



THE ORGANIZATIONAL CULTURE AT FACULTY OF LEGAL ENGLISH FOREIGN LANGUAGES AT HANOI LAW UNIVERSITY - CURRENT SITUATION AND SOLUTIONS

Nguyen Thi Kim Thanh, Nguyen Thi Minh Ha, Vu Van Tuan

Hanoi Law University, Vietnam

Email address: tuanvv@hlu.edu.vn

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Abstract:

The study focuses on the role and importance of organizational culture at the faculty of Legal Foreign Languages at Hanoi Law University in creating a professional, effective, and sustainable working environment. Organizational culture is not only about values and behavioral norms but also affects the quality of teaching, research, and relationships between lecturers, staff, and students. The study employed a mixed-method approach, including a quantitative survey with a 45-item questionnaire based on the Likert scale and semi-structured interviews. Data were collected from 16 lecturers and analyzed using SPSS v.27 and NVivo v.14 software to assess factors influencing organizational culture. Factors such as the work environment, communication, leadership support, and policy transparency directly impact lecturers' satisfaction and commitment. However, issues such as limited internal communication, lack of support for career development, and rigid work processes still exist. The study confirms that a positive organizational culture enhances the quality of teaching, research, and cohesion within the department. To improve, efforts should focus on enhancing communication, ensuring policy transparency, and encouraging creativity. The study provides practical solutions to improve organizational culture, contributing to the development of an effective work environment, increased competitiveness, and sustainable growth for the Faculty of Legal Foreign Languages, and a useful reference for other higher education institutions.



VĂN HOÁ CÔNG SỞ TẠI KHOA NGOẠI NGỮ PHÁP LÝ - TRƯỜNG ĐẠI HỌC LUẬT HÀ NỘI – THỰC TRẠNG VÀ GIẢI PHÁP

Nguyễn Thị Kim Thanh, Nguyễn Thị Minh Hà, Vũ Văn Tuấn

Trường Đại học Luật Hà Nội, Việt Nam

Địa chỉ email: tuannv@hlu.edu.vn

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Tóm tắt

Nghiên cứu tập trung vào vai trò và tầm quan trọng của văn hóa công sở tại Khoa Ngoại ngữ pháp lý tại trường Đại học Luật Hà Nội trong việc xây dựng môi trường làm việc chuyên nghiệp, hiệu quả và bền vững. Văn hóa công sở không chỉ là các giá trị và quy tắc ứng xử mà còn ảnh hưởng đến chất lượng giảng dạy, nghiên cứu và mối quan hệ giữa các giảng viên, cán bộ, sinh viên. Nghiên cứu áp dụng phương pháp hỗn hợp, gồm khảo sát định lượng với bảng hỏi Anket 45 câu dựa trên thang đo Likert và phỏng vấn tự do. Dữ liệu được thu thập từ 16 giảng viên và phân tích bằng phần mềm SPSS và NVivo để đánh giá các yếu tố ảnh hưởng đến văn hóa công sở. Các yếu tố như môi trường làm việc, giao tiếp, sự hỗ trợ từ lãnh đạo, và tính minh bạch trong chính sách ảnh hưởng trực tiếp đến sự hài lòng và cam kết của giảng viên. Tuy nhiên, vẫn tồn tại các vấn đề như giao tiếp nội bộ hạn chế, thiếu hỗ trợ trong phát triển nghề nghiệp và quy trình làm việc cứng nhắc. Nghiên cứu khẳng định rằng văn hóa công sở tích cực giúp nâng cao chất lượng giảng dạy, nghiên cứu và sự gắn kết trong khoa. Để cải thiện, cần tập trung vào nâng cao giao tiếp, chính sách minh bạch, và khuyến khích sáng tạo. Nghiên cứu cung cấp các giải pháp thực tiễn để cải thiện văn hóa công sở, góp phần xây dựng môi trường làm việc hiệu quả, tăng cường năng lực cạnh tranh và phát triển bền vững cho Khoa Ngoại ngữ pháp lý, và là nguồn tham khảo hữu ích cho các cơ sở giáo dục đại học khác.

1. Introduction

Organizational culture is not only about regulations, codes of conduct, or a system of ethical values but also a crucial factor in building a professional, healthy, and effective working environment. Organizational culture is a broad concept that encompasses all the values, beliefs, standards, codes of conduct, and behaviors shared within an organization or workplace (Cameron, K. S., & Quinn, R. E, 2011). Organizational culture is formed by factors such as relationships between individuals, communication methods, work regulations and policies, as well as behaviors that demonstrate respect, cooperation, and mutual support in the workplace. It not only reflects how an organization operates but also embodies the spirit and attitudes of its members toward their work, colleagues, and the organization (Dao, M. T., & Nguyen, T. N, 2020)

In the current social and educational environment, especially in training institutions like the Faculty of Legal Foreign Languages (LFL), enhancing the quality of organizational culture not only strengthens the working relationships between lecturers, staff, and students but also directly impacts the quality of teaching, research, and the sustainable development of the department (Dörnyei, Z., & Dewaele, J.-M, 2022)

. In practice, the Department, tasked with training high-quality human resources in Legal English, plays an extremely important role in the education system. Building and enhancing organizational culture within the department is particularly significant, not only for the quality of education but also for the department's image in the eyes of students, partner agencies, and the community. The working environment within the department profoundly affects the satisfaction of faculty and students, directly influencing the effectiveness of teaching, learning, and research activities (Huynh, V. T, 2016). In the era of globalization, the demands for expertise, skills,

and interpersonal interaction capabilities are increasingly stringent. Faculty and staff in the department must not only meet professional standards but also build cooperative, respectful, and supportive relationships in their work (Kinicki, A., & Fugate, M, 2018)

Therefore, organizational culture is not just a factor in creating a working environment but also a factor that promotes creativity, maximizes each individual's potential, thereby enhancing work efficiency and fostering sustainable cohesion within the community of lecturers and students. However, in reality, the LFL currently faces numerous challenges in building and maintaining a quality organizational culture. The working environment in some departments may lack seamless coordination, and relationships between lecturers and staff may not be closely connected. Moreover, some codes of conduct, although established, are not consistently and effectively enforced. This not only affects the quality of work but also impacts the satisfaction and motivation of department members (Cameron, K. S., & Quinn, R. E, 2011). The application of new teaching methods, innovative management and training initiatives are not yet synchronized, lacking adequate support from leadership levels. Maintaining a healthy and effective organizational culture requires efforts and commitment from both department leaders and lecturers, staff. Department leaders play a particularly important role in building and maintaining shared cultural values, from implementing specific policies and regulations to creating an open and democratic communication space. However, there is not always consensus or smooth cooperation among parties, leading to difficulties in implementing training programs, skill development, as well as creating a friendly and creative working environment. Additionally, in the context of globalization and technological development, the demands on lecturers and staff are changing rapidly. The LFL must not only train generations of students with solid professional

competencies but also focus on training soft skills, communication abilities, teamwork, and problem-solving in a multicultural environment. These factors require a strong organizational culture foundation where every individual can fully utilize their abilities and creativity, contributing to the overall development of the department (Cameron, K. S., & Quinn, R. E, 2011)

Thus, how to enhance the quality of organizational culture in the LFL in the current phase? This question needs to be posed not only in the context of the LFL but also for all educational institutions within the national education system. Enhancing organizational culture is not just about perfecting administrative regulations or creating training programs on office ethics but also about building a working environment where each individual and each department feels valued, has opportunities to develop, and contribute to the common mission. To improve the quality of organizational culture in the department, it is necessary to implement synchronized measures, from establishing behavioral standards, creating an effective communication space, to promoting training activities and developing the team of lecturers and staff. Additionally, attention must be paid to creating a solid collaborative foundation between lecturers, staff, and students, thereby promoting creativity, learning, and enhancing the quality of teaching and research in the department. Moreover, department leadership needs to pay special attention to continuously evaluating and improving the working environment, creating opportunities for lecturers and staff to participate in organizational culture-building activities. This not only helps improve the working environment but also enhances work motivation, fostering cohesion among individuals and departments within the faculty. In the context of the department's growing development and international integration, enhancing organizational culture will contribute to creating a sustainable working environment, promoting creativity, and positively contributing to

the goal of training high-quality human resources for society (Nguyen, H. P, 2020)

To clarify the above issues, the following questions aim to elucidate the purpose of this paper:

1. What factors strongly influence organizational culture in the LFL, and how can they be improved?
2. What solutions can be applied to enhance the quality of organizational culture in the LFL, thereby improving the working environment and training quality?

Researching and improving organizational culture not only helps build a professional, healthy working environment but also directly contributes to enhancing the quality of teaching and research in the department. A good office environment creates conditions for lecturers and staff to maximize their capabilities, encourages cooperation and creativity, thereby improving work efficiency and student satisfaction. Furthermore, the qualitative perspective described in the paper contributes to building the department's image in the context of international integration, enhancing the department's competitive capacity with domestic and international educational institutions. Thus, the value of the topic is not only reflected in improving the working environment but also in promoting the department's sustainable development and the academic community.

2. Literature review

2.1. Overview of Organizational culture

Organizational culture, or organizational culture, is a widely studied concept in various fields such as management, organizational behavior, and psychology. It not only reflects the norms and values within an organization but also directly affects the behavior, communication, and work performance of its members. Organizational culture can be understood as a set of values, beliefs, and codes of conduct shared by members of the

organization. This culture includes elements such as leadership styles, communication methods, working relationships, and organizational characteristics, thereby impacting the working environment, cooperation, and creativity in work. In the context of educational organizations, such as specialized departments, building and enhancing organizational culture is even more important as these are places that bring together highly qualified individuals contributing to the training, research, and scientific development processes. The LFL, with its specialized nature, requires an organizational culture that not only meets work requirements but also promotes creativity, cooperation, and professionalism among lecturers and students.

2.2. Some Prominent Foreign Studies on Organizational culture

Schein is one of the prominent scholars in organizational culture research. In his famous book *Organizational Culture and Leadership* (2010), Schein defines organizational culture as a system of values, beliefs, and assumptions that members of an organization share and that influence how they communicate, act, and solve problems. He argues that organizational culture can be divided into three levels:

1. Basic values (principles and core beliefs that all members agree upon);
2. Shared beliefs and assumptions (underlying assumptions and how the organization operates);
3. External manifestations of culture (including behaviors, rituals, or forms of expression).

Schein believes that to change organizational culture, an organization needs to alter its fundamental assumptions, which can occur through leadership changes in how the organization leads and communicates with members. His theories are not only applicable to business organizations but also highly relevant to educational institutions,

where organizational culture plays a crucial role in promoting teaching and research quality.

Another study addressing national cultural differences is by Cameron and Quinn (Tadesse, B. A., & Debela, K. L, 2024), leading researchers on national culture and the impact of cultural factors on organizations. In their book *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, they propose a national culture model with various dimensions, including “power values,” “group values,” and “acceptance of uncertainty.” Although their research primarily focuses on cultural differences between nations, the findings can also be applied within organizational contexts, helping to better understand how organizational culture is formed and affects the working environment. In educational organizations, where national cultural factors and specialized values intersect, they indicate that organizational culture can directly influence how lecturers, students, and staff communicate and collaborate. For example, in high power-distance cultures, relationships between lecturers and students may be more formal and less freely interactive. In contrast, in lower power-distance cultures, lecturers and students may freely exchange ideas and be more creative.

Another notable study by Kinicki & Fugate (Tierney, W. G, 1988) examines the factors constituting organizational culture. In their study *Organizational Behavior: A Practical, Problem-Solving Approach*, they focus on specific elements such as rituals, processes, and organizational behaviors to shape organizational culture. These authors argue that organizational culture is not only reflected through abstract values but also through specific behaviors like organizational rituals, stories, and forms of expression maintained over time. They point out that organizational culture is a vital factor in maintaining employee productivity and motivation. For educational institutions, a

strong and positive organizational culture not only fosters cooperation between lecturers and students but also encourages creativity and innovation in teaching and research methods.

2.3. Some Recent Studies on Organizational culture in Vietnam

In Vietnam, research on organizational culture has become a topic of interest in fields such as organizational studies, human resource management, and education. Domestic researchers have also proposed theories, models, and methods suitable for application in educational organizations, particularly in specialized departments like the LFL.

One notable study is by Huynh, (Cameron, K. S., & Quinn, R. E, 2011) in the book *Public Service Culture in Vietnam - Theory and Practice*. The author argues that organizational culture in Vietnam has unique characteristics, formed by the combination of Eastern cultural elements and modern cultural factors. According to him, in Vietnamese organizations, personal relationships, respect for hierarchy, and a sense of community play significant roles in shaping organizational culture. The author also emphasizes that a necessary factor in building and enhancing organizational culture is respect and open communication among members of the organization. In the educational environment, cooperation between lecturers and students is crucial in enhancing training quality.

Research conducted by Nguyen and Le (Dörnyei, Z., & Dewaele, J.-M, 2022) on developing organizational culture in Vietnamese organizations, especially educational institutions in the context of international integration, highlights that organizational culture in educational institutions needs to combine traditional values with modern elements to create a dynamic, creative learning and working environment. According to these researchers, building a sustainable organizational culture not only improves relationships between lecturers and students but also contributes to

enhancing the quality of teaching and scientific research. Additionally, Nguyen and Nguyen (Huynh, V. T, 2016) conducted a study on factors affecting organizational culture in Vietnamese universities. In their research, the authors point out that cultural factors in Vietnamese universities significantly impact the quality of teaching and research activities. They also argue that organizational culture in universities needs to be built on values such as creativity, cooperation, and mutual respect. Particularly, in specialized departments like the LFL, where professionalism and diverse communication are required, building a strong organizational culture is a prerequisite for enhancing teaching and research quality.

2.4. Current State of Organizational culture in the LFL

For the LFL, enhancing the quality of organizational culture not only strengthens cooperation between lecturers and students but also promotes creativity and innovation in teaching. Foreign studies can be applied to build a friendly, professional working environment that motivates both lecturers and students. Additionally, domestic studies can help identify specific cultural factors in the Vietnamese educational environment, thereby proposing solutions to improve the working environment in the LFL. Building a positive organizational culture will not only enhance the quality of teaching but also create an open learning environment where creativity and cooperation are encouraged. Thus, an overview of both domestic and foreign studies shows that organizational culture significantly influences the development of an organization, especially in educational institutions like the LFL. Enhancing the quality of organizational culture not only improves work efficiency but also creates a positive working environment that fosters creativity, cooperation, and professionalism. Theories and models from both international and domestic researchers provide solid foundations

for building and developing organizational culture in current educational organizations.

3. Research Methodology

3.1. Research Design

The research employs a mixed-method approach, combining closed-ended Anket questionnaires and free-form interviews based on nine criteria that the interviewer intended to focus on. In this study, 16 lecturers who regularly work with the LFL at Hanoi University of Law voluntarily participated in answering the survey and engaging in free-form interviews. The questions were carefully screened before data entry into SPSS v.27 software for processing. The researcher relied on the results processed by statistical software to analyze and make inferences related to the topic.

3.2. Research instrument

The study uses a mixed-method approach with quantitative research through closed-ended Anket surveys and qualitative research through free-form interviews directed by the researcher's objectives. The researcher designed a 5-point Likert scale survey questionnaire with 45 questions based on the criteria of perspectives and attitudes proposed by Dörnyei and Dewaele (Tran, T. G, 2023). The evaluation content covers nine factors:

1. Working environment;
2. Communication and cooperation;
3. Organizational culture;
4. Leadership support;
5. Policies and regulations;
6. Personal development and training;
7. Training and learning environment;
8. Improvement and innovation;
9. Satisfaction and commitment.

The research tool was pilot-tested with the participation of five lecturers, and the reliability

of the questions ($\alpha = 0.84 - 0.90$) according to Cronbach's alpha scale was sent to two educational experts to assess the quality of the questions. Similarly, the free-form interview questions were also determined by educational experts regarding the content and nature of the interview questions.

3.3. Statistical Tools

SPSS v.27 statistical software was used to analyze, describe, and compare the perspectives of interview participants based on the following ranges:

- 1.0 – 1.80 (strongly disagree);
- 1.81 – 2.60 (disagree);
- 2.61 – 3.40 (neutral);
- 3.41 – 4.20 (agree);
- 4.21 – 5.00 (strongly agree).

Additionally, frequency statistics were processed using NVivo v.14 qualitative statistical software based on the nine criteria corresponding to the quantitative survey questions.

3.4. Participants and Procedure

All 16 female full-time lecturers with over five years of experience participated in answering the survey questionnaires and discussing organizational culture in the LFL. Both researchers participated in free-form interviews during conversations with participants. The content was recorded by analyzing and marking the levels in separate summary tables by both researchers. After data collection, the results were compared and concluded, using NVivo v.14 qualitative software for data utilization.

4. Results and Discussion

4.1. Factors Influencing Organizational culture in the faculty of legal foreign languages

Table 1 reflects the close relationships between the factors in organizational culture within the LFL, and the combination of these factors directly affects the working environment, satisfaction, and

commitment of lecturers. One of the prominent relationships is between lecturers' satisfaction and commitment and factors such as the working environment, communication and cooperation, and leadership support. Lecturers with high levels of satisfaction and commitment (means = 4.71, 4.09, & 4.12) indicate that despite some issues in communication and cooperation, they still feel proud to work in the department. This suggests that personal attachment and job pride may be crucial factors helping lecturers maintain commitment, even when other factors are not perfect. However, when considering communication and cooperation, an inverse relationship is observed. Lecturers rated the coordination between departments quite low (mean = 2.50) and the listening to lecturers' and staff's feedback from leadership (mean = 2.09), indicating that inefficiency in communication can create a less positive picture of cooperation within the department. Although lecturers are highly committed and satisfied, without improvements in communication and cooperation, especially between lecturers and leadership, the working environment may lack dynamism and creativity, which will affect the department's long-term development.

Additionally, the relationship between organizational culture and leadership support is particularly important. Lecturers highly rated the behavioral regulations within the department (mean = 4.16) and the spirit of teamwork (mean =

4.06), indicating that the working environment in the department is quite positive organizationally. However, the lack of clear support from leadership in career development (mean = 3.11) and encouraging innovative initiatives (mean = 2.88) shows that although there is a solid foundation in organizational culture, lecturers still feel a lack of attention and support from leadership in personal career development and encouragement of creativity. This is a necessary factor to enhance lecturers' work motivation and creative capacity. Finally, the relationship between policies and regulations and other factors also plays a significant role. Although lecturers rated some policies regarding work hours and skill training programs quite high (mean = 3.68 & 3.74), work-related regulations and procedures (means = 2.88 & 2.71) were not highly rated, indicating that the lack of transparency and clarity in regulations can hinder work efficiency and reduce lecturers' satisfaction levels. Clear policies and regulations will help lecturers understand their responsibilities, thereby creating a more stable and fair working environment. Overall, the relationships among the factors in the data table show that although the department has built a solid foundation in organizational culture and lecturers feel attached to their work, factors such as communication, leadership support, and policy transparency need to be improved to create a truly effective, creative, and sustainable working environment.

Table 1. *Lecturers' Perspectives on Current Organizational culture*

Order	Statement	Mean	Standard deviation	Intepretation
I	Working Environment			
1	The working environment in the LFL creates a comfortable and professional feeling.	3.30	0.72	Neutral
2	Faculty and staff in the department always show mutual respect.	3.84	0.83	Agree

Order	Statement	Mean	Standard deviation	Intepretation
3	The working atmosphere in the department encourages creativity and innovation.	3.09	0.77	Neutral
4	I feel secure when sharing ideas or personal opinions in the department.	3.11	0.74	Neutral
5	The relationship between department leadership and lecturers is transparent and fair.	4.00	0.62	Neutral
II	Communication and Cooperation			
6	Communication between departments in the faculty is effective and clear.	3.01	0.83	Neutral
7	I find it easy to exchange work and ideas with colleagues.	3.68	0.68	Neutral
8	Meetings in the department are regular and effective in problem-solving.	2.81	0.81	Neutral
9	Lecturers and staff often collaborate well with each other.	2.50	0.73	Disagree
10	Contributions from lecturers and staff are listened to and valued by department leadership.	2.09	0.82	Disagree
III	Organizational Culture			
11	The department has clear regulations on conduct in the working environment.	4.16	0.74	Agree
12	I feel that professional ethical values are emphasized in the department.	3.32	0.78	Neutral
13	The department encourages teamwork and mutual support.	4.06	0.67	Agree
14	I always feel recognized and fairly evaluated for my personal achievements.	3.29	0.93	Neutral
15	Internal events such as seminars and special meetings help strengthen relationships among department members.	3.91	0.67	Agree
IV	Leadership Support			
16	Department leaders always provide favorable conditions for my career development.	3.11	0.67	Neutral
17	Department leaders make decisions based on the consensus of most staff and lecturers.	2.81	0.87	Neutral
18	Department leaders have an open and friendly attitude when interacting with lecturers and staff.	3.22	0.81	Neutral
19	I feel that department leaders care about the needs and desires of lecturers and staff.	3.01	0.97	Neutral
20	Department leaders encourage and support innovative initiatives in work.	2.88	0.66	Neutral
V	Policies and Regulations			
21	The department's regulations help me work more efficiently.	2.88	0.85	Neutral
22	The policies in the department are transparent and clear.	2.71	0.82	Neutral

Order	Statement	Mean	Standard deviation	Intepretation
23	Work hour regulations in the department are suitable for work requirements.	3.68	0.76	Agree
24	The process of resolving work issues in the department is swift and effective.	2.95	0.63	Neutral
25	Skill enhancement training programs for lecturers in the department are regularly implemented.	3.74	0.74	Agree
VI	Personal Development and Training			
26	The department organizes training courses that help me enhance my professional skills.	3.74	0.74	Agree
27	I have opportunities to learn and develop from my colleagues in the department.	3.62	0.87	Agree
28	The training programs in the department adequately meet my work needs.	2.60	0.65	Disagree
29	The department encourages me to participate in academic and research activities.	3.28	0.70	Neutral
30	I feel that I am provided opportunities for long-term career development in the department.	3.17	0.80	Neutral
VII	Training and Learning Environment			
31	Students in the department are provided with the best learning conditions.	3.51	0.86	Agree
32	Lecturers in the department always maintain a positive and creative learning environment for students.	4.00	0.74	Agree
33	Extracurricular activities in the department help students develop comprehensively.	3.63	0.67	Agree
34	Lecturers demonstrate enthusiasm and professionalism when teaching students.	3.86	0.72	Agree
35	The department emphasizes building relationships between lecturers and students.	3.88	0.84	Agree
VIII	Improvement and Innovation			
36	The department regularly evaluates and improves work processes.	3.23	0.74	Neutral
37	I feel that the department always seeks ways to improve the working environment.	2.33	0.67	Disagree
38	The application of technology in work within the department has helped increase work efficiency.	3.56	0.72	Agree
39	The department encourages lecturers and staff to participate in process improvement initiatives.	3.28	0.87	Neutral
40	I feel that my new ideas are always fairly evaluated and can be applied to work.	3.17	0.65	Neutral
IX	Satisfaction and Commitment			

Order	Statement	Mean	Standard deviation	Intepretation
41	I am satisfied with the working environment in the LFL.	4.00	0.87	Agree
42	I feel proud to work in the LFL.	4.12	0.81	Agree
43	I am willing to contribute ideas to enhance work quality in the department.	4.09	0.97	Agree
44	I am committed to long-term involvement with the LFL.	4.71	0.65	Agree
45	I feel that the department is an ideal place for career development.	3.05	0.70	Neutral
	Sample Size Validity = 16			

4.2. Perspectives on solutions to enhance the quality of organizational culture at the faculty of foreign language

The results of free-form interviews related to organizational culture in the LFL were shared by 16 lecturers, who provided opinions on various aspects, from the working environment, communication and cooperation, to leadership support, policies and regulations, and personal development opportunities. Although the responses were generally acceptable, reflecting a multidimensional view with many areas needing improvement to build a more ideal working environment, lecturers in the LFL agree that the working environment is relatively favorable but still requires improvements to create a more effective workspace. Most lecturers feel that the working environment is quite friendly, but there are also work pressures, especially with increasing demands for teaching and research quality. Lecturers rated communication between departments as basic but lacking close and regular connections between lecturers, students, and administrative staff, sometimes leading to misunderstandings or delays in handling work issues. Regarding organizational culture, many lecturers believe the department has a fairly serious environment focused on work results. However, some opinions suggest that more encouragement is needed for creativity and innovation in teaching and research. Lecturers also expressed a desire for more opportunities to discuss and share creative

teaching methods, which would help improve students' learning quality and motivate lecturers to enhance their work quality.

Regarding leadership and support from department leaders, most lecturers noted that department leaders sometimes lack timely support in resolving work-related issues. Some lecturers believe that leadership support needs to be stronger, especially in building and implementing professional development programs for lecturers. However, lecturers also feel that department leaders still create a fairly comfortable work atmosphere and are willing to listen to feedback. On policies and regulations, lecturers generally find them clear and fair, but sometimes certain regulations are not updated promptly, leading to a lack of flexibility in work. Some lecturers feel constrained by administrative procedures, leaving insufficient time to focus on teaching and research. Concerning personal development and training, many lecturers believe that the department has provided some learning opportunities through short-term training programs but needs to enhance in-depth training programs, particularly in improving teaching skills and scientific research. The training and learning environment in the department is currently evaluated as supportive, but lecturers feel that current teaching methods do not fully meet the increasingly high learning needs of students. Finally, regarding satisfaction and commitment, most lecturers feel satisfied with their current work but also express a desire

for more support in terms of facilities and modern teaching tools. Some lecturers indicate that if there are opportunities to improve these factors, they would commit to long-term involvement and contribute more to the department's development.

4.3. Relationship between factors influencing organizational culture and perspectives on solutions to enhance the quality of organizational culture

The relationship between factors influencing organizational culture in the LFL and perspectives on solutions to enhance organizational culture quality can be viewed as a process of identifying issues and proposing improvement measures based on identified weaknesses. Specifically, Table 1 clearly outlines the factors directly affecting organizational culture, including the working environment, communication and cooperation, organizational culture, leadership support, and policies and regulations. While lecturers show relatively high levels of satisfaction and commitment (median 4.71 and 4.09), some factors are rated low, such as the inefficiency in communication between departments (median 2.50), the listening to lecturers' and staff's feedback by leadership (median 2.09), and the lack of transparency in policies (median 2.71). Based on these issues, perspectives on solutions to enhance organizational culture quality propose measures aimed at improving organizational culture quality. Lecturers believe that communication between departments needs improvement and that a more robust information exchange system should be established. Additionally, they suggest that department leaders need to pay more attention to lecturers' career development and encourage creativity and innovation in work. Another significant issue mentioned is the need to clarify and update administrative regulations to minimize rigidity, creating flexibility in teaching and research work. Thus, the relationship between factors influencing organizational culture in the

LFL and perspectives on solutions to enhance organizational culture quality demonstrates a connection between the practical evaluations of the current working environment and specific actions aimed at improving organizational culture. Table 1 focuses on identifying weak factors, while perspectives on solutions to enhance organizational culture quality are action-oriented, with practical proposals to address the highlighted issues. The relationship between factors influencing organizational culture in the LFL and perspectives on solutions emphasizes the role of leadership and improvements in communication, support for career development, and creating a more flexible, creative working environment.

5. Conclusion

Building and maintaining a positive organizational culture in the LFL is an essential factor that determines the development and success of an organization. Specifically, for a department with specialized characteristics like the LFL, where teaching, research, and training are closely tied to high demands for expertise, language proficiency, and legal thinking, a positive organizational culture creates a solid foundation for effective academic and managerial activities. The organizational culture in the LFL needs to be built on transparency, respect, and cooperation. These elements enhance the cohesion between lecturers and staff, promote creativity and innovation in teaching and research. When each individual in the department feels respected, has opportunities for development, and can contribute, they will have stronger work motivation, thereby increasing productivity and work quality. However, currently, the department still faces limitations such as ineffective internal communication between departments, lack of clarity in career development opportunities, and issues in management processes. These factors can negatively impact relationships among department members and job satisfaction. Nevertheless, through practical

analysis, it is evident that the current organizational culture in the LFL still has areas that need improvement, such as internal communication, lack of promotion opportunities, and management process issues. To overcome these limitations, the department needs to implement practical improvements such as enhancing transparency in management, creating effective communication channels, and encouraging departmental cohesion. Simultaneously, creating opportunities for training, career development, and improving compensation will help faculty and staff feel more motivated, thereby increasing productivity and work quality. Additionally, department leadership needs to implement policies that encourage creativity and scientific research while fostering a friendly, harmonious, and open environment to help lecturers freely express ideas and contribute to the department's overall development. When each individual feels respected and adequately recognized, they will have strong motivation to contribute more. Building and maintaining a positive organizational culture in the LFL is a necessary task to create an effective, creative, and inspiring working environment. With continuous improvement efforts and the collective commitment of all members, the department will not only meet teaching and research requirements but also develop robustly in the future, becoming a model educational unit that attracts and retains talented faculty members.

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