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The Intention to Share the Professional Knowledge of University Lecturers: Empirical Evidence from Vietnam

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Abstract

The study aims to identify the factors that directly influence lecturers' intentions to share professional knowledge at universities in Vietnam. A total of 315 survey samples were analyzed using quantitative methods, including reliability testing, exploratory factor analysis, correlation analysis, and binary logistic regression. The results indicate that attitude, reward mechanisms, confidence in knowledge, information technology, subjective norms, and perceived behavioral control directly influence university lecturers' intentions to share professional knowledge. Based on these research findings, several governance implications are proposed to create policies, design support systems, and foster an environment that encourages knowledge sharing in education, thereby enhancing the effectiveness of training, research, and sustainable development for university lecturers.

Keywords: *Intention, Knowledge sharing, Lecturers, Vietnam.*

Introduction

In today's dynamic and rapidly evolving information-driven economy, organizations face unprecedented challenges arising from technological advancements and shifting consumer demands, resulting in intense competition among industries and regions. In this context, adaptability and innovation are crucial for the survival and success of an organization. Central to this adaptation process is the effective creation, utilization, and sharing of knowledge within organizations. Studies underscore the critical role of iterative cycles related to opinion collection, data mining, knowledge sharing, and organizational learning in fostering organizational improvement (van den Heuvel & Bondarouk, 2017). Knowledge sharing serves as a foundation of organizational competence, facilitating the assessment and improvement of business processes (Duong et al., 2022). While acknowledging the recognized significance of knowledge sharing, this practice is often obstructed by various personal, organizational, and technological barriers that impede the smooth transfer and dissemination of knowledge among employees. Researchers have thoroughly examined the factors that influence employees' inclination to share knowledge, emphasizing both personal motivation (Hwang et al., 2018) and organizational impact, particularly organizational culture (Ahmed et al., 2014). Furthermore, the interaction between knowledge and learning in an organizational context is a subject of academic research, with findings suggesting that organizational learning will be a catalyst for knowledge creation and dissemination (Schein, 1996; Zeb et al., 2021). However, empirical studies examining individual and organizational factors simultaneously are still limited, largely due to the distinct division between areas such as strategic management, information technology, and human resources.

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Vietnam is a developing country located in Southeast Asia, where knowledge serves as the lifeblood of educational progress in general and the advancement of universities in particular. The need for knowledge sharing among lecturers is crucial. The rapid development of information technology and the diversification of educational needs highlight the necessity for lecturers to collaborate in disseminating knowledge to meet the dynamic demands of contemporary academia (Hafni et al., 2020). In this context, the success of educational institutions relies not only on individual capacity but also on the collective ability to create, use, and share knowledge. Similar to the corporate environment, knowledge sharing among faculty is essential for improving pedagogy, enhancing learning outcomes, and fostering a culture of academic excellence. Indeed, studies in various organizational contexts have underscored the important role of knowledge sharing in driving innovation at universities (van den Heuvel & Bondarouk, 2017).

Based on the above concerns, this study aims to explore the factors that influence lecturers' intentions to share professional knowledge at universities in Vietnam. The study contributes to elucidating the psychosocial mechanisms that govern knowledge-sharing behavior in higher education settings while testing the applicability of behavioral models within the context of Vietnamese culture. Additionally, it designs a mechanism to support and foster an environment that encourages knowledge sharing, thereby enhancing the efficiency of training, research, and lecturer development in a sustainable manner.

Literature Review

Knowledge And Knowledge Sharing

Knowledge is information that has been processed, absorbed, and accumulated by individuals, encompassing ideas, skills, experiences, and evaluations that directly impact the performance of individuals, groups, and organizations (Alavi & Leidner, 2001). According to Omotayo and Nneamaka (2015), knowledge represents the deep understanding and practical know-how that people possess; diverse and rich knowledge enables individuals to act intelligently and effectively. They do not merely convey information but also encompass the capacity to analyze, synthesize, and apply it to specific real-life situations. Human insights can be gained from various sources, including learning, reading, and engaging in conversation with others. Furthermore, knowledge encompasses know-how, which refers to the practical skills and insights gained from real-life experiences. Knowledge can be classified in many ways, depending on the context of the study.

- From the source of knowledge, it can be classified into scientific knowledge, social knowledge, spiritual knowledge, and so on.
- From a comprehensive perspective, encompassing both basic and professional knowledge across various subjects, there exists knowledge about humans, knowledge about animals, knowledge about plants, and so forth.

However, Nonaka and Takeuchi (1995) argue that, in the context of knowledge management and knowledge sharing behavior within organizations, knowledge is categorized into explicit knowledge and implicit knowledge.

- Explicit knowledge refers to the type of knowledge that can be clearly expressed in language, symbols, or text and can be easily encoded, stored, and communicated. It typically appears as documents, processes, formulas, or academic data.

- Implicit knowledge consists of personal insights linked to intuition, feelings, personal experiences, or professional skills that are challenging to describe and convey effectively in spoken or written form. Sharing this type of knowledge necessitates deep interaction, trust, and a hands-on learning environment.

Gupta and Govindarajan (2000) define knowledge sharing as the process involving the transfer or dissemination of knowledge from one person, group, or organization to another. Knowledge sharing refers to the exchange of knowledge (skills, experience, and understanding) between individuals in an organization, encompassing both implicit and explicit knowledge. It also involves making essential knowledge accessible to others within organizations (Nneamaka & Olatokun, 2012). Additionally, knowledge sharing is the process of transferring knowledge back and forth within a group, aimed at using available knowledge to enhance the work performance of individuals and the organization as a whole (Alavi & Leidner, 1999). Furthermore, knowledge sharing fosters a culture of social interaction, facilitating the exchange of knowledge, experience, and skills among employees throughout the entire department or organization (Lin, 2007).

Regardless of the approach, the essence of knowledge sharing is to create an environment that facilitates the exchange of knowledge between individuals, enabling them to learn and grow. Knowledge sharing can take many different forms, such as communication (including traditional or indirect methods like seminars, training sessions, and courses), as well as books, newspapers, magazines, and similar written documents published by scholars, social networks, and so on.

In a higher education environment, wherein knowledge constitutes the fundamental asset, the dissemination of professional knowledge by lecturers not only contributes to the establishment of a quality academic community but also fosters an inspiration for learning, establishes a foundation for interdisciplinary research, and innovates educational methodologies. When knowledge is disseminated, it is not lost; instead, it is restructured, enriched, and perpetually expands (Hooff & Ridder, 2004).

Analytical Framework

The analytical framework is based on Ajzen's (1991) theory of planned behavior (TPB), an extension of the theory of rational action (TRA). While TRA applies only to behaviors entirely under an individual's control, TPB introduces the concept of "Perceived behavioral control" to consider situations where behaviors may be influenced by objective conditions beyond the individual's subjective will. Consequently, TPB can predict behavior with greater accuracy and is better suited for complex situations. According to TPB, the intention to perform an act is the key factor determining actual behavior, governed by three dimensions: attitude, subjective norms, and perceived behavioral control.

Additionally, this study provides an overview of several domestic and foreign studies related to knowledge sharing. Table 1 summarizes the related research works.

Authors	Factors
Al-alawi et al. (2007)	Trust, communication, information systems, rewards, and organization structure
Cheng and Li (2011)	Rewards, management system, organizational culture, attitude, personal expectations
Zaqout and Abbas (2012)	Trust, information technology system

Authors	Factors
Vo et al., (2021)	Colleagues' communication, interest, and risk
Tran and Tu (2021)	Rewards system, superiors' support, organizational culture, information technology
Phan (2022)	Attitude, confidence in personal knowledge, subjective norm, behavioral control, and reward mechanism
Nguyen (2023)	Rewards, Leadership, organizational culture, truts, information technology, risks of knowledge sharing

Table 1. Summary Of Related Empirical Works

Source: Summary of the author

Based on a comprehensive evaluation of studies related to knowledge sharing by previous scholars, combined with results from group discussions with several lecturers teaching at major universities in Vietnam and consultations with education experts using the Delphi method, the author selects the analytical framework of factors affecting the intention to share professional knowledge among lecturers at universities in Vietnam as follows:

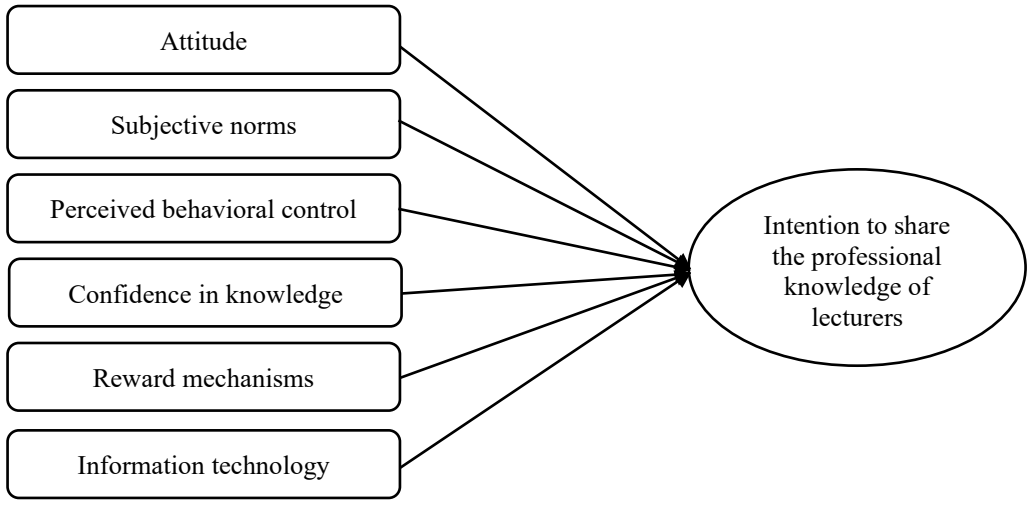

Figure 1. Analytical Framework

Source: Recommended author

Hypothesis Development

Attitude relates to an individual's positivity or negativity when assessing the outcomes of behaviors they are considering performing. Attitudes are formed from beliefs about the consequences that behaviors can bring and the individual's evaluation of those consequences. According to Phan (2022), if a person believes that sharing leads to positive results and brings value to others, then he or she will have a positive attitude towards sharing; conversely, if they believe otherwise, the attitude will be negative. According to Ajzen and Fishbein (1980), the thoughts that easily arise in an individual's mind about the consequences of behavior are the factors most likely to influence attitudes. Subjective norms reflect an individual's perception of

social pressure, specifically the expectations from important people around them (such as colleagues, superiors, friends). According to Phan (2022), if an individual believes that influencers expect them to perform a certain behavior and that they have a tendency to please these people, their intention to engage in that behavior will be stronger. Subjective standards are shaped by beliefs about the expectations of others and personal motivation to meet those expectations. According to Karahanna and Straub (1999), subjective norms can arise from normative and informational influences, which reduce uncertainty about the appropriateness of using a system. Perceived behavioral control reflects an individual's perception of how easy or difficult it is to perform a behavior. It is influenced by real-world conditions such as skills, resources, time, and opportunities, and it represents the degree to which individuals feel capable of controlling their behavior. Unlike the two factors mentioned above, which are more intrinsic subjective factors, behavioral control cognition serves as a bridge between intentions and actual behaviors. Even though an action is positively evaluated and receives social support, if an individual feels a lack of resources or encounters objective obstacles, that behavior may still not be executed. Based on these arguments, the research hypothesis is proposed as follows:

H1: Attitude has a positive impact on the intention to share the professional knowledge of lecturers.

H2: Subjective norms has a positive impact on the intention to share the professional knowledge of lecturers.

H3: Perceived behavioral control has a positive impact on the intention to share the professional knowledge of lecturers.

Confidence in knowledge refers to the extent to which individuals trust the correctness, value, and usefulness of the knowledge they possess (Gecas, 1971). According to Davenport and Prusak (1998), belief in both oneself and the recipient forms the foundation of all knowledge exchange processes. Individuals are likely to share knowledge actively only if they believe the information they provide is valuable, reliable, and beneficial to others. When confidence in knowledge is high, individuals worry less about being misjudged, refuted, or belittled. In contrast, when confidence is lacking, knowledgeable individuals tend to hold onto information because of fears regarding reputational risk, misunderstanding, or being underestimated by colleagues. Additionally, Anderson and Narus (1990) indicate that trust levels are positively correlated with knowledge-sharing behavior. Confidence in knowledge not only enhances the motivation to share but also increases the sense of behavioral control, thereby improving the ability to act in accordance with the planned behavior model (Ajzen, 1991). Given these arguments, the research hypothesis is proposed as follows:

H4: Confidence in knowledge has a positive impact on the intention to share the professional knowledge of lecturers.

The reward mechanism serves as a crucial motivation for sharing knowledge within the organization. According to Syed-Ikhsan and Rowland (2004), when individuals feel that their act of sharing knowledge is recognized and rewarded, they tend to engage more actively in knowledge exchange activities. An effective reward mechanism not only fosters collaboration but also enhances work performance and learning capacity within the organization. Goh (2002) argues that rewards should emphasize group performance rather than individuals to promote a spirit of sharing instead of competition. Additionally, while monetary rewards can encourage sharing behavior (Kugel and Schostek, 2004), they sometimes fail to ensure the quality of

sharing without voluntary participation and content value. Based on these arguments, the research hypothesis is proposed as follows:

H5: Reward mechanisms have a positive impact on the intention to share the professional knowledge of lecturers.

According to Gremm et al. (2018), knowledge is exchanged when communicating directly or indirectly with the support of corresponding data and technology. In the educational environment, particularly in higher education, information technology serves as an effective support tool for the process of knowledge sharing among lecturers. Information technology enables information to be stored, accessed, and communicated quickly and conveniently through platforms such as learning management systems, academic forums, professional social networks, email, or digital libraries. According to Alavi and Leidner (2001), technology not only helps overcome barriers of space and time but also creates an open connection environment, thereby promoting interaction and cooperation between individuals. As lecturers are well aware of the supportive role of technology, they tend to use these tools as an official means of sharing knowledge, especially in the context of the growing digitalization of education. Based on the above arguments, the proposed research hypothesis is as follows:

H6: Technology information has a positive impact on the intention to share the professional knowledge of lecturers.

Methodology

Measurement Scales

The study employed a 5-level Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The preliminary scale was developed based on the research of Cheng et al. (2010), Vo et al. (2021), Tran and Tu (2021), Phan (2022), and Nguyen (2023), comprising 28 observed variables linked to six independent factors and one dependent factor. Additionally, to ensure that the preliminary scale met research requirements and was appropriate for the context and subjects, the author held a group discussion with several lecturers from major universities before conducting the formal survey. Concurrently, consultations with experts in the field of education were conducted to evaluate the content of influencing factors, the relationships among these factors, and to refine the observed variables in the preliminary scale. The discussion process was recorded and then synthesized to serve as a basis for analysis, screening, and the development of a formal scale.

Data Collection

The study sample size was selected according to the optimal ratio (10:1) recommended by Hair et al. (2010) for exploratory factor analysis (EFA). Therefore, the required number of samples is 280. However, to avoid the issue of invalid responses, the author increased the number of requested samples by 15 percent, resulting in a final total of 330 questionnaires. The data was collected by distributing live vouchers and sending emails to lecturers at several major universities in two cities, which account for about 80 percent of all universities in Vietnam, including Hanoi and Ho Chi Minh City. The study employs a convenient non-probability sampling method, and the survey period is from January 2025 to March 2025. The number of questionnaires is divided equally between the two research points to ensure objectivity and fairness in the evaluation.

After the initial screening and processing, the study obtained 315 usable responses. Of the 315 respondents, 162 were male (51.4%), and 153 were female (48.6%). In terms of age, the largest group of lecturers was those aged 30 to under 40 years, comprising 132 respondents (41.9%), followed by those aged 40 to under 50 years, with 93 respondents (29.5%). The group under 30 years accounted for 15.2% (48 respondents), and the group aged 50 and over accounted for 13.3% (42 respondents). Regarding educational level, the majority of lecturers participating in the survey had a master's degree, totaling 204 respondents (64.8%), while 111 respondents (35.2%) held doctoral degrees. Concerning seniority, the largest group had teaching experience of 5 to less than 10 years, accounting for 108 respondents (34.3%), followed by those with 11 to less than 20 years (96 respondents, 30.5%). The group with over 20 years of experience represented 19.0% (60 respondents), and those with less than 5 years accounted for 16.2% (51 respondents).

Data Analysis

The data were analyzed using SPSS26 software through descriptive statistics, reliability testing, exploratory factor analysis (EFA), correlation analysis, and binary logistic regression analysis.

The study employs the Binary Logistic regression analysis method to evaluate lecturers' intention to share their professional knowledge. This method is appropriate because the dependent variable is binary, allowing us to estimate the probability that a behavior may or may not occur based on the data collected from independent factors. It predicts two values (Yes = 1 and No = 0). The Binary Logistic regression model can be expressed as a general equation as follows:

$$LOG (P^*(Y=1)/ P^*(Y=0)) = a + b^*X_1 + c^*X_2 + d^*X_3 + e^*X_4 + f^*X_5 + g^*X_6$$

In which:

Y: The dependent variables (intention to share the professional knowledge of lecturers)

X_i: Independent factors in the analytical framework

a: Constant

b, c, d, e, f, g: Regression coefficients

Results and Discussion

A descriptive analysis of lecturers' intentions to share professional knowledge (see Table 2) indicates that most lecturers in Vietnamese universities, according to my survey, are generally willing to share knowledge with colleagues (3.90). The reward mechanism received the highest ranking at 3.97, demonstrating that lecturers value the important role of recognition and reward policies in promoting knowledge-sharing behaviors. Following this, the attitude ranked second at 3.92, reflecting the tendency of lecturers to view knowledge-sharing positively. Next are confidence in knowledge, subjective norms, and information technology, with mean scores of 3.88, 3.85, and 3.84, respectively. This suggests that lecturers have faith in their own knowledge, recognize expectations from their surroundings, and understand the supportive role of technology in disseminating knowledge. Lastly, perceived behavioral control, with the lowest mean score of 3.76, indicates that there are still barriers that prevent faculty members from feeling comfortable or qualified to engage in sharing behaviors.

Variables	Min	Max	Mean	SD
Attitude	1.00	5.00	3.92	0.65
Subjective norms	1.00	5.00	3.85	0.72
Perceived behavioral control	1.00	5.00	3.76	0.69
Confidence in knowledge	1.00	5.00	3.88	0.67
Reward mechanisms	1.00	5.00	3.97	0.71
Information technology	1.00	5.00	3.84	0.78
Intention to share the professional knowledge of lecturers	1.00	5.00	3.90	0.74

Table 2: Descriptive Analysis

Source: Analysis results from SPSS 26

The results of the reliability analysis indicate that the scales have Cronbach's Alpha coefficients ranging from 0.795 to 0.836, exceeding the acceptance threshold of 0.5 and reflecting a high degree of internal consistency (Hair et al., 2010). Simultaneously, the Corrected Item-Total Correlation was greater than 0.5, and Cronbach's Alpha if Item Deleted was smaller than Cronbach's Alpha, indicating that the observed variables were consistent and contributed positively to the scale structure. Therefore, the scales are reliable and suitable for use in exploratory factor analysis (EFA) (see Table 3).

Items	Cronbach's Alpha	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Attitude			
Att1	0.819	0.643	0.781
Att2		0.625	0.754
Att3		0.610	0.743
Subjective norms			
SN1	0.836	0.572	0.827
SN2		0.596	0.811
SN3		0.588	0.804
SN4		0.577	0.785
Perceived behavioral control			
PBC1	0.803	0.643	0.786
PBC2		0.629	0.773
PBC3		0.611	0.760
PBC4		0.607	0.754
Confidence in knowledge			
Con1	0.827	0.577	0.805
Con2		0.580	0.791
Con3		0.569	0.784
Con4		0.548	0.769
Reward mechanisms			
RM1	0.795	0.781	0.811
RM2		0.764	0.793
RM3		0.759	0.785
RM4		0.748	0.762

Items	Cronbach's Alpha	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RM5		0.735	0.747
Information technology			
IT1	0.827	0.590	0.813
IT2		0.584	0.805
IT3		0.576	0.798
IT4		0.588	0.770
IT5		0.535	0.763
Intention to share the professional knowledge of lecturers			
Int1	0.806	0.671	0.786
Int2		0.653	0.772
Int3		0.646	0.768

Table 3: Cronbach's Alpha

Source: Analysis results from SPSS 26

Table 4 presents the results of the EFA examining independent factors. The findings indicate that the KMO coefficient is 0.825, and the Bartlett's test is statistically significant (Sig. = 0.000), demonstrating that the model aligns with the survey data. With an Eigenvalue greater than 1, six factors were extracted, accounting for a total variance of 78.919%, which signifies that the factors explain 78.919% of the variability in the data. Furthermore, the observed variables exhibit high factor loadings that exceed the threshold of 0.7 and are categorized according to the theoretical structure, reflecting the convergent and discriminant validity among the factors (Hair et al., 2010).

Items	Factor					
	1	2	3	4	5	6
Con1	0.812					
Con2	0.793					
Con3	0.778					
Con4	0.765					
IT1		0.795				
IT2		0.788				
IT3		0.771				
IT4		0.767				
IT5		0.754				
Att1			0.802			
Att2			0.795			
Att3			0.784			
PBC1				0.821		
PBC2				0.816		
PBC3				0.809		
PBC4				0.790		
RM1					0.795	

Items	**Factor**					
	1	**2**	**3**	**4**	**5**	**6**
RM2					0.784	
RM3					0.763	
RM4					0.759	
RM5					0.742	
SN1						0.807
SN2						0.796
SN3						0.775
SN4						0.769
KMO = 0.825						
Barlett's Test	Approx. Chi-Square				11539.816	
	df				368	
	Sig.				0.000	
% of Variance	31.725	46.909	49.217	58.364	69.581	78.919
Eigenvalue	4.153	3.687	3.811	2.964	1.876	1.128

Table 4: The Results of EFA Of Independent Factors

Source: Analysis results from SPSS 26

Table 5 presents the results of the EFA for the dependent factor, indicating that the measurement model is highly relevant to the survey data. The KMO coefficient was 0.824, and Bartlett's test was statistically significant (Sig. = 0.000), confirming that the data were suitable for factor analysis. At the Eigenvalue greater than 1, all three observed variables of the factor exhibit high factor load coefficients, exceeding the threshold of 0.7, demonstrating good convergent validity. The total variance of 80.795% shows that the extracted factor accounts for 80.795% of the variation in the data. Therefore, the dependent variable achieves both convergence and discriminant validity, fulfilling the requirements for subsequent analyses.

Construct	**Items**	**Factor loading**
Intention to share the professional knowledge of lecturers	Int1	0.831
	Int2	0.815
	Int3	0.808
KMO = 0.824		
Bartlett's Test	Approx. Chi-Square	319.567
	df	3
	Sig.	0.000
% of Variance		80.795
Eigenvalue		1.982

Table 5: The Results Of EFA Of The Dependent Factor

Source: Analysis results from SPSS 26

Table 6 displays the results of the correlation analysis, showing that the correlation coefficient between independent factors is low, which ensures that there is not a strong linear relationship

between the constructs. Additionally, the VIF coefficients are both greater than 1 and less than 2, indicating that there is no multicollinearity phenomenon. Thus, the data is suitable for conducting binary logistic regression analysis.

	1	2	3	4	5	6	7	VIF
1	1							
2	0.782**	1						1.368
3	0.694**	0.210**	1					1.564
4	0.657**	0.178*	0.271**	1				1.749
5	0.708**	0.257**	0.187**	0.192**	1			1.842
6	0.743**	0.246**	0.258*	0.205*	0.189**	1		1.784
7	0.679**	0.193**	0.172**	0.187**	0.216**	0.280*	1	1.784

***Correlation is significant at the 0.01 level.*

**Correlation is significant at the 0.05 level.*

1 = Intention to share the professional knowledge of lecturers, 2 = Attitude, 3 = Subjective norms, 4 = Perceived behavioral control, 5 = Confidence in knowledge, 6 = Reward mechanisms, 7 = Information technology

Table 6: Results of Correlation Analysis

Source: Analysis results from SPSS 26

The analysis results in Table 7 show that the Sig. value of the Chi-square test is 0.000 (less than 0.05). Additionally, the -2LL value of the Block 1 model is 35.647, which is smaller than the -2LL value of the Block 0 model, which equals 118.625, indicating that the model is statistically significant (Field, 2009). Furthermore, the Cox & Snell R Square coefficient of 0.712 and the Nagelkerke R Square coefficient of 0.785 both satisfy being greater than 0 and less than 1 (Cox & Snell, 1989, Nagelkerke, 1991). Therefore, the regression model fits perfectly.

Step	**-2 Log likelihood**	**Cox & Snell R Square**	**Nagelkerke R Square**
1	35.647	0.712	0.785

Table 7: Model Summary

Source: Analysis results from SPSS 26

The results of the analysis in Table 8 indicate that the forecast accuracy is quite high, with the model achieving a correct prediction percentage of 97.7%. This confirms that the independent factors included in the binary logistic regression model significantly affect the dependent factor. The Wald test revealed that independent factors with a significance coefficient of less than 0.05 established the correlation between independent and dependent factors. Furthermore, the degree of influence of independent factors on the dependent factor is represented by the Exp(B) value, meaning that the prediction of the dependent factor receiving a value of 1 indicates that when

independent factors increase by 1 unit, the dependent factors increase by 1.471, 1.320, 1.288, 1.389, 1.425, and 1.357 units.

		B	S.E.	Wald	df	Sig.	Exp (B)
Step 1[a]	Att	0.386	0.010	1.761	1	0.001	1.471
	SN	0.278	0.017	2.385	1	0.000	1.320
	PBC	0.253	0.028	1.494	1	0.002	1.288
	Con	0.329	0.016	1.515	1	0.000	1.389
	RM	0.354	0.025	1.237	1	0.004	1.425
	IT	0.305	0.038	2.142	1	0.000	1.357
	Constant	4.179	0.154	1.076	1	0.000	0.014

Table 8: Binary Logistic Regression Analysis

Source: Analysis results from SPSS 26

The Binary Logistics regression equation is written as follows:

LOG (P*(Y=1)/ P*(Y=0)) = 4.179 + 0.386*Att + 0.354*RM + 0.329*Con + 0.305*IT + 0.278*SN + 0.253*PBC

Consequently, six research hypotheses are supported. Attitude exerts the strongest influence on lecturers' intention to share professional knowledge at Vietnamese universities. When they hold a positive perception of the value and benefits of knowledge sharing, they are more likely to engage in this behavior. Additionally, reward mechanisms and confidence in knowledge highlight the significant role of individual and organizational motivating factors in encouraging professional knowledge-sharing behavior. Lastly, information technology, subjective norms, and perceived behavioral control also significantly influence professional knowledge intent, indicating that a conducive technological environment, positive social pressure, and a sense of behavioral control are crucial conditions for promoting knowledge-sharing behavior. Table 9 presents the results of hypothesis testing.

Additionally, the results of the average T-test and ANOVA analysis indicated that there were no statistically significant differences among demographic groups (gender, age, education level, seniority) regarding the intention of lecturers at Vietnamese universities to share professional knowledge.

Hypothesis	Relationship	Results
H1	Attitude has a positive impact on the intention to share the professional knowledge of lecturers	Supported
H2	Subjective norms has a positive impact on the intention to share the professional knowledge of lecturers	Supported
H3	Perceived behavioral control has a positive impact on the intention to share the professional knowledge of lecturers	Supported
H4	Confidence in knowledge has a positive impact on the intention to share the professional knowledge of lecturers	Supported
H5	Reward mechanisms have a positive impact on the intention to share the professional knowledge of lecturers	Supported

Hypothesis	Relationship	Results
H6	Technology information has a positive impact on the intention to share the professional knowledge of lecturers	Supported

Table 9: Hypothesis Testing

Source: Analysis results from SPSS 26

The results of the study are similar to those of Cheng et al. (2010), Vo et al. (2021), Tran and Tu (2021), Phan (2022), and Nguyen (2023). However, the difference in this study compared to previous research is that it employs logistic regression to verify and forecast the intention of lecturers at Vietnamese universities to share professional knowledge.

Conclusion and Implications

This study offers a comprehensive perspective on the intention to share professional knowledge among lecturers at Vietnamese universities, considering both individual and organizational viewpoints. By applying the theory of planned behavior, this study not only illuminates the factors influencing lecturers' intention to share professional knowledge but also clarifies the relationship between key variables in this process.

The results of the study indicate that lecturers' attitudes, reward mechanisms, and confidence in their knowledge play a crucial role in predicting their intention to share professional knowledge. Understanding these factors will assist education administrators in creating policies and measures that encourage positive knowledge-sharing behavior within the faculty community. Simultaneously, this study provides both a theoretical and practical foundation for developing training and professional development programs aimed at enhancing lecturers' intentions to share knowledge. These contributions not only support personal growth but also improve the quality of education and research at universities while fostering the learning and development of the entire faculty community. Consequently, some of the proposed governance implications are as follows:

First, enhance the positive attitude of lecturers toward knowledge sharing. The university needs to promote internal messaging about the role, significance, and long-term benefits of knowledge sharing within the academic community. It can be integrated into training programs, faculty development, or internal communications featuring inspiring stories from colleagues at the university.

Second, promote the influence of subjective norms by fostering a working environment that encourages sharing. The leaders must lead by example and publicly praise lecturers who actively share their expertise. The academic culture should encourage cooperation and discourage the mindset of "keeping professional knowledge", creating positive social pressure for lecturers to perceive sharing as an expected behavior.

Third, create favorable conditions for lecturers to feel comfortable sharing knowledge, thereby enhancing perceived behavioral control. Universities should periodically organize seminars and professional workshops in a flexible format (in-person or online) while also providing time and administrative support to ensure smooth participation for lecturers.

Fourth, enhance lecturers' confidence in their professional knowledge. Universities must invest in professional training programs, support scientific research, encourage publications, and

present research findings at conferences. If lecturers believe they possess significant value and expertise, they will be more proactive in sharing their knowledge.

Fifth, design and implement a clear and transparent reward mechanism for knowledge-sharing activities. In addition to material rewards, it is essential to incorporate this criterion into the evaluation system, consider salary increases, appoint titles, and honor academics to foster long-term motivation.

Sixth, enhance and strengthen the information technology infrastructure for knowledge sharing. It is essential to invest in building internal sharing platforms, such as digital document libraries, learning management systems (LMS), academic forums, and professional groups on social networks, making it easier for lecturers to share knowledge without technical barriers.

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