KEY DETERMINANTS OF ORGANIZATIONAL CULTURE INFLUENCING THE KNOWLEDGE SHARING OF LECTURERS IN ACADEMIC INSTITUTIONS: A STUDY IN THE UNIVERSITY OF FINANCE AND MARKETING (UFM)

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Abstract. This study is to identify factors of organizational culture in the success of knowledge sharing of lecturers – the study in the University of Finance and Marketing (UFM), by qualitative research methodology combining with quantitative research. Survey data were collected from 215 lecturers of the University (out of 270 before the time of merging with Customs Finance College). The study's result shows that the organizational culture's factors affecting the knowledge sharing of lecturers (ranked in descending order of importance) are: Leadership, Information system, Trust, Reward System. The article is valuable to academic leaders and is a scientific basis to reform organizational culture to promote knowledge sharing of lecturers, specific to the context of UFM.
Keywords. Knowledge sharing, organizational culture

1. INTRODUCTION

Knowledge plays a vital role in organizations today and it enables managers to make the necessary decisions, so knowledge is the most valuable asset and the foundation of a competitive advantage of an organization. This was introduced by Bock et al. [1]. However, people are not willing to share the knowledge they have accumulated because of the individuality and possessiveness that exist in every human being. They are afraid that they will lose their intellectual power in the organization if they share with others (Davenport and Prusak [2]). As a result, knowledge sharing is considered one of the most difficult activities (Ruggles, R. [3]) although it is an essential factor facilitating maximum creativity, efficiency and experience of every member of the organization.

Academic institutes are integrated organizations for studying, learning and sharing knowledge assets. Knowledge sharing is an important issue in every organization, especially in the higher education environment. Previous studies have proved that organizational culture is crucial in knowledge sharing among employees. The relationship between organizational culture and knowledge sharing has been studied extensively in the world. In Vietnam there has been, however, no formal research on this issue in the field of higher education. Therefore, it is necessary to have a serious study on this relationship for the case of a university in Vietnam. This research's result is the scientific basis for re-engineering organizational culture to promote knowledge sharing of lecturers at universities.

Hence, this paper is aimed at answering following research questions:

1. What is organizational culture? What are the elements of organizational culture? Which elements apply to universities?

2. What is the importance of elements of organizational culture on knowledge sharing of lecturers at the University of Finance and Marketing.

3. Which solutions should the University of Finance and Marketing implement to have a better organizational culture and promote the knowledge sharing of the lectures in the university in the current period?

2. LITERATURE REVIEW AND RESEARCH MODEL

2.1. Literature review

❖ Organizational Culture

Organizational culture has been a concept in organization - management science in Europe and America since the 80s of the last century and is now a commonly used concept. Organizational culture has many different concepts depending on the approach. Organizational culture is the system of beliefs, values, norms, habits and traditions created in the history, which are accepted, followed regarding physical and spiritual aspect, which members in an organization apply to communicate with each other for work. The

feature of a certain organization is influenced by its inherent system and leadership in fostering staffs (Eldrige and Crombie [4], (Luthans [5]). "Organizational culture is believed to be the most significant input to effective knowledge management and organizational learning in that corporate culture determines values, beliefs, and work systems that could encourage or impede knowledge creation and sharing" (Janz and Prasarnphanich [6]). From the point of view of Ricardo and Jolly [7], Schein [8] organizational culture is a set of values and trust understood and shared by the organization's members.

❖ Knowledge sharing

Knowledge sharing is one of the key activities of knowledge management (Alavi et al. [9]; Becerra-Fernandez et al. [10]; Lee C.K., & Al-Hawamdeh S. [11]; Gupta, A. K., and Govindarajan, V. [12]. Knowledge sharing is a deliberate act of the process of giving and receiving knowledge that makes it reused by others. The creation and sharing of knowledge depend on an individual's conscious effort to make knowledge shared.

❖ Organizational culture and knowledge sharing

This relationship had been examined in various studies.

Trust: Interpersonal trust or trust between co-workers is an extremely essential attribute in organizational culture, which is believed to have a strong influence over knowledge sharing. Interpersonal trust is known as an individual or a group's expectancy in the reliability of the promise or actions of other individuals or groups (Politis [13]). Team members require the existence of trust in order to respond openly and share their knowledge (Gruenfeld et al. [14]). Trust and cooperation lead to a greater readiness for employees to share insights and experiences with each other (Delong and Fahey [15]). Lee and Choice [16] claimed that "good" cultural values such as sharing, openness, and trust will lead to positive knowledge management's behaviors (e.g., knowledge contribution and sharing.

Communication: Communication here refers to human interaction through oral conversations and the use of body language while communicating. Human interaction is greatly enhanced by the existence of social networking in the workplace. This form of communication is fundamental in encouraging knowledge transfer (Smith and Rupp [17]). Greenberg and Baron [18] argue that communication has an impact on individual attitudes towards the organization. Communication helps create the sharing, rules, values and culture (Wiesenfeld [19]).

Information systems: The term information systems is used to refer to an arrangement of people, data and processes that interact to support daily operations, problem solving and decision making in organizations (Whitten et al., [20]). Organizations use different information systems to facilitate knowledge sharing through creating or acquiring knowledge repositories, where employees share expertise electronically and access to shared experience becomes possible to other staff (Connelly and Kelloway [21]). Thanks to information technology, knowledge sharing can take place anywhere and anytime. Culture is manifested through artifacts that are the most visible manifestations of culture. These artifacts may include things such as art, technology, and visible and audible behavior patterns (Pettigrew [22]). According to Hatch, use of technology artifacts might also act to either reinforce or reshape existing values and, over time, such changes in values might alter beliefs. Davenpork and Prusak [2] argue that the information technology system has a positive relationship with knowledge sharing, which will improve the organization's performance and increase the knowledge sharing in that organization.

Reward system: Reward system is a set of incentives for members of the organization to direct their behavior or improve academic performance (Jahani et al.) [23]. In order to create knowledge and share knowledge, organizations need to respect employees, have timely rewarding forms for employees when they contribute important initiatives to the organization. According to Syed-Ikhsan and Rowland [24], employees need a strong motivator in order to share knowledge. It is unrealistic to assume that all employees are willing to easily offer knowledge without considering what may be gained or lost as a result of this action. Managers must consider the importance of collaboration and sharing best practices when designing reward systems. The idea is to introduce processes in which sharing information and horizontal communication are encouraged and indeed rewarded. Such rewards must be based on group rather than individual performance (Goh [25]). In the study of Alavi et. Al. [9]), leadership is more essential to the success of knowledge management than incentives and bonuses awarded (reward) to potential knowledge management users.

Organization structure: The organization structure is an official system of relationships that are both independent and dependent within the organization, demonstrating tasks done by each person and their association with other tasks in a team. Traditional organization structures are usually characterized by complicated layers and lines of responsibility with certain details of information reporting procedures. Nowadays, most managers realize the disadvantages of bureaucratic structures in slowing the processes and raising constraints on information flow. In addition, such procedures often consume great amount of time in order for knowledge to filter through every level. Syed-Ikhsan et al. [24], Al-Alawi et al. [26] and Mueller [27] argue that organization structure positively affects knowledge sharing.

Leadership: Schein [8] claimed that organization culture is formed by leadership and one of the most crucial functions of leadership is forming, managing or destroying the culture when necessary. An appropriate leadership style is considered one of the most essential factors affecting the efficiency of knowledge management in the organization. Some studies, such as those of Jahani et al. [23], Donate and Guadamillas [28], show that leadership has an important role in sharing knowledge in the organization.

In the study of Gupta and Govindarajan [12], they stated that organizational culture embraces 6 main elements: information system, people, procedure, leadership, reward system and organization structure.

The research by Al-Alawi et al. [26] "*Organizational Culture and knowledge sharing: critical success factors* " based on the model of Gupta and Govindarajan [12], and inherited the results of previous studies to explore the influences of organizational culture on knowledge sharing of employees working in public sector organizations and private sector businesses in the Kingdom of Bahrain. The research results indicated that interpersonal trust, communication between staffs, information system, reward system and organization structure are positively related to knowledge sharing in organizations.

The study by Islam et al. [29] "*Organizational culture and knowledge sharing: empirical evidence from service organizations"* conducted at 7 service organizations in Bangladesh for the purpose of examining the relationship between factors of organizational culture and knowledge sharing. Inheriting the research results of Al-Alawi et al. [26] this author built a model to study the impact of 4 cultural elements on knowledge sharing (trust, communication between staffs, leaders, reward systems). The research results show that the factors that motivate knowledge sharing are trust, communication between staffs and leadership. While previous studies have shown that the reward system has a positive impact on knowledge sharing, in this study the reward system has no significant impact on knowledge sharing.

Through the careful literature review, Kathiravelu et al. [30] presented the article "Why organizational culture drives knowledge sharing?". The surveyed people are employees and members working in the Public Service Department of Malaysia. They proposed to 6 components (trust, communication, leadership, organization structure, reward system and information system) influencing to the knowledge sharing within organizations and expected there was a close relationship between organizational culture and knowledge sharing.

The study by Tran Minh Thanh [31] "*The impact of a organizational culture's factors on knowledge sharing – the case of construction enterprises in Ho Chi Minh*" shows that there are 5 elements of organizational culture that have a positive impact on knowledge sharing: spiritual reward has the strongest impact, second is trust, followed by leadership, working procedure and communication have the smallest impact. The factor of material reward is concluded that there is no a meaningful impact on knowledge sharing.

2.2. The proposed model of determinants of cultural organization on the knowledge sharing of lecturers in the University of Finance and Marketing

From the analysis of various literature mentioned above, combining with the profession characteristics of lecturers from the perspective of organizational culture and knowledge sharing, this study proposes a model consisting of 6 factors: trust, information system, reward system, leadership, communication and organizational structure.

❖ **Trust (TR)**

The scale "Trust" consists of 06 observed variables developed from the scale of Al-adaileh [32]. Hypothesis proposed:

H1: There is a positive relationship between trust and knowledge sharing

in which

TR1: I do not hesitate to share my feelings and perceptions with my fellow colleagues

TR2: I believe that knowledge sharing is useful for me in my career

TR3: A considerable level of trust exists between coworkers is vital for freely interchanging knowledge in the university

TR4: I trust that all my contribution as well as shared knowledge are highly appreciated by colleagues

TR5: the university's leaders trust in ability of sharing knowledge of lectures

TR6: The university's working environment helps lecturers trust to share knowledge to each others
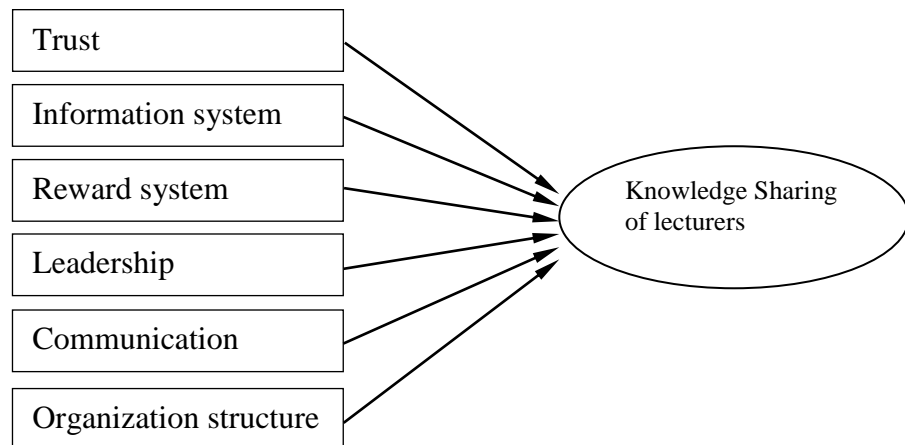

Figure 1: The proposed model of the study

❖ **Information system (IN)**

The scale of information system consists of 04 observed variables as developed by Al-Alawi et al. [26]; Lee and Choi [19]. The developed hypothesis is:

H2: There is a positive relationship between information system and knowledge sharing

in which

IN1: The university provides various tools and technologies to facilitate knowledge sharing and exchange

IN2: university's information system provides useful information and data for the sharing knowledge between lectures

IN3: The university's information system help the sharing knowledge become effective

IN4: Lecturers mainly adopt the university's information system to share knowledge with colleagues

❖ **Reward system (RE)**

05 items of reward of Al-Alawi et al. [26] and Jahani et al. [23] are adopted in this study. Hence, the next hypothesis is proposed:

H3: There is a positive relationship between reward system and knowledge sharing

in which

RE1: Lectures are rewarded for sharing their knowledge with their colleagues

RE2: The university adopts various policies for creating motivation for lecturers' sharing knowledge

RE3: Reward from the university makes me more confident to share knowledge

RE4: The more sharing knowledge, the more I am appreciated.

RE5: The university's reward system motivates the lectures' sharing knowledge

❖ **Leadership (LE)**

The leadership scale consists of 05 observable variables developed from the studies of Jahani et al. [23]; Donate and Guadamillas [28. The research proposes:

H4: There is a positive relationship between leadership and knowledge sharing of lecturers

in which

LD1: Leaders show openness to lecturers in sharing knowledge

LD2: Leaders timely encourage and praise lecturers with ideas and initiatives in the work

LD3: Leaders respect lecturers' opinions and views

LD4: Leaders encourage participative decision making in work group

LD5: Leaders facilitate the lecturers' sharing knowledge.

❖ **Communication (CO)**

The communication scale consists of 5 observed variables adopted from the study by Al-Alawi et al. [26]. The research proposes:

H5: There is a positive relationship between communication and knowledge sharing of lecturers
in which

CO1: Lectures are of high level of face-to-face interaction among colleagues in the workplace

CO2: Lecturers are motivated communication ability and sharing knowledge through academic events

CO3: The disparity of age, hometown, academic level, position are not barriers in communication between lectures.

CO4: There are various kinds in the university for sharing knowledge of lecturers

CO5: There is a collaboration of lecturers in their works

❖ **Organization structure (OR)**

Scale of organization structure includes 04 observed variables developed from the scale of Al-Alawi et al. [26]. So the last hypothesis is

H6: There is a positive relationship between organization structure and knowledge sharing
in which

OR1: The organization structure (department, discipline) is suitable to share knowledge

OR2: There is an ease of sharing knowledge despite lectures working as staff or leaders

OR3: It's easy for lecturers to connect with each other in case there is a need of sharing knowledge

OR4: Some tasks assigned by the university require the formation of teams with members from different departments in order to be accomplished

❖ **Knowledge sharing (SH)**

There are 6 observes developed form the studies of (Davenport and Prusak; Griffen; Sayed-Ikhsan and Rowland; Goh and Al-Alawi et al..)

SH1: I often participate academic events (seminars, workshops, …) held by the university to share knowledge

SH2: I contribute my own ideas, opinions relating to work (if any)

SH3: I am willing to share my own experience with colleagues freely

SH4: I often discuss knowledge and experience with my colleagues during working period

SH5: I think teamwork and collaboration working is better than individual working

SH6: I believe I get and learn much knowledge from my colleagues

3. RESEARCH METHODOLOGY

3.1 Measure of construct

The survey questionnaire is divided into 2 parts: Part 1 of items measuring the theoretical constructs, part 2 of questions of the respondents' demographics. There are totally 35 items in the first part and using a seven-point Likert scale (1: completely object, 7: completely agree) in which trust, information system, reward system, leadership, communication, and organization structure embrace 6, 4, 5, 5, 5 and 4 items respectively and 6 items of knowledge sharing.

3.2 Procedure and data collection

This study primarily uses qualitative methodology together with quantitative methodology.

Qualitative research methodology is performed by group discussion. There are 2 groups with each group of 8 lecturers. Through the group discussion, the authors adjust, add factors of organizational culture affecting knowledge sharing of lecturers and form scales of these factors.

Quantitative research methodology is used to evaluate the reliability of the scales of factors, test the research model and research hypotheses. The questionnaire drafts were given to 30 respondents and they help to check how testers understand before the actual data collection. Then the official questionnaires are released on both online survey and offline survey. There are 241 questionnaires are collected and 26 of them are unusable. So, there are 215 acceptable responses in total to be used for the analysis, which is still meet the analysis requirement.

3.3 Statistical method
For this kind of research, SPSS or SmartPLS both are suitable. Finding that SmartPLS gives very attractive graphical outputs and more convenient, the author employed Smart PLS version 3.0 in this research. There are the structural model and the measurement model in a research. The two-stage approach was used in PLS analysis, as proposed by Hair et al. [33].

Stage one, the analysis of the measurement model is to evaluate reliability, convergent validity, discriminant validity. In this step, factor loadings, composite reliability (CR), average variance extracted (AVE), cross loadings are analyzed. The purpose of this step is to make sure the reliability and validity of the measures before examining the structural model.

Stage two is the assessment of the Structural Model. First, portion of variance explained is chosen to examine the explanation level of indicators for the model. Next, blindfolding procedure is done to check cross-validated redundancy, and aims to identify the predictive relevance. Then, nonparametric bootstrapping is also run to test the structural model and only accept indicators with sig value not above 0.05 from the analysing result.

4.   RESULT

4.1 Measurement Model
The reliability and convergent validity, discriminant validity of the constructs were tested. Cronbach's alpha and Composite reliability (in CR column) is employed to measure internal reliability. The CR values of all constructs are above 0.7 after deleting TR4 of Trust, IN4 of Information System, SH3, SH5 of Knowledge Sharing (because loadings of such items in the first time < 0.6). From the 2nd test of the study, all items meet the requirement of Hair et al. [33] in which all items with loadings of at least 0.7. Thus, reliability of each individual item is satisfactory. The average variance extracted (AVE) is employed to examine the convergent validity. The AVE of constructs are all higher 0.5, proving that degree of convergent validity is not violated, or all items are different.

Next, there are 2 ways to test the discriminant validity of the constructs. The first approach is to use the cross loadings of the indicators. The result shows that no loads higher on an opposing construct. The second approach is to examine the square root of AVE (Fornell and Larcker). The finding indicates the square root of each construct is higher than that of the construct in inter correlations with the other constructs. Diagonals **(in bold)** of the table 3 below represent square root of the AVE. Therefore, the model can confirm that discriminant validity of all constructs is not violated.

Table 1: The reliability and convergent validity, discriminant validity of the constructs

Constructs		Reliability		Convergent validity		Discriminant validity
		Cronbach's alpha	CR	Outer loading	AVE	
TR	TR1	0.832	0.882	0.766	0.599	Not violated
	TR2			0.778		
	TR3			0.799		
	TR5			0.722		
	TR6			0.800		
IN	IN1	0.726	0.845	0.821	0.646	Not violated
	IN2			0.796		
	IN3			0.733		
RE	RE1	0.839	0.886	0.716	0.610	Not violated
	RE2			0.857		
	RE3			0.826		
	RE4			0.743		
	RE5			0.754		
LE	LE1	0.894	0.920	0.779	0.700	Not violated
	LE2			0.829		

	LE3			0.894		
	LE4			0.885		
	LE5			0.790		
CO	CO1	0.869	0.904	0.800	0.656	Not violated
	CO2			0.818		
	CO3			0.737		
	CO4			0.839		
	CO5			0.831		
OR	OR1	0.885	0.920	0.860	0.741	Not violated
	OR2			0.889		
	OR3			0.918		
	OR4			0.769		
SH	SH1	0.801	0.871	0.675	0.630	Not violated
	SH3			0.826		
	SH4			0.801		
	SH6			0.861		

Source: The result form alnalysis of data collected by the author group

Table 2: Discriminant validity coefficients

	CO	IN	LE	OR	RE	SH	TR
CO	**0.810**						
IN	0.504	**0.803**					
LE	0.425	0.433	**0.837**				
OR	0.491	0.692	0.505	**0.861**			
RE	0.457	0.576	0.399	0.565	**0.781**		
SH	0.444	0.578	0.357	0.499	0.576	**0.794**	
TR	0.612	0.558	0.541	0.470	0.409	0.369	**0.774**

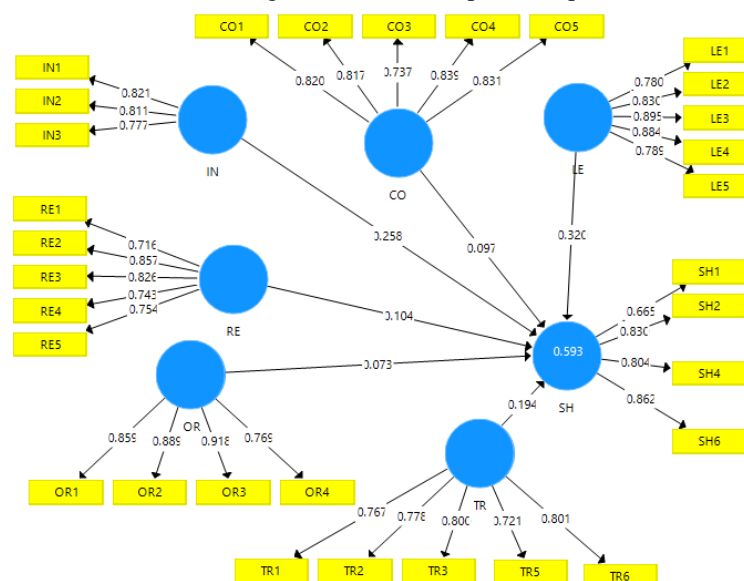Diagonals **(in bold)** represent square root of the AVE

Figure 2: Measurement model

4.2 Structural Model

After the results of the measurement model are satisfatory, there is a need to assess the structural model, check the model fit and proposed hypothesis.

Firstly, examine Multicollinearity by collinearity statistics (VIF). VIF of all observes are less than 5, except for CO1 (5.901), CO2 (5.857). So, there is an appearance of multicollinearity on the proposed structural model and thus CO1, CO2 must be deleted out of the model.

Secondly, examine p-value and the relationships of constructs in the structural model. The relationships of constructs are shown by Path coefficient. Nonparametric bootstrapping is run with 1000 replications to examine the structural model. The finding gives supports for only 04 hypotheses (out of 6) (see Table 4) because there are two factors: communication (CO) and organization structure (OR) have a sig value > 0.05 so they are not statistically significant.

Table 3: Path Coefficient and Hypothesis Testing

	Path Coefficient	Significance Levels	P Values	Level of Effect
CO -> SH	0.039	P<0.05	0.627	*No*
IN -> SH	0.252	P<0.05	0.027	Yes
LE -> SH	0.317	P<0.05	0.000	Yes
OR -> SH	0.070	P<0.05	0.473	*No*
RE -> SH	0.119	P<0.05	0.035	Yes
TR -> SH	0.236	P<0.05	0.016	Yes

In sum, the analyzed results will adjust the hypotheses suggested in the model (Figure 2). The results indicate that Leadership, Information system, Trust, Reward System with $\beta=0.317$, $\beta=0.252$, $\beta=0.236$ and $\beta=0.119$ respectively are the key determinants influencing knowledge sharing.
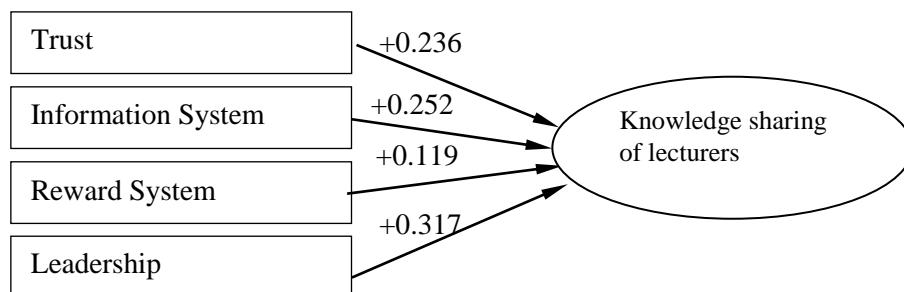

Figure 2: The adjusted model of the study

Thirdly, examine R^2 and R^2 adjust. The finding indicates that all suggested indicators can explain 56.2% model of knowledge sharing of lecturers. There are other factors influencing on the knowledge sharing of lecturers at the University of Finance and Marketing but have not yet found in this research model.

Table 4: R^2 and R^2 adjust.

	R^2	R^2_{adj}
SH	0.589	0.562

Fourthly, check f^2 to impact coefficient. f^2 receives value 0.02; 0.15 và 0.35 respectively showing small impact, middle impact and large impact of independent variables (Cohen, 1988 from Hair et al. [33]). In case f^2 is smaller than 0.02, it is concluded that such related independent variable doesn't impact on the dependent variable.

Table 5: f^2 of independent variables

	SH
CO	0.002
IN	0.089
LE	0.144
OR	0.006
RE	0.018
TR	0.072

It is obvious that Communication and Organization Structure don't impact on sharing knowledge in the case this study. Leadership have a middle impact. The remaining factors have small impacts.

Finally, Stone–Geisser Q^2 (cross-validated redundancy) is used to examine the predictive relevance. If Q^2 value of dependent variable is greater than zero, it means the model has predictive relevance (Chin [27]). To do so, the blindfolding procedure in PLS is carried out. In this study, Q2 is 0.315, much higher than zero, thus the model fit is acceptable and it exhibits high predictive relevance for the analysis.

Table 6: The predictive relevance Q^2

	SSO	SSE	Q² (=1-SSE/SSO)
CO	297.000	297.000	
IN	297.000	297.000	
LE	495.000	495.000	
OR	396.000	396.000	
RE	495.000	495.000	
TR	495.000	495.000	
SH	396.000	271.123	0.315

5. CONCLUSION AND SOME SUGGESTIONS

The statistical findings of this study show the differences with previous studies, especially compared to the the followings:

Table 6: Some previous studies with the same research issue

Authors	Critical success factors of organizational culture on knowledge sharing	Limitation
Al-Alawi, A. I. et al. [26]	Trust, Communication, Information system, Reward system, Organization structure	Sample: 231 but for various industries including public and private sectors in The Kingdom of Bahrain
Islam, Z. M. et al. [29]	Trust, Communication, Leadership (Reward system has insignificant influence)	Small sample (author didn't mention a specific number. specific number. Service organizations in Bangladesh
Kathiravelu et al. [30]	Trust, Leadership, Communication, Reward system, Information system, Organization Structure	Literature review from past studies

Communication and Organization structure are rejected in this specific current study. It is logical in Vietnam case when some excessive interaction may cause some staff to waste time socializing with others instead of completing their tasks, which can sometimes harm professionalism and ethics. Moreover, in the university, lecturers sometimes prefer to maintain a certain distance from others, and mainly focus on academic events, to avoid embarrassing situations. Moreover in modern society, sharing knowledge can be done through various channels, not have to merely base on the structure. From the above analysis, this

study proposes some administrative implications to promote knowledge sharing activities among lecturers in the University of Finance and Marketing as follows:

To begin with, there is a need to enhance the role of leaders in knowledge sharing activities of lectures. The lecturers score the leadership factor with mean of 4.5872, showing that lecturers have not highly appreciated the role of leaders in sharing their knowledge. Hence, leaders of faculties, departments need to respect lectures, communicate and listen to them to enhance knowledge sharing with each other. Leadership must be an initial example of sharing knowledge. Meanwhile, leaders need to create favorable conditions for lectures to have more training opportunities or to organize scientific conferences and seminars for them so that they have further chance to improve their professional capacity and promote the development of knowledge sharing.

Secondly, there is necessary for the university to modernize and improve the operational efficiency of information systems. The analysis results show that information system is the factor with the lowest impact on knowledge sharing. However, the lecturers evaluate this factor at a higher score compared to other factors with mean of 5.0512, proving that the lecturers consider the information system as a very important factor, a means for knowledge sharing to take place smoothly and quickly. Therefore, the university needs to improve the level of modernization and efficiency of information systems to support their work. The university should pay special attention to developing a management information system for teaching and research. The system of lectures and learning materials should be digitalized and updated regularly so that lecturers can easily access and contribute their knowledge to the organization's shared database. In particular, the university's information system must be highly interactive, enabling the lectures to share online knowledge with each other with the information and knowledge they possess.

Thirdly, the leaders need to focus on the trust factor, building an open and comfortable working environment based on trust so that knowledge sharing activities take place regularly and more effectively. Compared to Reward factor, the lecturers give a higher rating score for this factor with mean of 5.6660. The working environment must be sure that the lecturers trust leaders and colleagues, believe on the continuous existence and development of the university, promoting the cooperation between lectures in a voluntary and comfortable manner. And this will promote the exchange between lectures, increase mutual trust, further create the efficiency of knowledge sharing.

Fourthly, the university needs to propose appropriate reward policies to encourage the spirit of knowledge sharing among lecturers because the reward system is the most powerful factor to knowledge sharing in this study. In addition, lecturers at UFM evaluate the reward factor at the low rate with mean of only 4.7058.

6. LIMITATION:

The model with 04 tested factors only explains 56.2% of the variation of knowledge sharing. Besides these 4 factors, there are probably other factors and other variables that are involved in explaining the knowledge sharing of lecturers at the University of Finance and Marketing but have not yet found in this research model.

The study was only tested at the University of Finance and Marketing, but not yet tested for other universities, so the generalization of the research results is not high.

Thus, in future if having time, other further researches should be carried out with more universities, and more indicators should be mentioned to upgrade the ratio of explanation of the future proposed model and the result will more contribute to theory of factors of organizational culture influencing the knowledge sharing of lecturers in academic institutions.

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CÁC NHÂN TỐ CỦA VĂN HÓA TỔ CHỨC ẢNH ĐẾN CHIA SẺ
TRI THỨC CỦA GIẢNG VIÊN Ở CÁC TRƯỜNG HỌC. NGHIÊN CỨU
TẠI TRƯỜNG TÀI CHÍNH – MARKETING

Tóm tắt. Nghiên cứu này nhằm xác định các yếu tố của văn hóa tổ chức ảnh hưởng đến chia sẻ tri thức của giảng viên – kiểm định tại trường Đại học Tài chính – Marketing, bằng phương pháp nghiên cứu định tính kết hợp nghiên cứu định lượng. Dữ liệu khảo sát được thu thập từ 215 giảng viên cơ hữu của Trường (trong số hơn 270 giảng viên trước thời điểm Trường CĐ Tài chính Hải quan sáp nhập vào). Theo đó, các yếu tố cấu thành văn hóa tổ chức ảnh hưởng đến chia sẻ tri thức của giảng viên theo trình tự mức độ ảnh hưởng từ cao xuống thấp là: hệ thống khen thưởng; sự tin tưởng; lãnh đạo và hệ thống thông tin. Bài viết là cơ sở khoa học cho việc kiện toàn văn hóa tổ chức để thúc đẩy chia sẻ tri thức của giảng viên tại trường đại học, đặc biệt trường Tài chính-Marketing.