

THE FACTORS AFFECTING THE IMPLEMENTATION OF TRAINING AND FOSTERING POLICIES FOR CIVIL SERVANTS: A GOVERNANCE CONTEXT

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Abstract

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Civil servants are essential in implementing economic and social development plans in countries worldwide (Van Tuan et al., 2023). Training for civil servants equips them with knowledge and professional skills to effectively perform their duties (Hai et al., 2023). This will help improve the quality of citizen service and ensure professionalism in performing tasks. This study aims to discover factors affecting the implementation of civil servant training and development policies. The research methods include descriptive statistical analysis, and regression analysis of structural equation modeling (SEM) to analyze data collected from a survey of 433 civil servants in Vietnam. Findings in the study include four factors affecting the implementation of civil servant training policies, including: 1) the nature of the policy implementation problem (NPIP), 2) resources for policy implementation (RFPI), 3) the capacity of civil servants, and 4) policy implementation environment (PIEN). The research results are of significance in improving the quality, and efficiency of civil servants. State agencies can refer to this to train civil servants in Vietnam to meet the needs of the people and society in the future.

Keywords: Implementation Policies, Public Administration, Civil Servants, Public Services, Public Service Quality, Training and Fostering

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1. INTRODUCTION

Civil servants play an important role in law enforcement, state management, and serving the people, contributing to the country's sustainable development. Civil servants are responsible for performing the work and tasks assigned by the state and agencies and organizations, ensuring the implementation of state policies and laws. Civil servants must always maintain an attitude of serving the people and resolving matters related to the people quickly, effectively, and by the law. Civil servants have the right to be trained and fostered to improve their professional qualifications and serve their work better. The training and development of civil servants should be paid attention to and developed with timely and effective policies. However, implementing policies on the training and development of civil servants has limitations. Implementation of training and fostering policies for civil servants (ITFP) has yet to ensure the conditions for them to participate (Denhardt & Denhardt, 2015).

Research has given much attention to implementing training and development policies for civil servants. They believe civil servants must constantly study and research to improve their professional qualifications and skills to meet job requirements. However, training and fostering content should be innovated to meet the needs of civil servants. Units participating in implementing civil servant training policies should clearly understand the goals and content of policy implementation. Factors affecting the effectiveness of ITFP should be researched.

Implementing necessary training and fostering policies for civil servants is a crucial strategy to enhance the quality and efficiency of public service operations. This research aims to identify factors that influence the implementation of such policies and significantly contribute to the field. The study enhances our understanding of this complex issue by answering what factors affect the effectiveness of ITFP. The findings contribute to the identification of factors that significantly impact the effectiveness of civil servant training and fostering policies, thereby aiding in the development of a team of capable and high-quality civil servants and improving the efficiency and quality of their work (Sirgy et al., 2000; Kim et al., 2022).

The research was conducted using experimental methods, using questionnaire surveys of people in a large area. Feedback from the people was compiled, and its relevance was assessed; the study was conducted in Vietnam. The research findings show that there are six factors affecting the ITFP, including the nature of the policy implementation problem (NPIP), resources for policy implementation (RFPI), the capacity of civil servants, inter-organizational coordination in policy implementation; policy implementation environment (PIEN); and awareness and policy implementation capacity of beneficiaries. The state should promote activities and support measures for civil servants that will affect the effectiveness of implementing civil servant training policies.

The research will help policymakers, managers, and local authorities consider budget investment criteria to implement training and retraining policies

and promote the quantity and quality of training courses to create and foster professional skills. Training and support can only be practical if the training strategy is appropriate and needs-based. We should set goals for staff to participate in training and refresher courses. Implementing this policy will only be effective if they are motivated and interested in training and support (Saich, 2007; Engdaw, 2022).

The paper is structured comprehensively and designed to guide and inform the reader at every step. Section 2 provides a theoretical overview, laying the foundation for the study. Section 3 details the research methodology, including sample selection, data analysis, and research steps. Section 4 presents the research results using quantitative methods, including testing the scale and structural model performed. Section 5 engages the reader in a discussion of the results and recommendations. Finally, Section 6 concludes the paper with relevant suggestions for future research, ensuring the reader is well-informed and guided throughout.

2. LITERATURE REVIEW AND HYPOTHESES DESIGN

2.1. Implementing training and fostering civil servant policy

Training and fostering civil servants will help organizations and state agencies improve citizen service capacity (Rey-Moreno et al., 2018; Fahrner & Klenk, 2018). Implementing policies to train and foster civil servants creates opportunities to study and improve their qualifications, update their knowledge, and equip them with skills, attitudes, and working capacity to perform assigned tasks better and more effectively (Van Ryzin, 2013). Training and fostering are systematic changes in human cognition and behaviour through learning (Chaves-Avila & Gallego-Bono, 2020). Training and fostering civil servants are regularly implemented (Tran & Truong, 2021; Nor et al., 2022).

Training and development of civil servants is the process of systematically transmitting and receiving knowledge and skills according to the regulations of each educational level (Hai et al., 2023). Training and fostering civil servants to update new knowledge and skills and practice them in practice to improve the qualifications, capacity, and qualities of civil servants (Nguyen, 2021). After going through the training process, civil servants can acquire knowledge, expertise, and professionalism according to prescribed standards. Still, they can also handle practical work flexibly, sensitively, relaxedly, actively, and by regulations (Song et al., 2017; Lakovic, 2021).

Civil servants are clearly defined according to specific criteria associated with the formation mechanism. According to the Law on Vietnamese Civil Servants, civil servants are Vietnamese citizens recruited and appointed to ranks, positions, titles, and on the payroll. They receive salaries from the state budget (Hiep et al., 2022). According to the law's provisions, civil servants working in agencies and organizations are guaranteed salary funds from public service units (Suzuki & Demircioglu, 2021).

The policy cycle is a series of successive stages from when a policy issue is proposed until the results are recorded and evaluated (Labzaé, 2021). In particular, organizing policy implementation in general, ITFP is an integral step in the policy cycle (Nguyen et al., 2016). Transform the subject's will through a specific approach by promulgating documents, programs, and projects to implement the policy and organize it into practice to achieve oriented goals (Liu et al., 2020). Specifically, training and development policies for civil servants should be implemented to put the guidelines into practice for specific subjects to improve the quality of civil servants and meet the needs of individuals and organizations (Gockel et al., 2013).

ITFP is the center that connects the steps in the civil servant training and retraining policy cycle into a system, especially in planning civil servant training and retraining policies (Song et al., 2021). Compared to other parts of the civil servant training and development policy cycle, implementation has a critical position (Boyd et al., 2021). This is the step to realizing social life policy and civil servants' training and fostering.

Implementation of this policy is a collection of state decisions affecting civil servants where many activities take place, including training and retraining plans; construction of training program; choosing methods of organizing training and development (Noda, 2019); recruiting students; remuneration regime for learners (Steppacher et al., 2019; Tran & Dollery, 2023); inspection work ensures the training and fostering of civil servants (Wirtz & Kurtz, 2016; Zeng & Xu, 2020). This process ensures that after being trained and fostered, civil servants can meet the requirements of their work tasks (Trong Tuan, 2017; Moteki, 2023). ITFP is a means of institutionalizing the procedures for the state (Mohd Kamil et al., 2021; Hai et al., 2023). The state clearly defines the functions, tasks, and powers of each sector, each level, and each agency when implementing policies on the training and development of civil servants (Tanny & Zafarullah, 2023).

Implementing good training and retraining policies for civil servants will bring significant benefits to beneficiary groups and increase the prestige of the state. However, to implement good civil servant training and retraining policies, planners must go through a very elaborate research and survey process to set goals and content for policy implementation (Vyas & Zhu, 2017; Wang & Ma, 2022). Recently, the training and development of civil servants in Vietnam have undergone many changes to improve quality and efficiency (Duong, 2020). Only those who meet the requirements of the input quality assessment are considered for civil servant positions. The training and development of civil servants are being improved in the direction of linking actual capacity and job requirements (Heikkila & Gerlak, 2013; Nguyen, 2022). However, there are still many limitations in the training program that are not linked to job needs, lack practicality, and are not consistent. The teaching staff at training institutions should be updated and improved in capacity and pedagogical methods to better meet the practical requirements of the job (Sihombing et al., 2018; Noda, 2021).

Evaluation of the impact of training factors on satisfaction, work motivation, and work efficiency of civil servants by Khuong et al. (2022). Assessing training needs, training content, training methods, training commitment, job satisfaction, and work motivation of civil servants impacts work efficiency (Haruna, 2022). When linking civil servant training with training centers, state departments should adequately assess the agency's training needs. At the same time, civil servants' assessments of training content and methods should be synthesized to summarize experiences for future training programs (Khuong et al., 2022).

According to Pham (2022), human resource (HR) training and development have contributed positively to the development of civil servants. We should fully evaluate the training and fostering of civil servants. In particular, we should find factors that affect civil servant training and fostering, including facilities and support equipment, training and fostering facilities, the content of training and fostering programs, training and fostering budget, and international integration (Pham, 2022). To improve the quality of training and development of civil servants, it is necessary to identify the factors affecting this process to have appropriate solutions, aiming at the goal of building and developing a team of capable civil servants.

According to Hoa and Long (2024), training and fostering are critical components of cadre work, contributing to building a team of civil servants with the knowledge, skills, and abilities needed to achieve the organization's goals. Training and fostering civil servants are affected by five factors: recruitment of civil servants, salary and reward policies, working style of civil servants, work environment, and agency requirements (Hoa & Long, 2024). To ensure that civil servants have full access to information and are equipped with appropriate knowledge to perform high-quality and efficient public duties, it is necessary to promote training and fostering.

The quality of training and fostering of civil servants is decisive to the operation of the civil service system (Nguyen, 2021). However, civil servant training and fostering policies are influenced by many factors. Some factors affecting civil servant training and fostering policies include the political system, management, inspection, supervision, and educational programs (Vyas, 2019). Therefore, to improve the effectiveness of ITFP, we should identify factors that affect civil servant training and fostering policies (Thu et al., 2023).

Local governments have an important role in ITFP at the grassroots (Lee et al., 2023). Some factors affecting the ITFP are training organization, which includes training programs and materials; awareness of policy beneficiaries; and coordination between relevant agencies in organizing training, including facilities and applications in the field of information technology. Identifying the influencing factors will help implement the training policy and foster civil servants effectively (Mohamed et al., 2016; Han, 2021).

2.2. Hypotheses development

Many studies on the training and development of civil servants have been conducted in different countries, and these studies have been mentioned in the literature review section. Only a few studies have deeply investigated the factors affecting training and development policies for civil servants in Vietnam. However, implementing this policy is often affected by many factors, including internal factors of state agencies and external factors such as state policies, environment, and socio-economic conditions.

According to Hoa and Long (2024), NPIP is the training and development of civil servants, which is the process of developing and implementing training and development programs to improve the capacity, skills, and professional qualifications of civil servants (Hoa & Long, 2024). Training and development programs should ensure that civil servants have sufficient capacity and knowledge to perform their jobs effectively while meeting the requirements and challenges of work in the state management environment (Tran & Truong, 2021; Nguyen, 2021). The NPIP is the training and development of civil servants, which is a factor in public HR management, contributing to improving the efficiency of the state apparatus (Thu et al., 2023).

H1: The nature of the policy implementation problem may influence the implementation of training and fostering policies for civil servants.

According to Pham (2022), resources for training and development policies for civil servants are a synthesis of necessary factors to effectively implement training and development programs to improve the professional qualifications of civil servants (Pham, 2022). These resources include finance, HR, facilities, training program content, and management policies and mechanisms (Duong, 2020; Han, 2021). All of them play an important role in ensuring the quality and effectiveness of the training process.

H2: Resources can influence the implementation of training and fostering policies for civil servants.

According to Hai et al. (2023), the capacity of the implementing subject (COIS) the training and development policy for civil servants is the ability and skills of organizations and individuals to effectively implement and manage training and development programs (Hai et al., 2023). Policy implementers should correctly understand legal regulations for civil servant training and development to ensure that the program is implemented by regulations (Tanny & Zafarullah, 2023). The COIS to implement the training and development policy for civil servants is a factor that affects the success of training programs, ensuring

that civil servants are fully equipped with the necessary knowledge and skills to perform tasks (Wang & Ma, 2022).

H3: The capacity of the implementing subject can influence the implementation of training and fostering policies for civil servants.

Coordination between organizations in policy implementation (CBOP) on the training and development of civil servants is a factor in ensuring the effectiveness and consistency of training programs. Civil servant management agencies at localities and specialized agencies related to training and HR development (Wang & Ma, 2022). Universities, civil servant training centers, and related parties need an effective information exchange system to optimize resources (Hai et al., 2023). Close coordination between organizations will help enhance the capacity of civil servants, meeting the requirements of state management.

H4: Coordination between organizations can influence the implementation of training and fostering policies for civil servants.

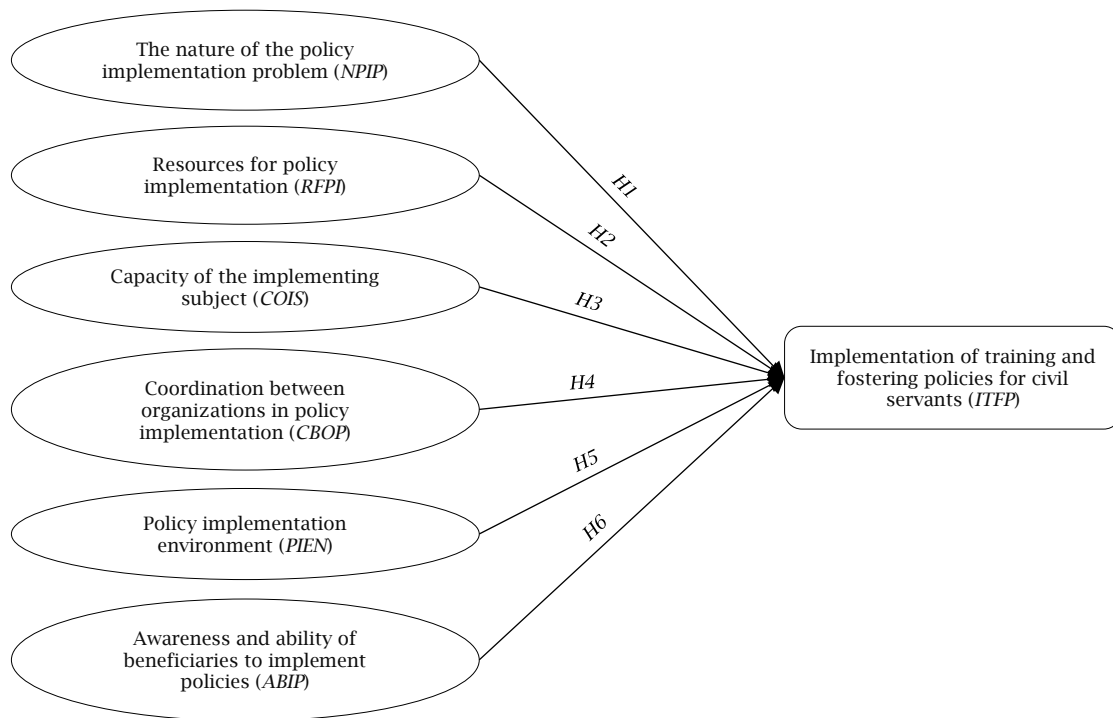
According to Khuong et al. (2022), the environment for implementing civil servant training and development policies includes all factors and conditions that affect developing and implementing training programs (Khuong et al., 2022). These environmental factors include the legal environment, economic environment, political-social environment, cultural-social environment, and international environment (Noda, 2021). A favourable and stable environment will help the implementation of civil servant training and development policies to be highly effective, thereby improving the quality of civil servants (Haruna, 2022).

H5: The policy implementation environment can influence the implementation of training and fostering policies for civil servants.

According to Tran and Dollery (2023), the awareness and capacity of beneficiaries of civil servant training and development policies are decisive factors for the effectiveness of training programs. It directly affects the quality of training courses in actual work (Tran & Dollery, 2023). Correct awareness of the value of courses will help civil servants proactively and actively participate (Tran & Truong, 2021). Civil servants consider this an opportunity to improve their own capacity and work efficiency (Nguyen, 2021). The awareness and capacity of civil servants determine the success of training programs and greatly affect the development of the civil service system and the public administration of the country.

H6: Awareness and ability of beneficiaries can influence the implementation of training and fostering policies for civil servants.

Figure 1. The model and hypotheses



3. RESEARCH METHODOLOGY

The method of data gathering was used for this article, a questionnaire was developed. The survey questionnaire has five Likert items demographic questions with information (survey area, education, age, sex, and civil servant) shown in Table 1, and seven scales measuring factors impacting the implementation of training and development policies for civil servants. Seven scales measuring concepts (36 Likert items), including the *NPIP* (5 Likert items), *RFPI* (4 Likert items), *COIS* (6 Likert items), *CBOP* (5 Likert items), *PIEN* (6 Likert items), awareness and ability of beneficiaries to implement policies (*ABIP*, 5 Likert items), and implementation of training and fostering policies for civil servants (*ITFP*) for Vietnamese civil servants (5 Likert items) are dependent factors.

To achieve the aim of the current research, the questionnaire was adapted from prior studies such as Pham (2022), Hai et al. (2023), and Thu et al. (2023). The Likert scale is used with a value range from 1 to 5 to measure the survey subjects' perceptions of 1 – strongly disagree to 5 – completely agree. Respondents answer directly on the questionnaire. The questionnaire was distributed to 450 civil servants in the Mekong Delta, Vietnam. A total of 433 valid responses were collected, and 17 questionnaires with incomplete responses were eliminated. Thus, 433 questionnaires were selected for analysis, equivalent to a usable response rate of 96.2%. The data collection process occurred for six months (from February 2023 to July 2023).

To evaluate data-gathering for research on factors impacting the implementation of civil

servants' training and development policy. Survey responses were coded and analyzed using a Statistical Package for the Social Sciences (SPSS 20), and Analysis of Moment Structures (AMOS 24) software to test the appropriateness of the scales and factors, including the reliability of Cronbach's alpha assessment scale. The research method includes checking the appropriateness of the scales. Cronbach (1951) proposed the alpha coefficient to measure the internal consistency of variables. Cronbach's alpha coefficients of variables < 0.5 were removed.

The value of Kaiser-Meyer-Olkin (KMO) must reach a value of 0.5 or higher ($0.5 \leq KMO \leq 1$); sig. Bartlett's test < 0.05; total variance explained $\geq 50\%$; factor loading > 30% (Hair et al., 2010); confirmatory factor analysis (CFA) to examine the representativeness of observed variables; evaluated based on criteria such as unidirectionality; reliability; convergence; and specificity (Hu & Bentler, 1999).

Check structural equation modeling (SEM) on AMOS was used to check structural suitability. The model has a Chi-square value / degrees of freedom (CMIN/df) index ≤ 5 , comparative fit index (CFI) ≥ 0.8 , root mean square error of approximation (RMSEA) ≤ 0.08 , p-value of close fit (PCLOSE) ≥ 0.01 will be accepted (Hu & Bentler, 1999).

4. RESEARCH RESULTS

The demographic survey results for this study include survey area, gender, age, education, and civil servant. A total of 433 responses were received. Table 1 shows descriptive survey data on demographics.

Table 1. Characteristics of survey subjects

<i>Characteristics and survey area</i>	<i>Civil servants, n = 433</i>	<i>Percentage (%)</i>
Survey area	433	100
Hau Giang province	40	9.2
Soc Trang province	56	12.9
Can Tho province	32	7.4
Bac Lieu province	72	16.6
Tra Vinh province	57	13.2
An Giang province	72	16.6
Ca Mau province	46	10.6
Kien Giang province	58	13.4
The gender	433	100
Male	223	51.5
Female	210	48.5
Age (years old)	433	100
< 30 years old	113	26.1
30-40 years old	121	27.9
40-50 years old	82	18.9
> 50 years old	117	27.0
Education	433	100
Master	16	3.7
College	194	44.8
High school	100	23.1
Other	123	28.4
Civil servant	433	100
Commune	209	48.3
District	141	32.6
Provincial	83	19.2

Source: Authors' elaboration using SPSS software.

Check the appropriateness of the scales. The data analysis results in Table 2 show that the seven scales have high reliability. All Cronbach's

alpha coefficients of the seven scales are > 0.8, and the overall correlation coefficient is > 0.3. This proves that the scales are appropriate (Cronbach, 1951).

Table 2. Results of testing reliability scales

<i>Factors</i>	<i>Encode</i>	<i>Items</i>	<i>α</i>	<i>Corrected item-total correlation range</i>	<i>Mean</i>
The nature of the policy implementation problem	<i>NPPI</i>	5	0.860	0.600-0.805	3.698
Resources for policy implementation	<i>RFPI</i>	4	0.932	0.796-0.876	3.099
Capacity of the implementing subject	<i>COIS</i>	6	0.912	0.679-0.853	3.017
Coordination between organizations in policy implementation	<i>CBOP</i>	5	0.900	0.688-0.823	3.968
Policy implementation environment	<i>PIEN</i>	6	0.886	0.628-0.830	3.377
Awareness and ability of beneficiaries to implement policies	<i>ABIP</i>	5	0.938	0.739-0.902	3.612
Implementation of training and fostering policies for civil servants	<i>ITFP</i>	5	0.949	0.799-0.890	3.768

Note: $n = 433$.

Source: Authors' elaboration using SPSS software.

The KMO test result = 0.871. Bartlett's test, sig. value = 0.000 < 0.05. The analysis results show that eigenvalue = 1.393 (≥ 1) (Baumgartner & Homburg, 1996). The results in Table A.1 (see Appendix) rotated component matrix, show that 36 observed variables are classified into seven factors, including 1 – *COIS*, 2 – *ABIP*, 3 – *PIEN*, 4 – *CBOP*, 5 – *ITFP*, 6 – *RFPI*, and 7 – *NPPI*.

All observed variables had factor loadings greater than 0.5, and all seven factors were retained in the model (Hair et al., 2010). CFA was used to examine the scale and adequacy of the research

constructs, as shown in Table 3. The test results showed that composite reliability (CR) > 0.7 indicated that the reliability of the scale was guaranteed (Hu & Bentler, 1999); all mean-variance extracted (AVE) ≥ 0.5 , and both indicators showed guaranteed convergence (Nunnally & Bernstein, 1994).

When testing discriminant validity, the test results show all AVE > maximum shared variance (MSV). Therefore, the test results showed composite reliability; discriminant validity was ensured on all scales.

Table 3. Results test model validity

<i>Factors</i>	<i>Encode</i>	<i>CR</i>	<i>AVE</i>	<i>MSV</i>	<i>MaxR(H)</i>
Capacity of the implementing subject	<i>COIS</i>	0.913	0.639	0.284	0.931
Awareness and ability of beneficiaries to implement policies	<i>ABIP</i>	0.935	0.744	0.091	0.972
Policy implementation environment	<i>PIEN</i>	0.888	0.573	0.137	0.920
Coordination between organizations in policy implementation	<i>CBOP</i>	0.902	0.649	0.156	0.908
Implementation of training and fostering policies for civil servants	<i>ITFP</i>	0.950	0.791	0.284	0.954
Resources for policy implementation	<i>RFPI</i>	0.933	0.777	0.168	0.939
The nature of the policy implementation problem	<i>NPPI</i>	0.863	0.560	0.260	0.894

To verify the suitability of the research model, the analysis results show that $CMIN/df = 1.732$, $CFI = 0.968$, the goodness of fit index (GFI) = 0.891, $RMSEA = 0.041$, Tucker-Lewis index (TLI) = 0.964,

$PCLOSE = 1.000$, the coefficients presented here are acceptable (Doll et al., 1994). The results analysis of the structural model in Figure 2 demonstrate the appropriateness of the model.

Figure 2. Results of the research structure

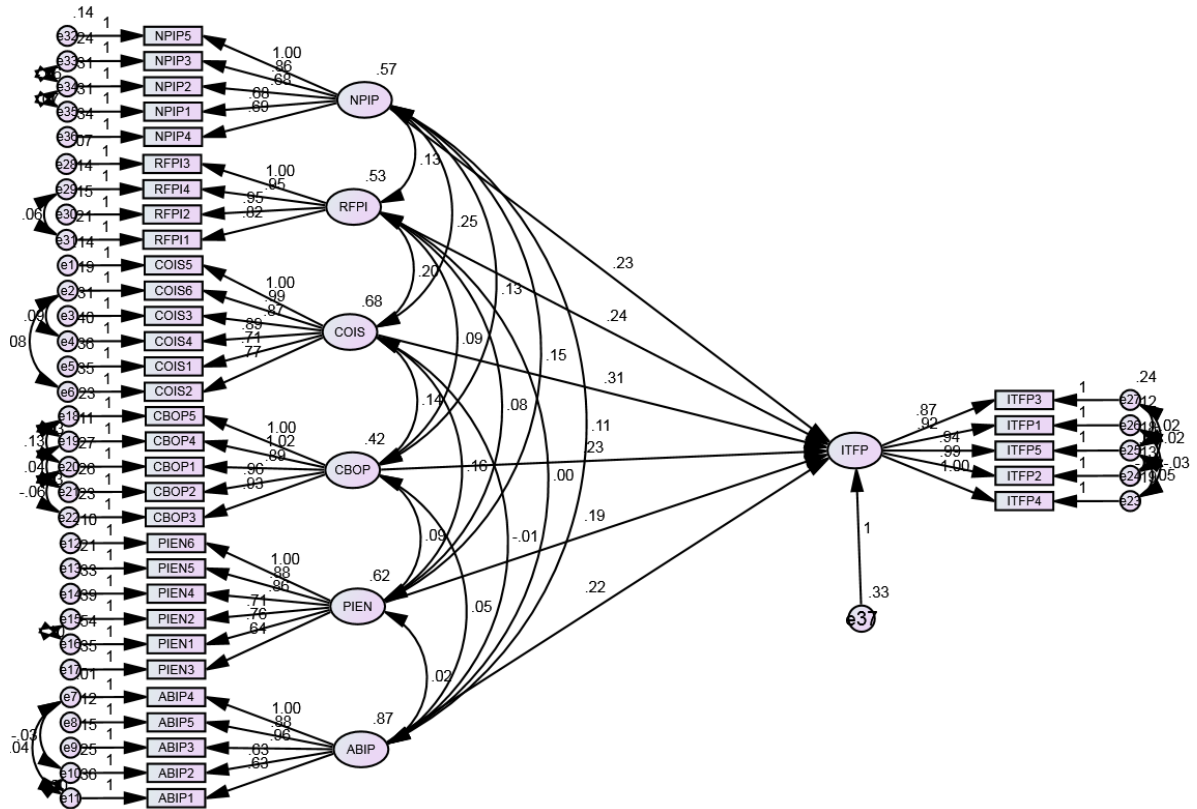


Figure 2 and Table 4 show the linear structure test results of factors affecting the *ITFP*, showing the impact on training and development policies for civil servants. The larger the standardized regression coefficient, the stronger the independent factor

affects the dependent factor. Factors impacting the *ITFP* include $NPIP = 0.206$, $RFPI = 0.203$, $COIS = 0.297$, $CBOP = 0.178$, $PIEN = 0.176$, and $ABIP = 0.242$.

Table 4. The factors impacting the implementation of training and development policies for civil servants (*ITFP*)

Factors influencing	Sig.	Standardized estimates
<i>NPIP</i> → <i>ITFP</i>	0.000	0.206
<i>RFPI</i> → <i>ITFP</i>	0.000	0.203
<i>COIS</i> → <i>ITFP</i>	0.000	0.297
<i>CBOP</i> → <i>ITFP</i>	0.008	0.178
<i>PIEN</i> → <i>ITFP</i>	0.000	0.176
<i>ABIP</i> → <i>ITFP</i>	0.012	0.242

Note: $n = 433$.

Source: Authors' elaboration using SPSS software.

5. DISCUSSION

The resulting study shows that four factors influence the *ITFP*, including the *NPIP*, *RFPI*, *COIS*, and *PIEN*.

Testing hypothesis *H1*, the *NPIP* influencing the *ITFP* is 0.206. Therefore, *H1* is accepted. This result is consistent with previous studies by Tran and Truong (2021), Thu et al. (2023), and Hoa and Long (2024). This shows that the *NPIP* directly affects the ways and methods of problem-solving and policy implementation organization (Lapuente & Van de Walle, 2020). It directly affects civil servants

and indirectly affects the effectiveness and efficiency of public administration (Alemán et al., 2018). Implementing civil servant training and fostering policies directly affects how fast or slow the policy implementation process is, whether favourable or challenging (Ngo et al., 2019). Policies on training and development of civil servants need to be implemented continuously and regularly to ensure quality HR meet the socio-economic development needs of the locality and the country (Marathe & Kakani, 2020). The government promulgating policies should have specific and timely guidance documents to implement the policies (Yeh et al., 2024).

Testing hypothesis *H2*, RFPI influencing the *ITFP* is 0.203. Therefore, *H2* is accepted. This result is consistent with previous studies by Duong (2020), Han (2021), and Pham (2022). This shows that in implementing this policy, financial resources are needed to pay teachers, provide learning materials, and provide facilities for teaching and learning. The state budget will ensure that to implement this policy, state agencies should allocate budget reasonably and publicly to ensure enough resources to implement the policy (Badri et al., 2015; Doan, 2022). At the same time, financial resources outside the state budget should be mobilized to support the *ITFP* to achieve goals, contributing to improving the quality of civil servants.

There are material conditions to implement policies on the training and development of civil servants according to the rules of the development of socio-economic activities of the country and locality. We should invest in HR, finance, technical equipment, and modern facilities required to support policy implementation (Bland et al., 2023). Strengthening human and material resources for policies on the training and development of civil servants is essential in promoting and maintaining practical civil servant training and enabling policies (Beuermann & Amelina, 2018).

Testing hypothesis *H3*, the *COIS* influencing the *ITFP* is 0.297. Therefore, *H3* is accepted. This result is consistent with previous studies by Wang and Ma (2022), Tanny and Zafarullah (2023), and Hai et al. (2023). This shows that the capacity of the implementing entity will contribute to improving the effectiveness of policy implementation. Studies show that it is necessary to pay attention to improving the capacity of civil servants to participate in policy implementation, thereby improving understanding of public service, and public policy implementation (Vuong, 2022). Policy-implementing entities need to clearly understand local resources and the characteristics of civil servants (Nguyen Nghi et al., 2022). State agencies need to have a policy implementation plan based on the socio-economic characteristics of the locality and the characteristics of civil servants.

Testing hypothesis *H4*, *CBOP* influencing the *ITFP*, *H4* is rejected. The model could not confirm the relationship between *CBOP* with *ITFP* because (p-value = 0.008). This result is different from a previous study by Wang and Ma (2022), previous findings suggest that improving the knowledge and skills of civil servants assigned to tasks will contribute to effective policy implementation. Timely support policies for civil servants will contribute to building a team of professional civil servants with adequate qualifications and professional capacity. Good coordination between organizations will improve policy effectiveness, meeting the requirements of tasks in the area.

Testing hypothesis *H5*, the *PIEN* influencing the *ITFP* is 0.176. Therefore, *H5* is accepted. This result is consistent with previous studies by Noda (2021), Khuong et al. (2022), and Haruna (2022). This shows that regularly evaluating and reviewing the requirements, ensures that policy implementation can update new conditions or eliminate provisions no longer appropriate to the situation (Park & Blenkinsopp, 2011). Complete the regulations on inspection and supervision

of policy implementation to ensure complete requirements in implementing this policy to train and foster civil servants (Pribadi & Kim, 2022). In addition to state policies, localities must develop specific policy mechanisms for adequate compensation for civil servants implementing this policy (Nguyen Thi Phuong et al., 2022).

Agencies and units should ensure balanced interests between parties involved in policy implementation (Reddick et al., 2022). Civil servants who advise policy implementation agencies should be commended, rewarded, considered for promotion, appointed to higher positions, raised their salaries ahead of schedule, and enjoy priority regimes (Liao & Schachter, 2018; Zhang et al., 2022). Therefore, training and fostering policies for civil servants are implemented more effectively.

Testing hypothesis *H6*, *ABIP* influencing the *ITFP*, *H6* is rejected. The model could not confirm the relationship between *ABIP* with *ITFP* because (p-value = 0.012). This result is different from previous studies by Tran and Truong (2021), Nguyen (2021), and Tran and Dollery (2023), previous findings suggest that changing the awareness of the beneficiaries about the importance of implementing the training and development policy will improve the effectiveness of the policy. Implementing this policy requires propaganda work for civil servants to understand their rights and responsibilities. In the process of implementing this policy, the benefits for civil servants may not be equal, and the results of policy implementation may be higher in some localities in the region.

6. CONCLUSION

The study structure was examined using scales showing the adequacy of the factor structure. Hypotheses are tested on factors influencing the *ITFP*. The findings confirm the model of factors impacting the implementation of policies on the training and development of civil servants. Four factors that impact the policies on the training and development of civil servants include the *NPIPs*, *RFPI*, the ability of implementation entities, and the *PIEN*. The results obtained by the study were in line.

Some discussion topics are proposed to help managers understand the relationship factors impacting the implementation of civil servant training and development policies. To improve the quality of civil servant training and development to meet the task, the government needs to accelerate the professional qualifications of civil servants to suit the job.

Senior leadership commitment and support are essential to facilitate policy implementation. Providing sufficient financial resources to support the training program is crucial. The motivation of learners and training program participants affects the success of the policy implementation process. By assessing and managing these factors, organizations can optimize the process of implementing civil servant training and development quality policies to ensure the success and sustainability of the program.

Researching factors impacting the implementation of civil servant training and development policies brings many important benefits. It helps administrators identify barriers and challenges

in the process of implementing training and development policies for civil servants. Understanding the influencing factors helps build and adjust training programs to suit actual needs and job requirements, ensuring high applicability. When factors affecting civil servant satisfaction are thoroughly researched, training programs will better meet the needs of civil servants, thereby improving motivation and engagement. Research results provide necessary data and information for managers to make the right decisions, thereby improving management efficiency and implementing training policies.

Researching factors impacting the implementation of civil servant training and development policies brings many benefits but still has many limitations. Collecting accurate and complete data from relevant sources faces many difficulties, and civil servants lack cooperation in providing information. Data

collected from the survey should be conducted on a large scale and in large numbers. The complex administrative system has many different levels, functions, and tasks. This makes researching and analyzing influencing factors difficult and time-consuming. Policies and the working environment of civil servants can constantly change, making it difficult to maintain the stability and consistency of research data. Many influencing factors, such as work morale and satisfaction of civil servants, are difficult to quantify and measure accurately, making analysis and evaluation complicated. Research on influencing factors requires a long time to collect, analyze data, and draw conclusions, which can reduce the timeliness of research results for issues that need to be resolved quickly. Identifying and finding ways to overcome these limitations will help improve the efficiency and value of research.

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APPENDIX

Table A.1. Rotated component matrix

Item	Group factor						
	1 (COIS)	2 (ABIP)	3 (PIEN)	4 (CBOP)	5 (ITFP)	6 (RFPI)	7 (NPIP)
COIS5	0.872						
COIS6	0.831						
COIS3	0.793						
COIS4	0.784						
COIS1	0.746						
COIS2	0.731						
ABIP4		0.946					
ABIP5		0.923					
ABIP3		0.917					
ABIP2		0.840					
ABIP1		0.782					
PIEN6			0.893				
PIEN5			0.824				
PIEN4			0.815				
PIEN2			0.733				
PIEN1			0.712				
PIEN3			0.708				
CBOP5				0.883			
CBOP4				0.869			
CBOP1				0.822			
CBOP2				0.784			
CBOP3				0.766			
ITFP4					0.816		
ITFP2					0.799		
ITFP5					0.783		
ITFP1					0.768		
ITFP3					0.680		
RFPI3						0.905	
RFPI4						0.902	
RFPI2						0.866	
RFPI1						0.835	
NPIP5							0.839
NPIP3							0.785
NPIP2							0.761
NPIP1							0.740
NPIP4							0.685

Note: n = 433.

Source: Authors' elaboration using SPSS software.