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Promoting Human Resource Quality in Universities: Exploring the role of knowledge sharing behavior

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ABSTRACT
Promoting human resource quality through knowledge sharing behavior among lecturers is crucial in universities. This paper aims to explore the factors that enhance human resource quality in Vietnamese universities. A survey of 740 lecturers from universities in North Vietnam was conducted. The study employed Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM) to analyze the data. The findings indicate that organizational learning culture and work environment positively affect perceived task significance and knowledge sharing behavior among lecturers. Perceived task significance is also shown to positively influence knowledge sharing behavior. Additionally, knowledge sharing behavior significantly boosts human resource quality in Vietnamese universities. The study contributes to theory by integrating organizational and psychological factors into a unified model that explains how knowledge sharing fosters human resource development in higher education. Additionally, the findings provide actionable insights for universities to strengthen learning culture, enhance working conditions, and encourage knowledge exchange as a strategic approach to improving human resource quality in the context of autonomy and digital transformation..
Keywords: *Knowledge sharing behavior, human resource quality, higher education, Vietnam.*
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1. INTRODUCTION:

In the context of the knowledge economy and digital transformation, the quality of human resources has become a key factor in determining both national competitiveness and an organization's operational efficiency. Human resources in education are regarded as vital for institutions to achieve better performance (Pham et al., 2023). At universities, lecturers are the primary human resource because they are directly involved in student training and research. Improving the quality of lecturers, therefore, is a crucial task for university managers. However, to date, most research on human resource quality has focused on businesses. For example, Shamim et al. (2019) studied the impact of knowledge-oriented leadership on human resource quality in the hospitality industry. Nham et al. (2020) explored factors influencing human resource quality in the telecommunications industry. Surprisingly, few studies have addressed this issue within the education sector, especially in universities.

There are several ways to assess the quality of human resources, such as employee work commitment, knowledge and knowledge sharing, research capability, innovation ability, and creative effectiveness (Budur et al., 2024; Nham et al., 2020; Shamim et al., 2019). In this study, we focus on knowledge sharing behavior among lecturers since the context is higher education, and knowledge sharing reflects positive attitudes and behaviors of employees toward their organization. Although some studies explore factors that influence knowledge sharing behavior from both organizational and individual levels (e.g., Bui, 2014; Pham et al., 2023; Hoang & Le, 2025), these studies only examine the direct effects of those factors. Therefore, the mechanism of how to promote knowledge sharing behavior remains underexplored. Furthermore, most studies have focused on identifying the premises of knowledge-sharing behavior and treating knowledge sharing as a dependent variable, while paying little attention to the direct effects on the quality of human resources in universities (Fan & Beh, 2024). Additionally, most research on knowledge sharing in higher education has concentrated on developed countries or other emerging economies, while there is limited analysis related to university systems undergoing innovation and autonomy, such as in Vietnam (Al-Kurdi et al., 2018).

Therefore, this paper examines the factors influencing knowledge sharing behavior and their role in enhancing human resource quality in Vietnamese universities. The paper is organized as follows: first, a review of the literature on knowledge sharing behavior is provided. Second, the hypotheses are formulated. Next, the research methods and findings are presented, and finally, the implications and future research directions are discussed.

2. Literature Review

2.1. Knowledge sharing behavior

Knowledge sharing refers to the exchange of knowledge, such as skills, experience, and understanding, between individuals within an organization (Budur et al., 2024). Knowledge sharing behavior can be defined as the set of

actions in which employees engage to share their knowledge and expertise with colleagues, promoting the exchange of knowledge within the organization. Generally, there are two types of knowledge that individuals can transfer: explicit knowledge and implicit or tacit knowledge. While explicit knowledge can be easily communicated through formal language and written documents, such as reports, proceedings, books, and articles, implicit or tacit knowledge is more challenging to communicate because it is embedded in employees' minds (i.e., from experience and know-how) (Nonaka & Takeuchi, 1995). Existing literature has highlighted the role of knowledge sharing behavior in enhancing organizational knowledge value and performance (Hoang & Le, 2025; Budur et al., 2024).

2.2. Analytical framework

This study employs the SOR theory proposed by Mehrabian and Russell (1974). SOR explains the connection between the stimulus (Stimulus), the process, mechanism, or emotional outcome (Organism), and ultimately influences human behavioral responses (Response). Additionally, SOR theory suggests that cognitive and emotional experiences act as mediators in the relationship between stimulus and behavioral response.

Previous studies have examined various factors that can promote knowledge sharing among employees. These include organizational influences and individual characteristics. For instance, Hoang and Le (2025) discovered that transformational leadership positively affects teachers' knowledge sharing behavior through the mediating role of a knowledge-centered culture. This indicates that transformational leadership is crucial in establishing a knowledge-focused environment, which in turn influences teachers' willingness to share knowledge. Using the resource-based view, Yang and Chen (2007) identified a positive link between organizational knowledge capabilities and knowledge sharing behavior among employees. A study by Hendriks (1999) examined the influence of ICT on knowledge sharing behavior, and the results indicated that ICT positively impacts employees' motivation and their knowledge sharing behavior. In higher education in Vietnam, Pham et al. (2023) found that organizational enablers (i.e., leadership, culture, rewards) and personal enablers (i.e., personal knowledge efficacy, openness to change) positively influence knowledge sharing among lecturers.

However, while previous studies have examined factors influencing knowledge sharing behavior in firms and in higher education contexts, this study aims to investigate this issue specifically within the higher education setting. Furthermore, while most previous studies have explored the direct impact of factors influencing knowledge sharing behavior, this study examines how organizational learning culture and the working environment in universities can foster knowledge sharing among lecturers, with the mediating role of perceived task significance. Additionally, the research considers the direct impact of knowledge sharing behavior on promoting human resource quality in universities. Figure 1 presents the proposed research model as follows:

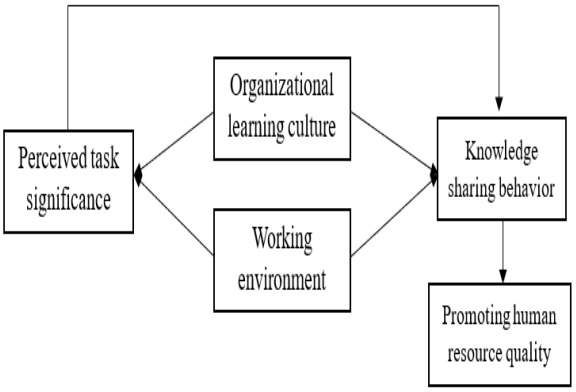

Figure 1: Analytical framework

Source: Proposed by the author

2.3. Hypothesis development

The signals that originate from the culture of learning and knowledge sharing can add more meaning to the tasks of academic staff, helping them see that their work is valuable. As a result, instead of viewing the organization just as a workplace, academic staff start to believe in sharing and adopting the organization's culture of learning and knowledge sharing to enhance their own development and contribute to the growth of the college (Rodrigo & Arenas, 2008). The organization's culture of learning and knowledge sharing encourages lecturers in vocational colleges to see themselves more positively, which boosts their belief that their tasks matter. Furthermore, a positive organizational learning culture can also foster an environment where employees are motivated to improve themselves and help develop the colleges by sharing their knowledge and skills with colleagues, students, and the community. Based on the above arguments, the research hypothesis is proposed as follows:

H1: Organizational learning culture positively influences perceived task significance.

H2: Organizational learning culture positively influences knowledge sharing behavior.

The work environment includes several factors such as the relationship between leaders and staff, relationships among colleagues, and the working atmosphere (Gould-Williams, 2007). A supportive work environment with safe conditions positively influences attitudes, morale, performance, capacity, and the sense of responsibility among human resources. Sarros et al. (2002) believe that the work environment and conditions are key factors affecting employee motivation and work efficiency, thereby impacting the quality of human resources within the organization. Liu et al. (2013) also noted that a high-quality relationship between employees and their supervisors, both on and off the job, significantly affects workforce retention, engagement, and performance by boosting employees' self-esteem.

At universities, when lecturers observe a friendly, healthy, professional, and modern working environment with many factors that encourage and promote each individual's development, they will be more motivated to excel in their work. Conversely, if the work environment does not meet their expectations, it can lead to a depressed

mindset, decreased enthusiasm, lower work quality, a lack of confidence in the university's growth, and even the decision to leave their positions. Additionally, seeing a positive work environment, supportive colleagues, leaders who care about employees, and conditions that foster collective growth and trust can also help lecturers feel more connected to their work and recognize the importance of their tasks as more meaningful. A positive working environment may also motivate academic staff and encourage them to share knowledge with others (Bui, 2014). Based on the above arguments, the research hypothesis is proposed as follows:

H3: Working environment positively influences perceived task significance.

H4: Working environment positively influences knowledge sharing behavior.

Previous studies have indicated that employees' perception of task significance within an organization affects their commitment to that organization. Employees who perceive higher task significance tend to show greater organizational commitment (Glavas & Kelley, 2014). According to social exchange theory, when lecturers believe their tasks significantly impact the quality of students, colleagues, and the university's reputation and development, and when the university has provided all necessary conditions to support their task development, they are likely to reciprocate by making efforts to enhance their knowledge and share it with colleagues and students. Similarly, SOR theory also proposes that perception of task significance acts as a mechanism (O) to stimulate academic staff's response to organizational knowledge promotion and incentive policies (R). Based on the above arguments, the research hypothesis is proposed as follows:

H5: Perceived task significance positively influences knowledge sharing behavior.

Knowledge sharing behavior is the process through which individuals exchange information, experiences, skills, and professional insights, thereby transferring knowledge from the individual level to the group and organizational levels (Wang & Noe, 2010; Yeboah, 2023). In a knowledge-intensive institution like a university, knowledge sharing helps faculty and staff enhance their professional competence, teaching abilities, research skills, and preparedness to innovate, playing a vital role in human resource development. From a knowledge management perspective, knowledge sharing is a key factor in increasing human capital by expanding the knowledge base, developing skills, and applying knowledge to work practices (Kucharska & Rebelo, 2022). Research by Muñoz-Pascual et al. (2019) shows that knowledge sharing promotes the development of personal competencies while improving work efficiency and innovation capacity, which are core components of the quality of human resources in educational institutions. Similarly, research by Setiyawan et al. (2025) indicates that knowledge sharing behavior positively influences team flexibility and work efficiency, contributing to enhancing the quality of the organization's human resources. In the education sector, abundant empirical evidence suggests that academic interaction, sharing teaching experiences, and research collaboration improve faculty members' pedagogical ability, research capacity, and critical thinking skills, which directly impact the quality of university human resources (Liu, 2020; Fan & Beh, 2024). Additionally, knowledge shared within the organization helps reduce knowledge loss and strengthens the foundation for the team's long-term development (Wang & Noe, 2010). Based on the above arguments, the research hypothesis is proposed as follows:

H6: Knowledge sharing behavior positively influences promoting human resource quality.

3. Methodology

3.1. Measurement scales and Data collection

This study used a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). The measurement scales were adopted from prior research. Organizational learning culture was taken from Alkaffaf et al. (2018), working environment from Gould-Williams (2007), perceived task significance from Grant (2008), knowledge sharing behavior from Siemsen (2007), and promoting human resource quality from Muñoz-Pascual et al. (2020).

This study's sample includes university lecturers from several North Vietnamese cities and provinces, such as Hanoi and Hai Phong. The author met with the board of rectors of the universities in North Vietnam and sought approval to conduct surveys with the academic staff. After obtaining approval from 10 universities, 1200 survey questionnaires were sent to the lecturers at these institutions. A total of 775 questionnaires were received, but 35 responses were unusable, leaving 740 valid responses for further analysis. This sample size is adequate for analysis as it meets the minimum requirements for CFA and SEM (i.e., at least 200) (Kline, 2016). Among the 740 respondents, 50.3% identified as female, 49.1% as male, and 0.6% chose other or did not respond. Regarding age, most participants were in the 30-49 age group (69.5%), with 35.5% in the 30-39 range and 34.0% in the 40-49 range. The under-30 group accounted for 11.4%, those aged 50-59 made up 15.1%, and 4.1% were 60 years and older. In terms of education, 54.3% of lecturers hold master's degrees, 40.3% have doctoral degrees, and 5.4% are associate professors or professors, demonstrating positive growth in highly qualified faculty. Regarding seniority, the largest group had 11-20 years of experience (35.4%), followed by those with 5-10 years (29.9%), less than 5 years (18.4%), and over 20 years (16.3%). Concerning teaching fields, 31.1% belonged to economics – management – finance, 26.8% to social sciences and education, 25.0% to engineering – technology, 8.0% to medicine – pharmacy – health, and 9.1% to other disciplines. Lastly, 61.9% of faculty worked at public schools, while 38.1% were from non-public institutions. Overall, the survey sample shows diversity and balance, ensuring credibility and generalizability for research on lecturers in Vietnam's higher education system.

3.2. Data analysis

The final sample included 740 respondents, which meets the recommended threshold for SEM, as Kline (2016) suggested a minimum sample size of 200. The data analysis was conducted in several stages. First, the

reliability of the scale is assessed using Cronbach's Alpha coefficient and exploratory factor analysis (EFA) to remove unsuitable variables. Then, confirmatory factor analysis (CFA) is employed to evaluate convergent and discriminant validity and the overall relevance of the measurement model. Finally, structural equation modeling (SEM) is used to test research hypotheses and examine causal relationships among concepts. The data processed with SPSS 26 and AMOS 24 software ensures the accuracy and scientific validity of the results. Since this study collected self-reported questionnaire data from a single source and at one point in time, there is a potential for common method bias among constructs. Therefore, the study conducted Harman's single factor test through exploratory factor analysis and addressed this issue as recommended by Podsakoff et al. (2003).

4. Results and Discussion

4.1. Reliability and Validity

Table 1 shows that the scales have Cronbach's Alpha values above 0.7, indicating good reliability. The corrected item-total correlation of the observed variables exceeds 0.3, suggesting they are unlikely to be excluded in the exploratory factor analysis (Hair et al., 2010). Therefore, the scales meet the standards and will continue to be included in the exploratory factor analysis, confirmatory factor analysis, and structural model analysis.

The results in Table 1 show that factors were extracted with Eigenvalues greater than 1, explaining 69.37% of the variance. The factor loadings were above the 0.5 threshold, indicating good convergence and no significant cross-loading. The KMO index was 0.833, and the Sig was 0.000, confirming the data's consistency. Therefore, both independent and dependent variables are included in the confirmatory factor analysis to test convergent and discriminant validity, as well as unidirectionality.

Table 1: The results of EFA

Items	Components				
	1	2	3	4	5
PTS4	0.897				
PTS3	0.886				
PTS1	0.874				
PTS2	0.865				
PHRQ3		0.890			
PHRQ5		0.879			
PHRQ2		0.862			
PHRQ1		0.856			
PHRQ4		0.842			
KSB3			0.889		
KSB5			0.871		
KSB1			0.860		
KSB2			0.851		
KSB4			0.844		
WE4				0.898	
WE2				0.880	
WE5				0.870	
WE1				0.861	
WE3				0.848	
OLC3					0.882
OLC2					0.864
OLC1					0.855
OLC5					0.847
OLC4					0.835

Source: Analysis results from survey data (2025)

4.2. Confirmatory factor analysis

Because the data were collected from a single source using self-reported questionnaires, the study tested for Common Method Bias (CMB) by conducting a confirmatory factor analysis (CFA) comparing a one-factor model with a six-factor model (Harman's single-factor test). The results indicated that the six-factor model (theoretical measurement model) fit the survey data very well: χ^2 = 846.36, df = 452, χ^2/df = 1.87 (< 3), CFI = 0.934, GFI = 0.921, TLI = 0.929, and RMSEA = 0.042. In contrast, the one-factor model, which assumes all observed variables load onto a single factor, fit poorly: χ^2 = 1037.28, df = 80, χ^2/df = 12.97, CFI = 0.68, TLI = 0.55, and RMSEA = 0.125, all outside acceptable limits. All indices were within acceptable thresholds, confirming a high level of model fit. The significant difference between the two models suggests that Common Method Bias is not a major concern in the dataset (Podsakoff et al., 2003). This finding affirms that the collected data are reliable and not significantly affected by common measurement source bias.

4.3. Structural Equation Modeling

The results of the SEM estimation indicate that the model exhibits a good fit with the survey data. In which, the Chi-square value (χ^2) = 1248.33 with 512 degrees of freedom yields a χ^2/df ratio of 2.44 (< 3), demonstrating a strong fit between the theoretical model and the observed data. Other fit indices also meet statistical requirements, with CFI = 0.945, GFI = 0.940, and TLI = 0.932, all exceeding the recommended threshold of 0.90, suggesting that the theoretical structure is well supported by the data. Moreover, the RMSEA value of 0.045 (< 0.08) indicates a low level of approximation error, confirming an excellent model fit. Overall, all fit indices fall within the

recommended ranges, indicating that the SEM model is well specified and appropriate for testing the hypothesized relationships among the study variables.

Table 2 shows the standardized direct effects among the study variables, emphasizing the relationships between organizational learning culture, working environment, perceived task significance, knowledge sharing behavior, and promoting human resource quality.

Table 2: The results of hypothesis testing

Hypothesis	Relationship	β	S.E	C.R	p	Conclusion
H1	OLC → PTS	0.408	0.055	2.475	0.002	Accepted
H2	OLC → KSB	0.455	0.060	2.392	0.001	Accepted
H3	WE → PTS	0.387	0.058	3.082	0.004	Accepted
H4	WE → KSB	0.415	0.052	2.382	0.015	Accepted
H5	PTS → KSB	0.420	0.057	3.138	0.003	Accepted
H6	KSB → PHRQ	0.435	0.054	2.981	0.005	Accepted

Notes: OLC = Organizational learning culture, WE = Working environment, PTS = Perceived task significance, KSB = Knowledge sharing behavior, PHRQ = Promoting human resource quality

Source: Analysis results from survey data (2025)

4.4. Discussion

The study's results indicated that six research hypotheses, from H1 to H6, were accepted with a significance level below 0.05. First, organizational learning culture has a significant positive impact on perceived task significance (β = 0.408, p = 0.002) and knowledge sharing behavior (β = 0.455, p = 0.001). These findings align with earlier research suggesting that organizations promoting continuous learning help increase intrinsic motivation, trust, engagement, and willingness to share knowledge among members (Rodrigo & Arenas, 2008; Joo & Park, 2010). A learning culture enables faculty to find their work more meaningful while creating a psychologically safe environment for sharing ideas, experiences, and expertise. In Vietnamese universities, where autonomy and curriculum innovation are emphasized, these results highlight the importance of institutional development policies in fostering an academic culture rooted in collaboration and lifelong learning.

Second, the working environment also had a positive impact on both perceived task significance (β = 0.387, p = 0.004) and knowledge sharing behavior (β = 0.415, p = 0.015). The results support the findings of Liu et al. (2013) and Bui (2014), indicating that a supportive work environment encourages career motivation, lowers psychological stress, and facilitates knowledge exchange. Especially in higher education, the working environment is crucial for lecturers to feel the value of their profession and be willing to participate in activities such as sharing teaching experiences, conducting research, and innovating methods. This suggests that universities need to invest not only in facilities but also in soft elements such as fostering collaborative cultures, recognition mechanisms for academic contributions, and faculty support systems.

Third, perceived task significance positively influences knowledge sharing behavior (β = 0.420, p = 0.003). This finding aligns with the job characteristics theory (Hackman & Oldham, 1975), which suggests that when individuals see their work as meaningful and impactful to others, they are more likely to be proactive and eager to share knowledge within the organization. In a university setting where teaching and research have significant social effects, a clear understanding of the work's importance encourages faculty to actively share knowledge to enhance the academic quality of colleagues and students.

Finally, hypothesis 6, which states that knowledge sharing behavior has a strong and statistically significant effect on improving human resource quality, is supported (β = 0.435, p = 0.005). This is the most crucial finding of the study, as it clarifies the mediating role of knowledge sharing in translating the influence of organizational learning culture, working environment, and perceived task importance into enhanced human resource quality. This finding aligns with previous studies (Tachyan et al., 2019; Muñoz-Pascual et al., 2020), which confirmed that sharing teaching experiences, research collaboration, professional exchange, and disseminating new knowledge help improve lecturers' professional capacity, pedagogical skills, research abilities, and adaptability. For Vietnam, where many universities face a shortage of high-quality lecturers, fostering knowledge-sharing behaviors is a strategic, affordable, yet effective and sustainable solution.

5. Implications

The research findings have significant theoretical and practical implications, adding valuable new insights to the field of human resource management in higher education. Theoretically, the study broadens the understanding of knowledge sharing behavior by integrating three key organizational factors, such as organizational learning culture, working environment, and perceived task significance, into a unified model supported by large-scale empirical data from Vietnamese universities. This contribution enhances foundational theories such as organizational learning theory, work characteristics theory, and social exchange theory by illustrating how organizational factors indirectly influence the quality of human resources through knowledge-sharing behavior. This intermediary mechanism is rarely examined in the context of higher education in developing countries. The study's novelty lies in empirically demonstrating that knowledge sharing behavior is not only a consequence of the organizational environment and culture but also a fundamental motivator for enhancing lecturers' professional capacity, teaching skills, research abilities,

and adaptability, thereby reinforcing the central role of knowledge in human resource development.

Practically, the study's findings have significant implications for university administrators when designing policies for developing lecturers. Universities should focus on building a supportive organizational learning culture that encourages exchange, experimentation, and continuous learning. Simultaneously, they should improve the work environment to foster cooperation, transparency, and recognition of lecturers' contributions. Enhancing perceived task significance through empowerment, increased autonomy, and faculty involvement in academic decisions and university strategies will strengthen intrinsic motivation and promote knowledge-sharing behavior more naturally and sustainably. More importantly, research indicates that investing in knowledge sharing is a low-cost strategy that significantly improves the quality of human resources, especially for universities with limited resources. These findings offer a clear scientific basis for Vietnamese universities to develop knowledge-based human resource management strategies, promote a culture of collaboration, and facilitate effective team development amid digital transformation and rising academic competition.

6. Conclusion

This study uses data from lecturers at Vietnamese universities to examine the role of knowledge sharing behavior in enhancing human resource quality. The results indicate that organizational learning culture, the work environment, and perceived task importance significantly positively influence knowledge sharing behavior. Additionally, knowledge sharing behavior has a meaningful and direct impact on the quality of human resources, supporting the idea that knowledge sharing is the key mechanism for transforming organizational resources into the academic and professional skills of lecturers.

In addition to its significant contributions, this study has certain limitations. First, it was conducted within Vietnamese universities and focused only on two key factors: organizational learning culture and the working environment. Future research could apply this model to other settings, such as businesses. Additionally, future studies might explore different factors that could promote employee knowledge sharing, like reward systems, training, and development policies. They could also examine the impact of knowledge sharing behavior on lecturers' performance and on overall university performance. Lastly, the assessment of human resource quality was based primarily on the subjective perceptions of lecturers. Future research should incorporate more objective measures, such as research achievements, student feedback, or career evaluation results.

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