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Research Article

Factors Affecting the Performance of University Lecturers: A Survey at the Academy of Policy and Development

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ABSTRACT

This study analyzes the factors affecting the research performance of lecturers at the Academy of Policy and Development, including personal, organizational and academic environment factors. The research objective is to assess the impact of each factor on work performance, thereby proposing solutions to improve productivity and quality of scientific research. The research method combines qualitative and quantitative methods through a survey of 224 lecturers and in-depth interviews with leaders of professional units. The results show that support from the school, opportunities for research collaboration and personal motivation are the most influential factors, while research funding policies have an indirect impact. These findings provide the basis for the Academy of Policy and Development to develop appropriate research incentive policies, create a favorable academic environment and improve the quality of scientific research in the current context of higher education.

Keywords: Research; Work performance; University lecturer; Academy of Policy and Development.

INTRODUCTION

In the context of knowledge economy and digital transformation, scientific research plays an important role in improving the quality of higher education, developing knowledge and innovation. For higher education institutions, the teaching staff not only performs teaching tasks but is also the key force in scientific research, determining the position and academic reputation of the school. However, improving the research performance of lecturers remains a major challenge due to many influencing factors, including personal motivation, management policies and the academic environment.

Many studies around the world have shown that factors such as personal motivation, working conditions, research collaboration opportunities, and support policies have a significant impact on lecturers' research performance (Bland et al., 2005; Shin & Cummings, 2010; Teodorescu, 2000). Meanwhile, in Vietnam, studies mainly focus on research funding policies and teaching workload (Nguyen & Tran, 2018; Pham, 2021), but have not clarified the relationship between personal, organizational, and academic environment factors on lecturers' research performance. This raises an urgent need for comprehensive research on factors affecting research productivity in the context of Vietnamese higher education.

This study focuses on analyzing factors affecting the performance of lecturers at the Academy of Policy and Development, including personal factors (motivation, qualifications, experience), organizational factors (support policies, working conditions) and academic environment factors (research collaboration opportunities, pressure to publish scientific papers). The research results will contribute to providing a practical basis for developing policies to manage lecturers, improve research conditions and enhance the quality of science at higher education institutions in Vietnam.

2. LITERATURE REVIEW

2.1. University lecturer

International scholars have also provided different understandings of university lecturers. Ramsden (1992) defines lecturers as individuals who are responsible for teaching, designing training programs, assessing student learning outcomes, and conducting scientific research. Meanwhile, Boyer (1990) expands this concept by emphasizing four main aspects of lecturers' work: teaching, research, applying knowledge to practice, and serving the academic community.

In Vietnam, university lecturers are those who teach, research and guide students in higher education institutions. According to the Law on Higher Education of Vietnam (amended in 2018), lecturers are those who perform the tasks of teaching, scientific research, guiding students, graduate students and postgraduate students at higher education

institutions (National Assembly, 2018). They play an important role in developing knowledge, training high-quality human resources and promoting innovation in society.

University lecturers perform many important functions in the education system, including:

Teaching: Imparting knowledge, guiding learning methods, encouraging critical and creative thinking of students (Biggs & Tang, 2011).

Scientific research: Conducting academic research to expand knowledge, contribute to the development of the industry and improve the quality of training (Teodorescu, 2000).

Student guidance: Supporting students in their studies, research and career orientation (Kuh et al., 2006).

Participate in managing and developing training programs: Design and adjust the curriculum to suit practical requirements and educational trends (Fink, 2013).

Scientific networking and collaboration: Cooperate with other training institutions, businesses and research organizations to improve training effectiveness and practical application (Altbach, Reisberg, & Rumbley, 2009).

In the context of digital transformation and globalization, the role of university lecturers is increasingly expanding. According to Marginson (2016), lecturers not only teach and research but also participate in international cooperation activities, innovate teaching methods and apply technology in training. At the same time, the pressure on scientific publication, finding research funding and ensuring training quality is increasing (Shin & Cummings, 2010).

In Vietnam, the trend of innovation in higher education is placing higher demands on the teaching staff, requiring them to improve their professional qualifications, research skills and adaptability to new educational technologies (Nguyen & Pham, 2020). This emphasizes the need for support policies to enhance the capacity of lecturers, improve working conditions and motivate them to maximize their potential in teaching and scientific research.

Lecturer performance

A successful organization cannot be separated from the results of work performance as well as the performance of employees in that organization. Performance is defined as the quantity and quality of work of individuals or groups in the company in performing the main tasks and functions guided by the standards, as well as the operating standards, criteria and measures that have been established or applied in the company (Torang, 2013). Employee performance is also the result of work both in quality and quantity that employees achieve when performing their tasks according to the assigned responsibilities (Mangkuprawira & Hubeis, 2007).

Thus, performance is the result of the quantity or quality achieved by an individual or a group of employees in performing their work tasks according to the standards or procedures established by the company. Employee performance has several important indicators, namely quantity, quality, performance of tasks and responsibilities. Here, performance is not only related to individual performance but also reflects the contribution of employees to the overall goals of the organization (Guo, Wong-On-Wing, & Lui, 2014).

In theoretical research, work performance is considered a multidimensional concept, reflecting both the process of performing work and the results achieved. Some performance approaches focus on work behavior, emphasizing the specific actions that employees perform to complete assigned tasks. According to this approach, work performance is not simply the output but also includes the effort, responsibility and working methods of individuals in the process of performing tasks. In contrast, the results-based approach focuses on the specific achievements that individuals or organizations achieve, such as the number of published research, creative products or the level of completion of work targets (Campbell et al., 1993 ; Roe, 1999).

In the context of higher education, the research performance of lecturers is not only measured by the number of scientific works or articles published but also reflected in the level of contribution to the development of knowledge and the quality of teaching. High-performing lecturers often demonstrate a proactive spirit in research, updating and innovating teaching methods, as well as actively participating in academic activities to improve the quality of education. A favorable working environment along with a transparent performance evaluation mechanism can promote the motivation of lecturers, thereby contributing to improving the quality of training and scientific research at educational institutions (Duze, 2012; Gibbs , 2002).

In fact, the performance of university lecturers plays an important role in maintaining and improving the quality of education (Retnowati et al., 2021). Regular evaluation helps identify strengths and weaknesses in the teaching and research process, thereby proposing support policies to improve lecturers' productivity. This not only helps improve the quality of student output but also contributes to the sustainable development of the higher education system.

3. RESEARCH MODEL AND RESEARCH HYPOTHESIS

3.1. Recognition and performance

Recognition is an important element of non-financial compensation, providing a sense of respect and appreciation. When recognized, employees tend to work harder, be more creative, and increase productivity. Employee recognition in an organization has a positive impact on employee productivity. Recognition, when used effectively as a reward, improves work performance and organizational performance. Excellent managers often appreciate employee achievements and motivate them through tangible rewards (Deeprose, 1994).

Recognition is the most important factor in non-financial rewards, contributing to increased job satisfaction and improved labor performance (Bratton & & Gold, 2007). In addition, organizational well-being depends on how human resources are treated, through rewarding and recognizing employees' contributions (Bradley, Dur, Neckermann, & Non, 2016). Research by Yang, T. et al. also suggests that employees are more loyal and productive when they feel their work is recognized (Yang, Jiang, & Cheng, 2022). Through recognition, employees realize their own value and feel appreciated in the organization. Therefore, hypothesis H1 is established:

Hypothesis H1: Recognition has a positive impact on lecturers' work performance

3.2. Working conditions and performance

Working conditions include many aspects, from working time (working hours, rest time, schedule) to remuneration, physical conditions and mental demands at work. The working environment is also defined as a whole including forces, actions and factors that influence the activities and performance of employees. They describe the working environment as a combination of three sub-environments: technical, human, and organizational, emphasizing the relationship between employees and the working environment (Lekha & Magesh, 2016). A suitable working environment not only improves job engagement and job satisfaction, but also enhances labor performance .

Additionally , research by (Kaur, 2019)indicates a positive correlation between perceived supervisor support and job performance, particularly in the healthcare sector. However, Kazmi et al. show an inverse relationship between job stress and performance, as high stress reduces employee performance (Kazmi, Amjad, & Khan, 2008). This emphasizes that adequate working conditions, both physical and psychosocial, have a significant impact on employee job satisfaction, performance, and perceived organizational effectiveness .

Hypothesis H2. Working conditions positively affect lecturers' work performance

3.3. Empowerment and work performance

The purpose of employee empowerment is to develop individual and organizational performance, thereby helping employees achieve their goals. This empowerment is demonstrated by allowing employees to participate in the decision-making process. This means that employees think about their work, then find and solve problems related to their work. Empowerment is the process of allowing an individual to think, behave, act, control work and make decisions in an autonomous manner .

Bose noted that “employee empowerment” is the most preferred option in many organizations. Hechanova et al. conducted a study on the relationship between psychological empowerment, job satisfaction, and performance among Filipino service workers (Hechanova, Alampay, & Franco, 2006). The study found that psychological empowerment is positively correlated with performance. Masadeh, MA. et al. explained that employees of any organization who feel empowered will be more productive and help the organization achieve its ultimate goals (Masadeh, Al-Ababneh, & Al-Sabi, 2020). Employee performance becomes important and organizations try to ensure uninterrupted employee performance through various non-monetary methods, including employee empowerment.

Hypothesis H3. Empowerment positively affects lecturers' work performance

3.4. Career development opportunities and work performance

Career development opportunities aim to enhance both individual and organizational performance by providing employees with career advancement pathways and skills improvement and enhancement programs to achieve long-term career goals. These opportunities typically include training, mentoring, promotions, and clearly defined career paths, which contribute to employee satisfaction and motivation .

Career development is also closely related to equity theory (Adams, 1965), which emphasizes that employees evaluate the fairness of organizational rewards based on their contributions and the opportunities they receive. When employees perceive that they are given fair opportunities for career growth and professional development, their motivation to perform well will increase, positively affecting their productivity. Several studies have emphasized the importance of career development opportunities in improving performance (Asiri & & Sharqi, 2020; Setyawati, DewiSriWoelandari, & Rianto, 2022; Adha Hafit, Syed Ahmad, Mustapha, Munna, & & Rusdi, 2024). Therefore, hypothesis H4 is established:

Hypothesis H4. Empowerment has a positive effect on lecturers' work performance.

4. RESEARCH METHODS

This study uses a combination of quantitative and qualitative research methods to investigate the factors affecting the work performance of lecturers at the Academy of Policy and Development . To ensure the validity and reliability of the study, the scales for all variables in the research model were adapted from the scales of previous researchers and adjusted based on the results of qualitative research (Table 1). Each variable is assessed by multiple indicators on a 5-point Likert scale, ranging from 1 (Strongly disagree) to 5 (Strongly agree). These scales were selected based on their relevance to the context of non-financial remuneration and employee performance. Specifically:

Table 1. Scales and scale origins

Encryption	Observed variables and scales	Origin of the scale
REC	**Recognition**	Apply the scale of(Yang, Jiang, & Cheng, 2022)
REC1	I feel my contributions are recognized by the organization.	
REC2	I regularly receive positive feedback from my supervisor and colleagues.	
REC3	I am recognized through awards, commendations, or other forms of praise.	
REC4	Recognition from leadership makes me feel more motivated	
WC	**Working conditions**	
WC1	The working environment ensures my health	Apply the scale of(Kazmi, Amjad, & Khan, 2008)
WC2	I can control factors from the work environment.	
WC3	Equipment and workspace suitable for my work needs	
WC4	Working conditions at the organization support my performance and morale.	
WC5	My work environment is conducive to creativity.	Developed from qualitative research
EMP	**Empowerment**	
EMP1	I am involved in important decisions related to my work.	Apply the scale of(Masadeh, Al-Ababneh, & Al-Sabi, 2020)
EMP2	I have autonomy in organizing and performing tasks.	

EMP3	I feel like my opinions are heard and contribute to the growth of the organization.	
EMP4	I am responsible for the results of my work.	
EMP5	I am encouraged to give my opinions and ideas.	Developed from qualitative research
CDO	**Career development opportunities**	
CDO1	I am provided with advanced training courses that are relevant to my job requirements.	Apply the scale of(Setyawati, DewiSriWoelandari, & Rianto, 2022)
CDO2	I see a clear path for my career development within the organization.	
CDO3	I have the opportunity to challenge myself in higher positions to develop my leadership skills.	
CDO4	The organization has training programs that suit my needs.	Developed from qualitative research
EP	**Work performance**	
EP1	The number of scientific articles and research projects I complete is increasing.	Apply the adjusted scale of(Setyawati, DewiSriWoelandari, & Rianto, 2022)
EP2	The quality of articles and research works is highly appreciated by scientific councils or prestigious journals.	
EP3	I complete assigned projects and research tasks on time.	
EP4	I make significant contributions to the development of new applied scientific or technological solutions.	
EP5	I actively participate in building the organization's research development strategy.	
EP6	I actively seek funding or collaboration for research projects.	Developed from qualitative research
EP7	My research has clear practical impact, applied to production or life.	

(Source: author's synthesis, 2025)

The minimum sample size was determined to be 200 individuals. Stratified random sampling was used to ensure representation from a variety of organizations, including private research institutes and independent research centers. Data were collected using a structured questionnaire distributed both electronically and in person. The results yielded 224 valid and formally used questionnaires for the study.

Table 2. Research sample structure

STT	Characteristic	Quantity (People)	Proportion (%)
I	**Gender**	**224**	**100**
1	Female	68	30.4
2	Male	156	69.6
II	**Title**	**224**	**100**
1	Research Assistant	14	6.3
2	Research staff/specialist	180	80.3
3	Head of Research	30	13.4
III	**Seniority**	**224**	**100**
1	Under 3 years	31	13.8
2	From 3 to under 5 years	75	33.5
3	From 5 years to less than 10 years	89	39.8

4	10 years or more	29	12.9

(Source: data processing results on SPSS 26.0, year 2025)

Survey results were cleaned and processed on SPSS.26 software with techniques such as testing the reliability of the scale using Cronbach's Alpha coefficient; exploratory factor analysis EFA, correlation analysis and linear regression.

5. RESEARCH RESULTS

4.1. Testing the reliability of the scale

4.1.1. Testing by Cronbach's Alpha coefficient

The results of testing the reliability of the scales using Cronbach's Alpha coefficient showed that all research variables met the reliability requirements. The Recognition variable (REC) had a Cronbach's Alpha coefficient of 0.708, indicating acceptable reliability with 4 questions. The Working Conditions variable (WC) also achieved a similar value, with a coefficient of 0.708 from 5 questions. The Empowerment variable (EMP) achieved a higher coefficient, 0.887, indicating very high reliability with 5 questions. The Career Development Opportunity variable (CDO) had a coefficient of 0.906, showing very good reliability with 4 questions. Finally, the Work Performance variable (EP) also had a coefficient of 0.876, indicating that this scale had good reliability.

In addition, the item-total correlation coefficients were all greater than 0.3. These results indicate that the scales can be reliably used in subsequent analyses.

4.1.2. Exploratory factor analysis (EFA)

The results of the exploratory factor analysis (EFA) showed that the KMO value was 0.798, indicating that the data were suitable for factor analysis, and the Bartlett's Test result was statistically significant (Sig. = 0.000), confirming the correlation between the variables. The original data with 18 observed variables was reduced to 4 main factors based on the Eigen value criterion > 1, explaining 62.726% of the total variance. Specifically, factor 1 explained 21.128%, factor 2 explained 16.729%, factor 3 explained 12.969%, and factor 4 explained 11.900%. After Varimax rotation, the factors were redistributed in variance, which increased clarity and significance. The “Rotated Component Matrix” table shows the relationship between observed variables and factors: Factor 1 includes variables EMP5, EMP3, EMP4, EMP2, EMP1, reflecting empowerment; factor 2 includes variables CDO1, CDO2, CDO4, CDO3, reflecting career development opportunities; factor 3 includes variables WC4, WC5, WC3, WC1, WC2, related to working conditions; and factor 4 includes variables REC1, REC4, REC3, REC2, related to recognition. The results of factor analysis help to reduce data from 18 observed variables into 4 main factors, retaining most of the important information, supporting subsequent analyses such as model testing or scale construction.

Table 3. Rotated factor matrix table

	Component			
	1	2	3	4
EMP5	.917			
EMP3	.876			
EMP4	.873			
EMP2	.796			
EMP1	.672			
CDO1		.889		
CDO2		.882		
CDO4		.878		
CDO3		.873		
WC4			.776	
WC5			.723	
WC3			.657	
WC1			.620	
WC2			.609	
REC1				.769

REC4				.760
REC3				.740
REC2				.726
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				

a. Rotation converged in 5 iterations.

4.1.3. Correlation analysis

The results of the correlation table analysis show the relationship between the variables REC (Recognition), WC (Working Conditions), EMP (Empowerment), CDO (Career Development Opportunities) and EP (Work Performance). The Pearson correlation coefficient indicates that EMP has the strongest and most positive relationship with EP (r = 0.324, Sig. = 0.001), indicating that employee empowerment has a significant impact on work performance. Similarly, CDO also has a positive impact on EP (r = 0.262, Sig. = 0.002), emphasizing that providing career development opportunities plays an important role in improving work performance. In contrast, the remaining variables such as WC and REC have a weaker relationship with EP (correlation coefficients are r = 0.124 and r = 0.107, with Sig. 0.002 and 0.004, respectively).

Table 4. Results of correlation analysis between variables

Correlations						
		REC	WC	EMP	CDO	EP
REC	Pearson Correlation	1	.027	-.036	-.064	.107
	Sig. (2-tailed)		.693	.592	.339	.002
	N	224	224	224	224	224
WC	Pearson Correlation	.027	1	-.052	.089	.124
	Sig. (2-tailed)	.693		.439	.184	.004
	N	224	224	224	224	224
EMP	Pearson Correlation	-.036	-.052	1	.128	.324 **
	Sig. (2-tailed)	.592	.439		.056	.001
	N	224	224	224	224	224
CDO	Pearson Correlation	-.064	.089	.128	1	.262
	Sig. (2-tailed)	.339	.184	.056		.002
	N	224	224	224	224	224
EP	Pearson Correlation	.107	.124	.324 **	.262	1
	Sig. (2-tailed)	.002	.004	.001	.002	
	N	224	224	224	224	224
**. Correlation is significant at the 0.01 level (2-tailed).						

Overall, these results suggest that focusing on factors such as empowerment and career development opportunities is more effective in improving employee performance than factors such as recognition or working conditions. However, although the magnitude of the impact of REC and WC is lower, they are still significant in creating a positive work environment and supporting employee performance. This suggests that a comprehensive strategy should consider both short-term factors (such as working conditions) and long-term factors (such as empowerment and career development).

4.1.4. Linear regression

In the regression model, independent variables such as Career Development Opportunities (CDO), Recognition (REC), Working Conditions (WC), and Empowerment (EMP) were entered to predict work performance (EP). The Enter method was used, ensuring that all the independent variables were considered simultaneously without any exclusion.

The analysis results show a strong relationship between these factors and job performance, with a correlation coefficient of R = 0.873. The R Square value is 0.763, indicating that 76.3% of the variation in job performance can be explained by the variables in the model. After adjustment, the Adjusted R Square value is 0.728, indicating that the model still has a good fit. The standard error value of 0.66298 reflects the accuracy in predicting job performance.

The Durbin-Watson index is 2.063, within the allowable range (1.5 to 2.5), indicating that there is no autocorrelation between the residuals, ensuring the accuracy of the model. The ANOVA table tests the model's suitability with an F value of 3.065 and a significance level of p = 0.03, demonstrating that the linear regression model is statistically significant. The total variance is divided into two parts: the variance due to regression (87.364) and the residual variance (14.284), indicating that the model explains most of the variance in the data.

Table 5. Regression coefficients

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,047	.440		6,919	.000
	REC	.110	.068	.116	.144	.003
	WC	.201	.079	.210	.017	.002
	EMP	.328	.066	.331	3,477	.001
	CDO	.242	.055	.251	.764	.001

a. Dependent Variable: EP

The standardized and unstandardized regression coefficients provide further insight into the influence of each independent variable. The variable REC (Recognition) has a standardized Beta = 0.116, p = 0.003, indicating that recognition has a small but significant impact on performance. The variable WC (Working Conditions) has a Beta = 0.210, p = 0.002, indicating that working conditions have a strong and significant influence. EMP (Empowerment) is the most influential factor with a Beta = 0.331, p = 0.001, confirming the important role of empowerment in improving performance. CDO (Career Development Opportunity) has a Beta = 0.251, p = 0.001, demonstrating that development opportunities also contribute significantly to employee performance. The intercept coefficient (Constant = 3.047) reflects the baseline performance without the effects of independent variables.

From this, the standardized regression equation is established:

$$EP = 0.331EMP + 0.251CDO + 0.210WC + 0.116REC + \varepsilon$$

Figure 1. Residual distribution chart

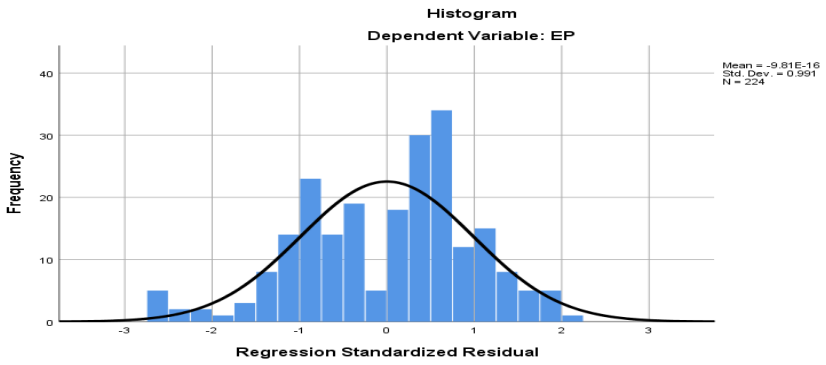

Figure 1 of the standardized residuals confirms the assumption of normality of the residuals in the regression model. Most of the values are concentrated around the mean 0, with small standard deviations (Std. Dev = 0.991). This confirms that the model fits the linear regression assumption, which increases the reliability of the conclusions drawn from the analysis.

4.1.5. Testing the difference of work performance variables according to the characteristics of the research subjects

The results of the One-Way ANOVA test showed that there were no statistically significant differences in performance by gender, job title, and seniority. Specifically, for gender, the Levene test confirmed homogeneity of variance (Sig. > 0.05), ANOVA gave a p value of 0.074, and the Welch test gave p = 0.084. Similarly, for job title, Levene (Sig. > 0.05), ANOVA (p = 0.344), and Welch (p = 0.347) all showed no differences. For seniority, Levene (Sig. > 0.05), ANOVA (p = 0.353),

and Welch (p = 0.272) also confirmed the same results. Overall, there were no statistically significant differences between groups on these characteristics.

6. DISCUSSION OF RESEARCH RESULTS AND POLICY IMPLICATIONS

6.1. Discussion of research results

This study investigated the impact of factors influencing the work performance of lecturers at the Academy of Policy and Development . The study found that four non-financial remuneration factors (recognition, working conditions, empowerment, and career development opportunities) all influenced work performance, with empowerment having the strongest impact, followed by career development opportunities, working conditions, and recognition.

The results of the research on empowerment are consistent with the research of (Bose, 2018; Masadeh, Al-Ababneh, & Al-Sabi, 2020), which shows that empowerment is a strong driver of work performance, especially in environments that require high levels of creativity and autonomy such as in non-public scientific institutions. Lecturers in these institutions need to solve problems on their own and adapt quickly, so empowerment helps increase their confidence and ability to make independent decisions .

In terms of career development opportunities, this study is consistent with the findings of (Asiri & & Sharqi, 2020; Setyawati, DewiSriWoelandari, & Rianto, 2022; Adha Hafit, Syed Ahmad, Mustapha, Munna, & & Rusdi, 2024), which found that training and advancement programs are key to improving job performance. Particularly in the non-public environment, teachers need opportunities to develop skills and enhance their expertise to meet the demands of creativity and innovation in their work.

The working conditions in this study are also consistent with the studies of (Lekha & Magesh, 2016; Kaur, 2019; Kazmi, Amjad, & Khan, 2008), when they found that working conditions affect employee comfort and work efficiency. However, non-public organizations still have difficulty investing in facilities, such as modern laboratories, leading to working conditions not reaching the same high level as public organizations .

Recognition, according to research by (Deeprose, 1994; Bratton & & Gold, 2007; Yang, Jiang, & Cheng, 2022), has the lowest impact on performance. Faculty in non-public institutions place less emphasis on recognition and focus more on work results, as this environment requires practical efficiency and high productivity.

6.2. Policy implications

To improve the performance of university lecturers of the Academy of Policy and Development, it is necessary to pay attention to some important factors. First, the empowerment of lecturers has a great impact on work efficiency. Organizations need to create opportunities for staff to participate in important decisions and encourage initiative in work. This not only creates a free and creative working environment but also helps to improve the commitment and work performance of staff.

In addition, career development opportunities such as training and advancement are important factors in improving work performance. Organizations should develop appropriate training and skill development programs and clear career paths to enhance the professional competence and leadership skills of lecturers. This will motivate them to contribute more to their work and the organization.

In addition, optimizing working conditions is also essential. Organizations need to ensure a healthy working environment, comfortable space, modern equipment, and a creative space to improve work performance. This not only helps improve the quality of work but also creates comfort for lecturers during the working process.

Finally, the organization needs to establish a clear and regular recognition system. Positive feedback from leadership and forms of reward such as financial rewards or public recognition will motivate faculty, help them feel more connected to the organization and contribute more.

In summary, these solutions not only help improve work performance but also create a positive working environment, support the personal and professional development of lecturers, and contribute to the sustainable development of the organization.

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CONFLICT OF INTEREST DECLARATION

The author declares that he has no conflict of interest with any organization or individual during the preparation of this article.

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