and factor analysis (Hair et al., 2019). Data was collected using structured questionnaires distributed to a group of civil servants and public employees who participated in training courses at selected training institutions through both in-person and online methods (email, Facebook, Zalo, etc.).

This study uses controlled convenience sampling, suitable for the context of researching training and professional development programs for civil servants—a group with unique characteristics and difficult to access completely randomly. To enhance the representativeness of the sample, questionnaires were distributed to various administrative agencies and training courses with diverse content and durations. This approach has been applied in many studies in the field of public administration and civil servant training when researching behavior, perceptions, and evaluation of training quality (Hair et al., 2019; Byrne, 2016).

The questionnaire was designed based on scales used in previous studies, modified to suit the context of civil servant training in Hai Phong City. The study applied a 5-point Likert scale from 1 = “Strongly disagree” to 5 = “Strongly agree” for the dependent variable and from 1 = “Absolutely no effect” to 5 = “Very strong effect” for the independent variable. To ensure the reliability of the scale, the authors conducted a pilot test with 15 civil servants, adjusting the questions based on feedback regarding clarity and relevance. Subsequently, the authors conducted a formal survey, resulting in 265 complete questionnaires with respondent responses.

After formal data collection, the study used SPSS software with Cronbach's Alpha to assess scale reliability; Exploratory Factor Analysis (EFA) to determine the structure of the factors; and multiple linear regression to test hypotheses (Byrne, 2016; Hair et al., 2019).

The reliability of the scales was assessed through Cronbach's alpha coefficient, with an acceptance threshold of 0.7 or higher, ensuring the internal consistency of the scales (Hair et al., 2019). The convergent validity of the scales was checked through factor loadings, provided that the observed variables had factor loadings ≥ 0.5 . Simultaneously, the KMO test and Bartlett's Test of Sphericity were used to confirm the suitability of the data for exploratory factor analysis (EFA).

Before conducting the multivariate linear regression analysis, the study examined the basic assumptions of the regression model, including (i) multicollinearity through the VIF index, (ii) independence of residuals through the Durbin–Watson coefficient, and (iii) overall goodness of fit of the model through ANOVA testing. The results showed that the assumptions of the linear regression model were met, ensuring the reliability of the regression estimates and the research conclusions (Hoang & Chu Nguyen Mong Ngoc, 2008; Hair et al., 2019).

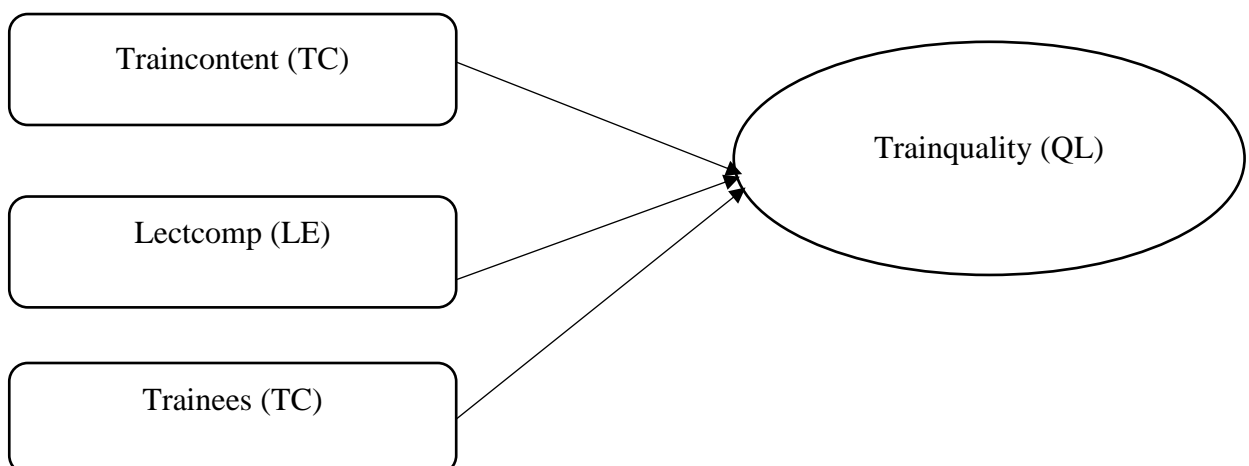
3.2 Research model

The Multiple Linear Regression (MLR) model with two independent variables and 1 dependent variable (see figure 1).

$$\text{Multiple regression equation: } Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$$

Figure 1

Rresearch model



3.3 Independent variable

Content of training and professional development programs (traincontent - TC): This variable reflects the relevance, modernity, up-to-dateness, and responsiveness of training programs for civil servants and public employees to practical needs. The scale is inherited and adapted from studies on the quality of training programs in the public sector (Abdullah, 2022; Al-Mamary, 2023) and adjusted to the context of Hai Phong City, Vietnam; it includes training content relevant to job position (TC1), program updates knowledge and skills (TC2), applicability of training content to public service practice (TC3), logical and accessible program structure (TC4), and diversity of teaching methods in the program (TC5).

Lecturer Competence (Lectcomp-LE): This variable measures the professional knowledge, pedagogical skills, practical experience, and communication abilities of lecturers involved in training and developing civil servants. The scales are inherited from studies on lecturer competence and teaching quality (Pham & Ta, 2021; Huang & Chen, 2022) and are also adjusted to the context of Hai Phong City, Vietnam, including solid professional knowledge (LE1), rich practical experience (LE2), ability to communicate clearly and effectively (LE3), ability to use modern teaching methods (LE4), and level of interaction and support for learners (LE5).

Trainees (HV): This variable measures motivation and level of participation in learning, inheriting from background studies on training or learning motivation and training transfer (Noe & Schmitt, 1986; Baldwin & Ford, 1988; Knowles et al., 2015) and adjusting to the context of Hai Phong city, Vietnam; including: I participate in the training course with clear learning motivation to improve my public service capacity (HV1); I proactively prepare my time and materials and seriously participate in the course activities (HV2); I actively exchange, discuss and interact during the learning process (HV3); I believe I have sufficient ability to absorb and successfully complete the course requirements (HV4); I find the course content relevant to my job position and applicable to my work (HV5); After the course, I am ready to apply the knowledge and skills learned to my actual work (HV6).

Dependent variable: Training quality (QL): This variable reflects the effectiveness, satisfaction level, and improvement in competence of civil servants after the training course. The scale is referenced from Kirkpatrick (1994) and studies

evaluating the quality of public sector training (Nguyen & Hoang, 2022; Rahman & Karim, 2021) and includes level of satisfaction with the training course (QL1), improvement of knowledge and skills for work (QL2), ability to apply knowledge to public service (QL3), positive impact on job performance (QL4), and relevance of training to job requirements (QL5).

4 RESULTS

4.1 Cronbach's alpha

Table 1 show that,

The Cronbach's Alpha coefficient of the traincontent (TC) factor is 0.865, a very high level, indicating very good reliability. The indicators have a significant influence on the overall reliability, but all contribute to keeping the reliability high.

The Cronbach's Alpha coefficient of the lectcomp (LE) factor is 0.869, indicating that this scale has a very high reliability. All indicators have a positive effect on the overall reliability.

The Cronbach's Alpha coefficient of the trainees (HV) factor is 0.907, indicating that this scale has a very high reliability. All indicators have a positive effect on the overall reliability.

Thus, the designed scales are capable of accurately and reliably measuring the research aspects (Hoang & Trong, 2008; Hair et al., 2009).

Table 1

Results of Cronbach's alpha testing of attributes and item-total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Traincontent (TC): $\alpha = 0.865$				
TC1	12.909	9.674	.575	.862
TC2	12.857	9.419	.607	.855
TC3	12.660	8.165	.786	.809
TC4	13.189	9.267	.664	.842
TC5	12.702	8.104	.801	.805
Lectcomp (LE): $\alpha = 0.869$				
LE1	14.687	8.277	.421	.900
LE2	13.857	7.002	.822	.814
LE3	13.996	6.110	.782	.819
LE4	13.868	6.911	.726	.833
LE5	13.932	6.783	.750	.827

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Trainees (HV): $\alpha = 0.907$				
HV1	17.400	14.279	.673	.900
HV2	17.355	13.609	.778	.885
HV3	17.551	13.763	.778	.885
HV4	17.464	14.166	.698	.896
HV5	17.634	13.710	.770	.886
HV6	17.483	13.622	.757	.888
Trainquality (QL): $\alpha = 0.882$				
QL1	13.506	8.516	.765	.849
QL2	13.906	8.366	.682	.865
QL3	13.664	9.277	.602	.882
QL4	13.717	7.052	.812	.834
QL5	13.826	7.727	.756	.847

Source: Prepared by the authors (2025) and SPSS software.

4.2 EFA analysis

After checking the reliability of the factors through Cronbach alpha coefficient analysis, the independent variables, including traincontent (TC), lectcomp (LE) and trainees (HV), were measured by 16 observed variables (scales). Factor analysis was used to assess the convergence of observed variables according to components.

The KMO and Bartlett's tests in factor analysis showed sig = 0.000; the KMO coefficient was 0.902 ($1.0 > 0.902 > 0.5$). This result indicated that the observed variables in the population were correlated with each other, and factor analysis (EFA) was appropriate (see Table 2) (Hoang & Trong, 2008; Hair et al., 2009).

Table 2

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.902	
Bartlett's Test of Sphericity	Approx. Chi-Square	2527.258
	Df	120
	Sig.	.000

Source: Prepared by the authors (2024) and SPSS software.

The EFA analysis results show that the extracted variance is 67.713%. Thus, the extracted variance meets the requirements (>50%).

From the results of the factor analysis of the independent scales, it can be seen that the model with 3 factors is suitable for the next steps.

4.3 Correlation analysis

The correlation matrix in table 3 presents the Pearson correlation coefficients (r) between the independent variables and the dependent variable. The coefficient is considered significant if the p -value (sig. (2-tailed)) is less than or equal to 0.05. It can be seen that all VIFs are <10 , so there is no multicollinearity phenomenon—the phenomenon of independent variables that are closely correlated with each other, thereby increasing the standard deviation of the regression coefficients and reducing the t -statistic value of the significance test (Hoang & Trong, 2008; Hair et al., 2009). In addition, the analysis results also indicate that there is a correlation between the independent variables—observations of traincontent (TC), lectcomp (LE) and trainees (HV)—and the dependent variable of trainquality (QL). Train content (TC) has a strong correlation with trainquality (QL) ($r=0.528$; $p<0.01$), lectcomp (LE) has a strong correlation with trainquality (QL) ($r=0.689$; $p<0.01$), and trainees (HV) has a strong correlation with trainquality (QL) ($r=0.673$; $p<0.01$).

Overall, factors such as training content (TC), lectcomp (LE), and trainees (HV) all have a significant impact on trainquality (QL).

Table 3

The correlation between the correlation between traincontent (TC), lectcomp (LE) and trainees (HV) and trainquality (QL)

		QL
TC	Pearson Correlation	0.528**
	Sig. (2-tailed)	0.000
	N	265
LE	Pearson Correlation	0.689**
	Sig. (2-tailed)	0.000
	N	265
HV	Pearson Correlation	0.673**
	Sig. (2-tailed)	0.000
	N	265
QL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	265

Source: Prepared by the authors (2024) and SPSS software.

4.4 Linear regression

The multiple linear regression analysis method with all variables entered at the same time (enter) showed that the regression model was suitable for testing the theoretical model (sig = 0.000) and explained 65.4% of the difference in the dependent variable (adjusted R² = 0.654) (see Table 4, table 5 and Table 6).

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.809 ^a	.654	.650	.41696	2.067

Source: Prepared by the authors (2024) and SPSS software.

a. Predictors: (Constant), HV, TC, LE

b. Dependent Variable: QL

Table 5

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	85.849	3	28.616	164.597	.000 ^b
	Residual	45.377	261	.174		
	Total	131.226	264			

Source: Prepared by the authors (2024) and SPSS software.

a. Dependent Variable: QL

b. Predictors: (Constant), HV, TC, LE

This regression model is statistically significant (Sig < 0.05) (see table 5), indicating that factors such as traincontent (TC), lectcomp (LE) and trainees (HV) all have significant effects on trainquality (QL). The high F coefficient and low p value (tolerance) indicate that the model has a good ability to explain the variation in trainquality (QL).

Table 6

Regression model

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.073	.161		-.457	.648		
	TC	.202	.039	.211	5.141	.000	.788	1.269
	LE	.444	.047	.410	9.421	.000	.698	1.432
	HV	.370	.041	.387	8.960	.000	.711	1.407

Source: Prepared by the authors (2024) and SPSS software.

The results shown in table 4, table 5 and table 6 also show:

Testing for multicollinearity: The variance inflation factor (VIF) index according to Hair et al. (2009) suggests that a VIF threshold of 10 or more will result in strong multicollinearity. According to the table above, the VIF coefficients of the independent variables are all less than 10, so the data does not violate the multicollinearity assumption. Thus, the linear regression model built according to the above equation does not violate the necessary assumptions in linear regression (Hoang & Trong, 2008; Hair et al., 2009).

The Durbin–Watson coefficient is used to test the correlation of the residuals, showing that the model does not violate the multiple regression method because the Durbin–Watson value achieved is 2.067 (between 1 and 3). In other words, the model does not have the phenomenon of correlation of the residuals (Hoang & Trong, 2008; Hair et al., 2009).

ANOVA test results with significance level (Sig.) < 0.000 show that the constructed multiple linear regression model is suitable for the data set and can be used.

The coefficient R^2 (R Square) = 0.654; this means that 65.4% of the variation in trainquality (QL) will be explained by the factors that are the independent variables selected to be included in the model; the remaining 34.6% is due to variables outside the model and random errors (Hoang & Trong, 2008; Hair et al., 2009).

The results of the research model show that the independent variables TC, LE and HV are all statistically significant (due to Sig. < 0.05). The variables TC, LE and HV have a positive influence on QL (Hoang & Trong, 2008; Hair et al., 2009).

The standardized regression model is as follows:

$$QL = 0.211*TC + 0.410*LE + 0.387*HV + \varepsilon$$

Next, Table 7 presents the results of testing the research hypotheses

Table 8

Results of testing the research hypotheses

No	Hypotheses	Test results	Trends of influence
1	H1	Accept	+
2	H2	Accept	+
3	H3	Accept	+

Source: Prepared by the authors (2024)

5 DISCUSSION AND IMPLICATIONS

5.1 Discussion

The research results show that the constructed multivariate linear regression model is appropriate and reliable. Tests for multicollinearity ($VIF < 10$), residual autocorrelation (Durbin–Watson = 2.067), and ANOVA (Sig. < 0.001) all confirm that the model does not violate the basic assumptions of linear regression, thereby ensuring the validity of the estimates (Hair et al., 2009; Hoang & Chu Nguyen Mong Ngoc, 2008). The R^2 coefficient of 0.654 indicates that the 3 independent variables in the model explain 65.4% of the variation in the quality of civil servant training and development—a fairly good explanatory level in studies in the social sciences and education fields.

Regarding specific impacts, regression results show that the competence of the teaching staff (LE) has the strongest influence on training quality ($\beta = 0.410$), followed by the trainees (HV) ($\beta = 0.387$), and finally the content of training programs (TC) ($\beta = 0.211$). This result is consistent with previous studies suggesting that when the role of lecturers continues to be affirmed as a crucial factor determining the effectiveness of knowledge transfer, the ability to stimulate critical thinking, and the capacity to apply knowledge in learners, it is consistent with the research results of Tran et al. (2022) and Darling-Hammond et al. (2017). At the same time, learners are motivated, actively participate, and assess the course as relevant to their job requirements; they tend to rate the training quality higher and increase their ability to apply what they've learned after the course, thereby improving overall quality (Anh et al., 2023). And training programs play a central role in ensuring the quality of civil servant training, especially when the program is designed to be up-to-date and linked to the practical requirements of state management and administrative reform (Nguyen Thi Hong Hai, 2021; OECD, 2021).

The research results show that the trainees (HV), the content of the training program (TC), and the competence of the teaching staff (LE) have a positive and statistically significant impact on the quality of training and professional development for civil servants, with the impact coefficient of LE being greater than that of HV and TC. This finding reinforces the viewpoint of Total Quality Management (TQM) theory, according to which the quality of the output of training activities depends on the quality

of program design, including objectives, content structure, and the degree of relevance to the practical needs of public service (Deming, 1986; Oakland, 2014).

Compared to previous studies, this result is consistent with Tran et al. (2022a), which affirmed that civil servant training programs are only truly effective when linked to job requirements and public service performance capabilities. At the same time, the role of the teaching staff in this study is also consistent with studies by OECD (2021) and Nguyen et al. (2023), emphasizing that the professional competence, practical experience, and modern teaching methods of instructors directly influence the ability of civil servant trainees to acquire and apply knowledge. Finally, the learner factor reflects motivation, level of participation, self-efficacy, and intention to apply the training after completion, consistent with studies by Anh et al. (2023). However, the fact that LE has a stronger impact than HV and TC shows that in the context of administrative reform in Vietnam, the role of the teaching staff remains a fundamental factor determining the success of training and development activities.

5.2 Implications

Based on the research findings, first and foremost, training institutions for civil servants should prioritize reforming the content of training programs towards a streamlined, modern approach that is closely aligned with job requirements. Programs should be regularly reviewed and updated to promptly reflect changes in public institutions and policies, digital transformation in the public sector, and the need to enhance state governance capacity. Strengthening the curriculum with case studies, practical exercises, and the sharing of real-world experiences will contribute to sustainably improving the quality of training.

Furthermore, the research results also imply that training institutions need to invest in improving the capacity of their teaching staff through retraining, professional development, pedagogical skills, and the ability to apply technology in teaching. Combining full-time lecturers with practical experts and experienced management staff will help increase the practicality and effectiveness of training courses. In addition, state management agencies need to develop appropriate evaluation, reward, and incentive mechanisms to attract and retain high-quality lecturers in the field of civil servant training and development.

From the research results, an important governance implication is that training institutions for civil servants need to innovate their training programs to focus on practical skills rather than solely on imparting theoretical knowledge. Program content should be regularly reviewed and updated based on the requirements of administrative reform, digital transformation, and civil servant competency standards, ensuring practicality, interconnectedness, and flexibility (OECD, 2021).

Furthermore, the impact of instructor competence is more significant than that of the training program; it remains a crucial factor in improving the quality of training and professional development. Therefore, training institutions need to strengthen the pedagogical competence, digital skills, and practical experience of instructors, especially part-time instructors from state management agencies. Combining academic instructors with practical experts will contribute to enhancing the applicability of the program, thereby sustainably improving the quality of training and professional development for civil servants (World Bank, 2022).

Research results show that the level of participation, motivation, and learning capacity of trainees has a positive and significant impact on the quality of civil servant training and development. Therefore, training institutions need to shift strongly from a program-centered approach to a learner-centered approach, considering trainees as active subjects in the entire training process: Firstly, the quality of trainee selection and classification before organizing training courses should be improved, ensuring the suitability of the program content to job positions, foundational competencies, and career development needs of trainees. Training the right target audience will help increase learning motivation and knowledge acquisition, thereby improving training effectiveness. Secondly, training institutions should enhance active learning methods, such as group discussions, case studies, practical problem-solving, and sharing work experience. These methods not only encourage active participation from trainees but also help them connect training content with administrative and public service practices. Thirdly, mechanisms should be established to encourage and hold trainees accountable for their learning, for example, through process evaluation, required outputs such as assignments or application projects, or linking training results to the employment, appointment, and evaluation of personnel. This contributes to raising trainees' serious learning awareness and commitment to the training course. Finally, state management agencies responsible for training and developing civil servants should improve policies to support learners,

including study time, working conditions, and a favorable learning environment, in order to create conditions for learners to fully, actively, and effectively participate in training and development programs.

5.3 Limitations of the study and directions for future research

Despite achieving significant results, the study still has some limitations. Firstly, the research model only considers three factors: training program content, trainees and instructor competence, while the quality of training and professional development for civil servants can also be influenced by many other factors such as methods of evaluating learning outcomes, physical facilities, and the learning environment. Therefore, the R^2 coefficient of 65.4% indicates that there is still room for expanding the research model.

Secondly, the study uses cross-sectional data at a single point in time, which does not reflect changes in trainees' perceptions and evaluations over time. Further studies could employ a longitudinal study or combine qualitative methods to more clearly clarify the mechanisms by which factors impact training quality. Additionally, expanding the scope of the study to different localities or types of training institutions would improve the generalizability of the research findings.

REFERENCES

- Abdullah, S. (2022). Evaluating training programs for public servants: A competency-based approach. *International Journal of Public Administration*, 45(7), 561–574.
- Al-Mamary, Y. (2023). Training effectiveness and employee development in government organizations. *Journal of Public Affairs*, 23(1), e2894.
- Al-Saqri, M. (2022). Training effectiveness in the public sector: The role of training content and instructor competence. *Journal of Public Administration and Development*, 42(3), 215–230.
- Alshammari, A. (2021). Training effectiveness in public organizations: The role of trainer competency and training design. *International Journal of Public Administration*, 44(4), 312–325.
- Anh, K. Q.; Trang, N. Q., Huong, L. T., Oanh, L. H., & Tung, L. S. (2023). Factors affecting the effectiveness of training and retraining Vietnamese civil servants. *Russian Law Journal*, 11(3), 1395-1403. DOI <https://doi.org/10.52783/rlj.v11i3.1614>

- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis* (3rd ed.). University of Chicago Press.
- Byrne, B. M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (3rd ed.). Routledge.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Deming, W. E. (1986). *Out of the crisis*. MIT Press.
- Hair, J., Black, W., Babin, B. & Anderson, R. (2009), *Multivariate data analysis*, Prentice-Hall, New York, USA
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hoang, T., & Chu, N.M.N (2008), *Analysis of research data with SPSS*, Hong Duc Publishing House.
- Huang, F., & Chen, Y. (2022). Lecturer competency and teaching effectiveness in public training programs. *Teaching and Teacher Education*, 113, 103670.
- Kim, S., & Yoon, J. (2022). Competency-based training and civil service performance: Evidence from municipal public servants. *Public Personnel Management*, 51(2), 240–258.
- Kirkpatrick, D. (1994). *Evaluating training programs: The four levels*. Berrett-Koehler.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Oxon: Routledge.
- Kristof-Brown, A. L., Zimmerman, R., & Johnson, E. (2005). Consequences of individuals' fit at work: A meta-analysis. *Personnel Psychology*, 58(2), 281–342.
- Nguyen, T. H., Tran, Q. T., & Le, M. A. (2023). Factors affecting the quality of training and professional development for civil servants in Vietnam. *Journal of Public Administration and Governance*, 13(2), 45–62. <https://doi.org/10.5296/jpag.v13i2.20567>
- Nguyen, T. T., & Hoang, V. H. (2022). Factors influencing training quality in public sector organizations: Evidence from Vietnam. *Journal of Asian Public Policy*, 15(3), 321–338.

- Nguyen, Q. T., & Le, T. H. (2022). Factors affecting the quality of training and professional development for civil servants in Vietnam. *Journal of State Management*, 310, 45–52. [Vietnamese]
- Nguyen, T. T., & Le, H. M. (2022). Factors influencing the quality of public servant training programs in Vietnam. *Journal of Training and Development*, 14(3), 25–36.
- Nguyen Thi Hong Hai. (2021). Innovating training and professional development for civil servants and public employees to meet the requirements of administrative reform. *Journal of State Management*, 301, 45–50. [Vietnamese]
- Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39(3), 497–523. <http://dx.doi.org/10.1111/j.1744-6570.1986.tb00950.x>.
- Nor, A. I. (2025). The effect of training on public service delivery effectiveness in public sector organizations: the mediating role of civil servants' performance. *Cogent Social Sciences*, 11(1), <https://doi.org/10.1080/23311886.2025.2466788>.
- Oakland, J. (2014). *Total quality management and operational excellence: Text with cases*. Routledge.
- OECD. (2021). *Public service leadership and capability: Training and skills development in the digital era*. OECD Publishing.
- Phạm, H. M. (2023). Lecturer competence and its impact on civil servant training outcomes. *Journal of Public Administration Science*, 8(4), 32–41. [Vietnamese]
- Pham, L. T., & Ta, T. H. (2021). Lecturer competency and training outcomes in higher education. *Vietnam Journal of Education*, 5(1), 45–54.
- Pham, Q. H. (2023a). Lecturer competency and the quality of civil servant training programs in Vietnam. *Vietnam Journal of Public Administration*, 11(2), 45–59.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.
- Podgorodnichenko, N., Parker, J., & Higgins, C. (2023). Competency-based approaches in public sector training: Evidence from New Zealand. *Public Management Review*, 25(7), 1045–1060.
- Rahman, M., & Karim, A. (2021). Determinants of training effectiveness among government employees. *Public Organization Review*, 21(4), 667–684.
- Tran, D. M., & Bui, T. N. (2024). Job-specific training programs and the quality of civil servant professional development. *Journal of Education*, 560, 12–18. [Vietnamese]
- Tran, V. K., & Nguyen, T. L. (2021). Assessing training program effectiveness for public officials: Empirical evidence from Vietnam. *Asian Review of Public Administration*, 32(1), 55–72.

- Tran, V. A., Nguyen, T. B., & Le, H. C. (2022). Factors affecting the quality of training and professional development for civil servants in the public sector in Vietnam. *Journal of State Management Science*, 29(3), 33–42. [Vietnamese]
- Tran, V. H., Nguyen, T. M., & Le, Q. T. (2022). The quality of training and professional development for civil servants in the context of administrative reform in Vietnam. *Journal of State Management*, 305, 12–18. [Vietnamese]
- Vo, T. H., & Hoang, L. A. (2023). Improving training quality for civil servants through curriculum reform. *Journal of Public Management*, 8(4), 120–133.
- World Bank. (2022). Improving public sector training and capacity development. World Bank Publications.

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Hung, T. H., Truong, T. Q., Phuong, H. T. T., Phuong, M. Q., & Lan, D. T. N. (2026). FACTORS INFLUENCING ON TRAINING QUALITY FOR CIVIL SERVANTS. *Veredas Do Direito*, 23(2), e234358. <https://doi.org/10.18623/rvd.v23.n2.4358>