

INFLUENCING OF TRAINING POLICIES AND IMPLEMENTATION OF TRAINING ACTIVITIES ON TRAINING QUALITY FOR CIVIL SERVANTS

A INFLUÊNCIA DAS POLÍTICAS DE FORMAÇÃO E DA IMPLEMENTAÇÃO DE ATIVIDADES DE FORMAÇÃO NA QUALIDADE DA FORMAÇÃO DOS FUNCIONÁRIOS PÚBLICOS

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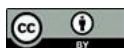
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Abstract

Training and professional development play a critical role in improving the capacity and performance of civil servants in modern public administration. This study examines the influence of training policies and the implementation of training activities on the quality of civil servant training programs in Hai Phong City, Vietnam. The research adopts a quantitative approach using survey data collected from civil servants participating in training programs organized by local government agencies. The data were analyzed using SPSS statistical software, including reliability testing with Cronbach's alpha, exploratory factor analysis (EFA), correlation analysis, and multiple regression analysis. The results indicate that both training policies and the implementation of training activities have significant positive effects on training quality. Among these factors, the implementation of training activities has the strongest influence ($\beta = 0.555$), followed by training policies ($\beta = 0.310$). The regression model explains approximately 53.9% of the variation in training quality, indicating that institutional frameworks and operational management play important roles in determining training outcomes. The findings highlight the importance of strengthening both

Resumo

A formação e o desenvolvimento profissional desempenham um papel fundamental na melhoria da capacidade e do desempenho dos funcionários públicos na administração pública moderna. Este estudo examina a influência das políticas de formação e da implementação de atividades de formação na qualidade dos programas de formação de funcionários públicos na cidade de Hai Phong, no Vietnã. A pesquisa adota uma abordagem quantitativa, utilizando dados de pesquisa coletados junto a funcionários públicos participantes de programas de formação organizados por órgãos do governo local. Os dados foram analisados utilizando o software estatístico SPSS, incluindo testes de confiabilidade com o alfa de Cronbach, análise fatorial exploratória (EFA), análise de correlação e análise de regressão múltipla. Os resultados indicam que tanto as políticas de treinamento quanto a implementação das atividades de treinamento têm efeitos positivos significativos sobre a qualidade do treinamento. Entre esses fatores, a implementação das atividades de treinamento tem a influência mais forte ($\beta = 0,555$), seguida pelas políticas de treinamento ($\beta = 0,310$). O modelo de regressão explica aproximadamente 53,9% da variação na qualidade da formação, indicando que os



policy frameworks and practical implementation mechanisms to improve training effectiveness in the public sector. In particular, improving coordination among training institutions, investing in training infrastructure, and aligning training programs with job requirements can significantly enhance the quality of civil servant training. This study contributes to the literature on public sector human resource development and provides practical implications for policymakers and managers seeking to improve the effectiveness of training programs in local government organizations.

Keywords: Human Resource Management. Labor Economics. Business Administration. Training Quality (QL). Training Policies (TP). Implementation of Training Activities (ITA). Public Sector Human Resource Development. Civil Servant Training.

marcos institucionais e a gestão operacional desempenham papéis importantes na determinação dos resultados da formação. Os resultados destacam a importância de fortalecer tanto os marcos políticos quanto os mecanismos de implementação prática para melhorar a eficácia da formação no setor público. Em particular, melhorar a coordenação entre instituições de formação, investir em infraestrutura de formação e alinhar os programas de formação com os requisitos do cargo pode melhorar significativamente a qualidade da formação de funcionários públicos. Este estudo contribui para a literatura sobre desenvolvimento de recursos humanos no setor público e oferece implicações práticas para formuladores de políticas e gestores que buscam melhorar a eficácia dos programas de treinamento em organizações do governo local.

Palavras-chave: Gestão de Recursos Humanos. Economia do Trabalho. Administração de Empresas. Qualidade do Treinamento (QL). Políticas de Treinamento (TP). Implementação de Atividades de Treinamento (ITA). Desenvolvimento de Recursos Humanos no Setor Público. Treinamento de Funcionários Públicos.

1 INTRODUCTION

Training and professional development for civil servants play a crucial role in improving the effectiveness and efficiency of public administration. In modern governance systems, continuous training enables civil servants to update professional knowledge, enhance management skills, and adapt to rapidly changing socio-economic conditions. According to human capital theory, investments in education and training improve individuals' competencies and productivity, thereby contributing to organizational performance and public service effectiveness (Becker, 1993). Consequently, many governments have increasingly emphasized training programs as a key instrument for developing high-quality public sector human resources.

From a theoretical perspective, public sector training is often associated with human capital theory and institutional theory. Human capital theory suggests that investments in training and education increase the knowledge and skills of employees.

which ultimately enhances organizational outcomes (Becker, 1993). Meanwhile, institutional theory emphasizes the role of regulations, policies, and governance mechanisms in shaping organizational practices, including training and professional development activities (DiMaggio & Powell, 1983). In the public sector context, the effectiveness of training programs is therefore influenced not only by individual learning factors but also by institutional arrangements such as policies, implementation mechanisms, and organizational coordination.

In practice, many countries have implemented comprehensive training programs to strengthen administrative capacity and improve public service quality. Studies have shown that effective training programs can enhance job performance, increase employee satisfaction, and improve organizational effectiveness in public institutions (Rahman & Karim, 2021). However, the success of such programs often depends on supportive institutional frameworks and effective implementation mechanisms. Without appropriate policies and well-organized implementation processes, training programs may fail to deliver expected outcomes.

In Vietnam, the development of a competent civil service workforce has become a strategic priority in administrative reform. Government agencies have introduced numerous policies to strengthen training and professional development for civil servants. Nevertheless, several challenges remain, including inconsistencies in training policies, limited coordination among agencies, and variations in training quality across localities. These challenges highlight the need for empirical research examining the determinants of training quality in the public sector.

Hai Phong City, one of the major economic centers in northern Vietnam, has implemented various mechanisms and policies to promote the training and development of civil servants. The city has issued multiple legal documents and institutional arrangements to support training activities and enhance the professional competence of civil servants involved in economic management. In addition, local authorities have invested in training infrastructure and collaborated with reputable training institutions to improve the quality of training programs.

Despite these efforts, empirical evidence regarding the effectiveness of training policies and implementation mechanisms in Hai Phong remains limited. Therefore, this study aims to examine the influence of training policies and the implementation of

training activities on the quality of civil servant training programs. The findings are expected to provide empirical insights that contribute to improving training policies and enhancing the effectiveness of public sector human resource development in Vietnam.

2 THEORETICAL BACKGROUND AND RESEARCH HYPOTHESIS

2.1 Theoretical background

2.1.1 Human capital theory

Human capital theory emphasizes the importance of education and training as investments that enhance individuals' productivity and performance. According to Becker (1993), human capital refers to the knowledge, skills, and competencies acquired through education and training that contribute to economic productivity. In organizational contexts, training programs play a critical role in improving employees' capabilities, enabling them to perform tasks more efficiently and effectively.

In the public sector, human capital development is particularly important because civil servants are responsible for implementing public policies and delivering services to citizens. Training programs can help civil servants update professional knowledge, develop management skills, and improve their capacity to address complex policy issues. Therefore, human capital theory suggests that investments in civil servant training should lead to improved job performance and higher-quality public services.

2.1.2 Institutional theory

Institutional theory explains how organizational practices are shaped by formal regulations, policies, and institutional norms (DiMaggio & Powell, 1983). Organizations often adopt specific structures and practices in response to institutional pressures from governments, regulatory agencies, and professional bodies. In the public sector, training policies and regulatory frameworks play an essential role in guiding the design and implementation of training programs.

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2.2 Literature review

Recent studies have increasingly emphasized that the effectiveness of public-sector training depends not only on course content, but also on broader institutional arrangements, implementation quality, and post-training outcomes. In a study on public-sector organizations, Nor (2025) found that effective training has a significant positive impact on both civil servants' performance and the quality of public service delivery. The study further highlights that civil servants' performance plays a mediating role between training and service-delivery effectiveness, suggesting that training quality should be assessed not merely in terms of immediate satisfaction but also in terms of behavioral and organizational outcomes. This finding reinforces the view that training effectiveness in the public sector is a multidimensional construct rather than a purely administrative input.

A related strand of research examines how training contributes to broader employee outcomes in public administration. Using data from 340 public-sector employees in Portugal, Silva and Rodrigues (2025) show that training is positively associated with job satisfaction, and that this relationship is mediated by competency acquisition, performance appraisal, and career progression opportunities. Their findings suggest that training quality is not only a function of instructional design but also of how training is integrated into wider human resource management systems. This perspective is particularly relevant for public organizations, where training outcomes are often linked to institutional promotion pathways and performance management practices.

Recent evidence also points to the importance of leadership-oriented training in the civil service. In a case study of the Bahrain Institute for Public Administration, Elliott, Joyce, and Sahraoui (2024) analyze the development of a Master in Public Management program designed to strengthen civil-service leadership capacity. Their study shows that

contemporary civil-service training is evolving from a narrow administrative orientation toward a more strategic human resource development model. This shift indicates that public-sector training quality increasingly depends on whether programs build adaptive, leadership, and governance capabilities rather than simply transmitting technical knowledge.

The role of public administration education and structured training in improving civil servants' policy capacity has also received attention. Angaw (2025) reports that public administration training programs significantly enhance civil servants' analytical, operational, political, and legal policy capacities in Ethiopia. This study extends the training literature by emphasizing that training quality should be evaluated not only by participant reactions but also by its contribution to professional capacity in policy formulation and implementation. For local governments, such evidence suggests that high-quality training programs can directly strengthen administrative capacity and service effectiveness.

Another recent contribution is offered by Bannykh, Kostina, and Zaitseva (2024), who examine the practice of training civil servants in post-Soviet countries under conditions of digitalization. Their findings indicate that although civil-service training systems have been modernized, many programs still retain traditional models of supplementary education and have not fully adapted to the requirements of digital governance. This suggests that training quality in the public sector increasingly depends on the ability of institutional frameworks and implementation mechanisms to respond to technological and administrative change. Their study is especially relevant for contexts such as Vietnam, where local governments are simultaneously pursuing administrative modernization and digital transformation.

Taken together, the existing literature confirms that public-sector training quality is shaped by both institutional policy frameworks and implementation conditions. However, the literature also shows two important limitations. First, many recent studies focus on outcomes such as civil servants' performance, job satisfaction, policy capacity, or leadership development, rather than directly testing the effect of training policies and training implementation activities on training quality itself. Second, there is still limited empirical evidence from local government settings in developing countries, particularly at the city level, where institutional arrangements and implementation capacity may differ

significantly from national systems. Therefore, this study addresses an important gap by examining how training policies and the implementation of training activities influence training quality among civil servants in Hai Phong City, Vietnam.

2.3 Research hypothesis

2.3.1 Training policies positively

Training policies provide the institutional framework that guides the organization and implementation of civil servant training programs. Effective policies can establish clear standards for training content, participant selection, program management, and evaluation mechanisms. Previous studies indicate that well-designed training policies improve the effectiveness of public sector training by ensuring consistency and accountability in program implementation (Rahman & Karim, 2021).

Moreover, supportive policies can facilitate resource allocation, strengthen coordination among training institutions, and encourage continuous professional development among civil servants. When training policies are clearly defined and properly implemented, they create favorable conditions for improving the quality of training programs. Therefore, the following hypothesis is proposed:

H₁: Training policies have a positive impact on the quality of civil servant training.

2.3.2 Implementation of training activities

The quality of training programs also depends heavily on how training activities are implemented. Effective implementation involves proper planning, coordination among relevant agencies, adequate training facilities, and qualified instructors. Studies on training effectiveness emphasize that well-organized implementation processes are critical for ensuring successful learning outcomes (Kirkpatrick & Kirkpatrick, 2006).

In the public sector, the implementation of training programs requires cooperation among multiple stakeholders, including government agencies, training institutions, and participating civil servants. When training activities are organized systematically and supported by adequate resources, they are more likely to achieve their intended

objectives. Therefore, effective implementation of training activities is expected to improve training quality. Thus, the following hypothesis is proposed:

H₂: The implementation of training activities has a positive impact on the quality of civil servant training.

3 METHODOLOGY

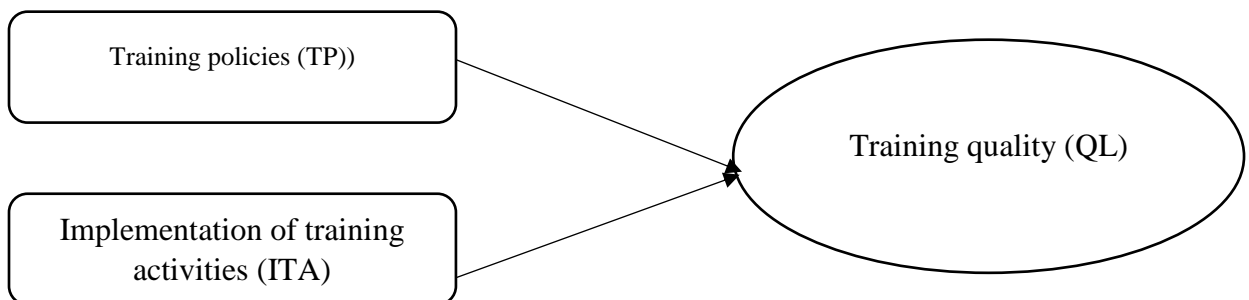
3.1 Research model and measurement of variables

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

Multiple regression equation: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + e$

Figure 1

Research model



The measurement scales used in this study were adapted from prior research on training effectiveness and public sector human resource development. All items were measured using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree.

3.1.1 Independent variable 1: training policies (TP)

This variable reflects the institutional framework and policy mechanisms related to civil servant training and professional development. The scale was developed based on studies examining public sector training policies and institutional support mechanisms

(Nguyen & Hoang. 2022; Rahman & Karim. 2021; Kirkpatrick. 1994). These indicators reflect the institutional support and policy environment that facilitate training activities in the public sector. including: Training policies for civil servants are clearly defined and publicly communicated (TP1); the training policy framework ensures fairness and transparency in selecting participants (TP2); the policies support civil servants in improving professional knowledge and skills (TP3); financial and institutional support for training programs is adequate (TP4); policies effectively encourage civil servants to participate in training activities (TP5).

3.1.2 Independent variable 2: implementation of training activities (ITA)

This variable measures how training programs are organized and implemented by relevant authorities and training institutions. The scale was adapted from previous studies evaluating training implementation effectiveness in public organizations (Kirkpatrick. 1994; Salas et al.. 2012). These indicators represent the operational processes and organizational capacity involved in delivering training programs. including: Training programs are organized according to clear and well-structured plans (ITA1). Training institutions provide adequate learning facilities and resources (ITA2). The trainers possess appropriate expertise and teaching experience (ITA3). Coordination between relevant agencies during training implementation is effective (ITA4). Monitoring and evaluation mechanisms are implemented during training programs (ITA5).

3.1.3 Dependent variable: training quality (QL)

The dependent variable reflects the perceived effectiveness and outcomes of training programs for civil servants. The scale was adapted from the Kirkpatrick training evaluation model and previous studies evaluating public sector training quality (Kirkpatrick. 1994; Nguyen & Hoang. 2022; Rahman & Karim. 2021): Satisfaction with the training program (QL1); improvement of professional knowledge and skills (QL2); ability to apply knowledge in work practice (QL3); positive impact on job performance (QL4); relevance of training content to job requirements (QL5).

3.2 Data collection and research sample

The study adopts a quantitative research approach to examine the influence of training policies and implementation processes on the quality of civil servant training programs. Data were collected through a structured questionnaire distributed to civil servants working in state administrative agencies in Hai Phong City, Vietnam.

The respondents include civil servants who have participated in training or professional development programs organized by local authorities or training institutions. These participants are considered appropriate respondents because they directly experience training activities and can evaluate their quality and effectiveness.

After removing incomplete responses, a total of valid questionnaires were retained for analysis: 265. The collected data was processed using SPSS statistical software.

3.3 Reliability analysis

To evaluate the internal consistency of the measurement scales, Cronbach's alpha reliability analysis was conducted. According to Nunnally and Bernstein (1994), a Cronbach's alpha coefficient greater than 0.70 indicates acceptable reliability for research instruments.

Items with corrected item-total correlation values below 0.30 were removed to improve the reliability of the scale. Only variables meeting these reliability criteria were retained for subsequent factor analysis.

3.4 Exploratory factor analysis (EFA)

After reliability testing, Exploratory Factor Analysis (EFA) was conducted to examine the validity of the measurement scales and identify the underlying factor structure.

Two statistical indicators were used to evaluate the suitability of factor analysis:
Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy ($KMO > 0.5$)
Bartlett's test of sphericity ($Sig. < 0.05$)

Principal Component Analysis with Varimax rotation was used to extract factors. Observed variables with factor loadings greater than 0.50 were retained for further analysis (Hair et al., 2019).

3.5 Correlation analysis

Pearson correlation analysis was conducted to examine the relationships among the independent variables and the dependent variable. This analysis helps determine the direction and strength of associations between variables before performing regression analysis.

Additionally, correlation analysis allows for the detection of potential multicollinearity issues among independent variables.

3.6 Regression analysis

To test the proposed hypotheses, multiple linear regression analysis was performed to examine the influence of training policies and training implementation on training quality.

Several diagnostic tests were conducted to ensure the validity of the regression model: Variance Inflation Factor (VIF) to detect multicollinearity; Durbin–Watson statistic to test autocorrelation of residuals; ANOVA test to evaluate overall model significance.

These statistical procedures help ensure that the regression results satisfy the assumptions of the classical linear regression model (Hair et al., 2019).

4 RESULTS

4.1 Cronbach's alpha

Table 1 show that.

The Cronbach's alpha coefficient of the training policies (TP) 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 implementation of training activities (ITA) factor is 0.900. 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
Training policies (TP): $\alpha = 0.865$				
TP1	12.909	9.674	.575	.862
TP2	12.857	9.419	.607	.855
TP3	12.660	8.165	.786	.809
TP4	13.189	9.267	.664	.842
TP5	12.702	8.104	.801	.805
Implementation of training activities (ITA): $\alpha = 0.900$				
ITA1	13.777	9.234	.773	.873
ITA2	13.974	9.329	.781	.872
ITA3	13.887	9.752	.679	.894
ITA4	14.057	9.304	.769	.874
ITA5	13.906	9.215	.758	.877
Training quality (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's alpha coefficient analysis. the independent variables. including training policies (TP) and implementation of training activities (ITA). were measured by 10 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 0.877 ($1.0 > 0.877 > 0.5$). 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.		.877
Bartlett's Test of Sphericity	Approx. Chi-Square	1470.789
	Df	45
	Sig.	.000

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

The EFA analysis results show that the extracted variance is 68.435%. 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 2 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 training policies (TP) and implementation of training activities (ITA)—and the dependent variable of training quality (QL). Training policies (TP) have a strong correlation with training quality (QL) ($r=0.528$; $p<0.01$), and implementation of training activities (ITA) has a strong correlation with training quality (QL) ($r=0.677$; $p<0.01$).

Overall, factors such as training policies (TP) and implementation of training activities (ITA) all have a significant impact on training quality (QL).

Table 3

The correlation between the correlation between training policies (TP) and implementation of training activities (ITA) and training quality (QL)

		QL
TP	Pearson Correlation	0.528**
	Sig. (2-tailed)	0.000
	N	265
ITA	Pearson Correlation	0.677**
	Sig. (2-tailed)	0.000
	N	265
QL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	265

Source: Prepared by the authors (2025) 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 53.6% of the difference in the dependent variable (adjusted R² = 0.536) (see Table 4. Table 5. and Table 6).

Table 4

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.734 ^a	.539	.536		.48030	2.026

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

a. Predictors: (Constant). ITA. TP

b. Dependent Variable: QL

Table 5

ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	70.785	2	35.392	153.419	.000 ^b
	Residual	60.441	262	.231		
	Total	131.226	264			

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

a. Dependent Variable: QL

b. Predictors: (Constant). ITA. TP

This regression model is statistically significant (Sig < 0.05) (see table 5). indicating that factors such as training policies (TP) and implementation of training activities (ITA) all have significant effects on training quality (QL). The high F coefficient and low p value (tolerance) indicate that the model has a good ability to explain the variation in training quality (QL).

Table 6

Regression model

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.672	.162		4.148	.000		
	TP	.298	.044	.310	6.810	.000	.846	1.182
	ITA	.518	.043	.555	12.169	.000	.846	1.182

Source: Prepared by the authors (2025) 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 2.026 (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 a 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 R² (R Square) = 0.539; this means that 53.9% of the variation in training quality (QL) will be explained by the factors that are the independent variables

selected to be included in the model; the remaining 46.1% 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 TP and ITA are all statistically significant (due to Sig. < 0.05). The variables TP and ITA have a positive influence on QL (Hoang & Trong. 2008; Hair et al.. 2009).

The standardized regression model is as follows:

$$QL = 0.310*TP + 0.555*ITA + \varepsilon \quad (1)$$

next.

Table 7 presents the results of testing the research hypotheses

Table 7

Results of testing the research hypotheses

No	Hypotheses	Test results	Trends of influence
1	H ₁	Accept	+
2	H ₂	Accept	+

Source: Prepared by the authors (2025)

5 DISCUSSION AND IMPLICATIONS

5.1 Discussion

The regression analysis results indicate that the proposed model satisfies the assumptions required for multiple linear regression analysis. First. the variance inflation factor (VIF) values of all independent variables are below the threshold of 10. indicating that multicollinearity is not a concern in the model (Hair et al.. 2009). Second. the Durbin–Watson statistic equals 2.026. which falls within the acceptable range of 1 to 3. confirming that there is no autocorrelation in the residuals (Hoang & Chu. 2008; Hair et al.. 2009). Furthermore. the ANOVA test shows a significance level of less than 0.001. indicating that the regression model is statistically significant and appropriate for explaining the variation in training quality.

The coefficient of determination (R^2) equals 0.539, suggesting that approximately 53.9% of the variation in training quality (QL) is explained by the two independent variables included in the model, namely training policies (TP) and the implementation of training activities (ITA). The remaining 46.1% of the variance is explained by other factors not included in the model and random error. This level of explanatory power is considered acceptable in social science research where human and institutional factors influence outcomes (Hair et al., 2009).

The regression results reveal that both independent variables have statistically significant positive effects on training quality (Sig. < 0.05). Specifically, the standardized regression coefficients show that implementation of training activities (ITA) has the strongest influence on training quality ($\beta = 0.555$), followed by training policies (TP) ($\beta = 0.310$).

The significant impact of training policies on training quality supports the argument of institutional theory, which suggests that formal regulations and policy frameworks play an essential role in shaping organizational practices and outcomes (DiMaggio & Powell, 1983). Clear and consistent training policies help establish transparent criteria for participant selection, program design, and evaluation, thereby improving the effectiveness of training programs. This finding is consistent with Rahman and Karim (2021), who found that institutional frameworks and policy support significantly influence training effectiveness in public organizations. Similarly, Nguyen and Hoang (2022) reported that well-designed training policies improve the quality of public sector training programs by ensuring alignment between training objectives and job requirements.

More importantly, the results indicate that the implementation of training activities has the strongest influence on training quality. This finding suggests that the success of training programs depends not only on policy frameworks but also on how training activities are organized and delivered in practice. Effective implementation includes appropriate planning, qualified instructors, adequate facilities, and strong coordination among relevant agencies. This result aligns with Kirkpatrick's training evaluation model, which emphasizes that training outcomes depend heavily on program implementation and learning processes (Kirkpatrick & Kirkpatrick, 2006). Previous

studies have similarly highlighted that well-organized training activities significantly enhance learning outcomes and job performance (Salas et al., 2012).

The findings also suggest that in the context of public sector training in Vietnam, practical implementation factors may play a more critical role than policy frameworks. Even when supportive policies exist, ineffective implementation—such as limited coordination among institutions or insufficient training resources—may reduce the overall effectiveness of training programs. Therefore, strengthening the operational management of training activities is essential for improving training quality.

5.2 Implications

The findings of this study provide several important implications for policymakers and public sector managers, particularly in the context of civil servant training in Hai Phong City.

First, the significant influence of training policies indicates that local governments should continue improving institutional frameworks for civil servant training. Policymakers should develop clear and consistent regulations regarding training objectives, participant selection, program management, and evaluation mechanisms. Transparent and well-structured policies can ensure fairness and effectiveness in the implementation of training programs.

Second, given that the implementation of training activities has the strongest influence on training quality, public agencies should focus on improving the operational aspects of training programs. This includes strengthening coordination among government agencies, training institutions, and supervising authorities. Establishing monitoring and evaluation mechanisms for training programs can help ensure that training activities are conducted effectively and aligned with organizational needs.

Third, investment in training infrastructure and learning resources should be prioritized. Modern training facilities, digital learning platforms, and updated training materials can significantly enhance the effectiveness of training programs. In addition, collaboration with reputable training institutions and universities can help improve the quality of instructors and training content.

Finally, training programs should be designed to closely match the professional needs of civil servants. Training curricula should focus on practical skills, problem-solving capabilities, and public administration competencies required for effective governance. By aligning training content with real job requirements, public agencies can improve the practical impact of training programs on job performance.

6 CONCLUSIONS

This study examines the influence of training policies and the implementation of training activities on the quality of civil servant training programs in Hai Phong City, Vietnam. Using quantitative analysis, the results indicate that both factors significantly and positively influence training quality.

Among the two factors, the implementation of training activities has the strongest impact, suggesting that operational management of training programs plays a critical role in determining training effectiveness. Training policies also contribute positively to training quality by providing institutional guidance and regulatory frameworks for training programs.

The study contributes to the literature on public sector human resource development by providing empirical evidence on the determinants of training quality in a local government context. In addition, the findings highlight the importance of combining strong institutional policies with effective implementation mechanisms to improve training outcomes in the public sector.

Despite its contributions, this study has several limitations. First, the research focuses on civil servants in Hai Phong City, which may limit the generalizability of the findings to other regions or countries. Future studies could expand the research scope to include other provinces or national-level public organizations.

Second, the research model includes only two explanatory variables. Although the model explains 53.9% of the variance in training quality, other factors such as instructor competence, training program content, and learner motivation may also influence training outcomes. Future studies should consider incorporating these variables to provide a more comprehensive understanding of training effectiveness.

Third. the study relies on cross-sectional survey data. which may not fully capture long-term impacts of training programs. Longitudinal studies could provide deeper insights into how training influences civil servants' performance over time.

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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.

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