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Knowledge Sharing and Job Performance Among University Faculty: The Mediating Role of Job Satisfaction

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Abstract:
Knowledge sharing is an important mechanism for improving faculty effectiveness and institutional performance in higher education. Although prior studies have examined the link between knowledge sharing and work outcomes, the psychological mechanism underlying this relationship remains underexplored, particularly in developing-country contexts. Drawing on Knowledge Management Theory and Social Exchange Theory, this study examines the relationships among knowledge sharing, job satisfaction, and job performance among university faculty members, with job satisfaction proposed as a mediator. Data were collected from 234 full-time faculty members at Trade Union University, Vietnam, and analyzed using Structural Equation Modeling. The findings show that knowledge sharing positively affects both job satisfaction and job performance. Job satisfaction also positively influences job performance and partially mediates the relationship between knowledge sharing and job performance. These results suggest that knowledge sharing enhances faculty performance by strengthening professional capability and positive work attitudes. The study contributes to the literature by integrating the three constructs into a unified framework and offers implications for promoting collaborative academic cultures.

Keywords: *knowledge sharing; job satisfaction; job performance; university faculty; higher education.*

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I. Introduction

The knowledge economy has changed how organizations create value, develop capabilities, and sustain performance (Davenport & Prusak, 1998; Wang & Noe, 2010). In this context, knowledge is regarded as a strategic resource that supports innovation, organizational learning, and long-term effectiveness (Nonaka, 1994; Nonaka & Takeuchi, 1995). This is particularly relevant to higher education institutions, where knowledge creation, dissemination, and application are central to teaching, research, and academic development. Faculty members are a key source of intellectual capital, and their teaching experience, research expertise, disciplinary knowledge, and professional networks contribute directly to educational quality and institutional effectiveness. However, such knowledge may have limited value if it remains embedded within individuals. Knowledge sharing enables faculty members to exchange academic resources, teaching practices, research methods, and problem-solving approaches, thereby transforming individual knowledge into collective academic capability.

Previous studies have shown that knowledge sharing can improve individual performance by enhancing professional competence, innovation, collaboration, and organizational learning. However, much of the existing literature has focused mainly on the direct relationship between knowledge sharing and performance outcomes, while the psychological mechanism underlying this relationship remains insufficiently examined. Job satisfaction may serve as an important mechanism in this process. In academic settings, satisfaction is shaped by collegial support, academic autonomy, professional recognition, and opportunities for development. Drawing on Social Exchange Theory, knowledge sharing may strengthen reciprocal support, trust, and professional connection among faculty members, thereby increasing job satisfaction and, subsequently, job performance. Vietnam provides a meaningful context for examining these relationships. Vietnamese universities are facing increasing pressure to improve training quality, strengthen research productivity, promote digital transformation, and enhance institutional performance. At Trade Union University, faculty members are expected to improve teaching, conduct research, participate in academic collaboration, and adapt to changing higher education requirements. Under these conditions, knowledge sharing becomes important for supporting professional development and

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improving faculty effectiveness. However, limited empirical evidence has examined the links among knowledge sharing, job satisfaction, and job performance in this institutional context.

To address this gap, this study investigates the relationships among knowledge sharing, job satisfaction, and job performance among full-time faculty members at Trade Union University, Vietnam. Drawing upon Knowledge Management Theory and Social Exchange Theory, the study proposes that knowledge sharing has both a direct effect on job performance and an indirect effect through job satisfaction. The study contributes to the literature by integrating these three constructs into a unified framework, clarifying the mediating role of job satisfaction, and providing empirical evidence from Vietnamese higher education. The paper then reviews the relevant literature, presents the methodology, reports the findings, and discusses implications, limitations, and future research directions.

II. Literature review and Theoretical Foundation

2.1. Knowledge Sharing

Knowledge sharing is a central construct in knowledge management research, as organizational performance depends not only on the possession of knowledge but also on its effective exchange and application (Davenport & Prusak, 1998; Nonaka & Takeuchi, 1995; Wang & Noe, 2010). It refers to the process through which individuals exchange information, expertise, experience, and insights to support learning, problem solving, and knowledge utilization (Van den Hooff & De Ridder, 2004; Lin, 2007). Prior studies often distinguish between knowledge donating and knowledge collecting. Knowledge donating reflects individuals' willingness to provide knowledge to others, whereas knowledge collecting refers to their efforts to seek and acquire knowledge from colleagues and professional networks (Van den Hooff & De Ridder, 2004). In this study, knowledge sharing is treated as an overall construct because both dimensions jointly reflect the reciprocal exchange and application of academic knowledge. In higher education institutions, faculty members share knowledge through research collaboration, mentoring, academic seminars, curriculum development, and professional discussions. These activities enable lecturers to exchange teaching experience, research methods, academic resources, and problem-solving approaches, thereby improving professional competence, collaboration, and job performance.

2.2. Job Satisfaction

Job satisfaction is one of the most widely examined constructs in organizational behavior and human resource management. It generally refers to an individual's positive evaluation of work experiences and the extent to which the job meets personal and professional expectations (Locke, 1976; Spector, 1997). In higher education, faculty job satisfaction is shaped not only by compensation and promotion opportunities but also by academic autonomy, collegial relationships, professional recognition, meaningful work, and opportunities for scholarly development. Supportive academic environments may increase faculty members' satisfaction by reducing work-related isolation and strengthening their sense of professional value. Knowledge sharing can contribute to job satisfaction because it provides access to useful knowledge, constructive feedback, peer support, and collaborative learning. Through such interactions, lecturers may feel more supported, connected, and valued within the academic community. Therefore, job satisfaction is positioned in this study as an important psychological mechanism linking knowledge sharing with job performance.

2.3. Job Performance

Job performance refers to work-related behaviors and outcomes that contribute to organizational goals (Campbell et al., 1993; Koopmans et al., 2011). Contemporary research often views job performance as a multidimensional construct that includes task performance and contextual performance (Borman & Motowidlo, 1997). Task performance relates to the fulfillment of formal job duties, while contextual performance refers to discretionary behaviors such as cooperation, helping colleagues, and supporting the organizational environment. In higher education institutions, faculty job performance is inherently multidimensional because lecturers are responsible for teaching, research, student supervision, curriculum development, academic service, and professional collaboration. Knowledge sharing may enhance these performance dimensions by helping faculty members improve teaching methods, access research experience, solve academic problems, and strengthen scholarly cooperation. In addition, satisfied faculty members are more likely to demonstrate motivation, commitment, and discretionary effort in their academic roles. Thus, both knowledge sharing and job satisfaction are expected to be important predictors of faculty job performance.

2.4. Theoretical Foundation

2.4.1. Knowledge Management Theory

Knowledge Management Theory views knowledge as a strategic organizational resource that enhances learning, innovation, and performance when it is created, shared, integrated, and applied effectively (Nonaka, 1994; Nonaka & Takeuchi, 1995). From this perspective, individual knowledge has limited organizational value

unless it is transformed into collective capability through interaction and application. In this study, Knowledge Management Theory explains the direct link between knowledge sharing and faculty job performance. Through knowledge sharing, lecturers can access teaching experience, research skills, academic resources, and professional solutions from colleagues. These resources can be applied to course design, teaching innovation, student supervision, research activities, curriculum development, and academic service. Therefore, knowledge sharing enhances faculty performance by converting individual expertise into collective academic capability.

2.4.2. Social Exchange Theory

Social Exchange Theory explains workplace relationships through reciprocal exchanges of resources, support, and benefits (Blau, 1964). Individuals tend to develop positive work attitudes when they perceive trust, fairness, support, and reciprocity in their interactions. In higher education, knowledge sharing can be viewed as a form of social exchange because faculty members provide knowledge and expertise to colleagues while receiving information, feedback, and professional support in return. Such exchanges may strengthen collegial trust, reduce professional isolation, and enhance a sense of belonging within the academic community. As a result, knowledge sharing may increase job satisfaction by creating a supportive and collaborative work environment. Satisfied faculty members are more likely to be motivated, committed, and willing to invest effort in teaching, research, and academic service. Accordingly, Social Exchange Theory supports the mediating role of job satisfaction in the relationship between knowledge sharing and job performance.

2.5. Hypothesis Development

Knowledge sharing is expected to enhance faculty job performance because it enables lecturers to access and apply professional knowledge, teaching experience, research methods, publication experience, and academic networks. From the perspective of Knowledge Management Theory, knowledge creates value when it is disseminated and used to improve individual and collective capability. In higher education institutions, such capability is reflected in course design, teaching innovation, student supervision, research productivity, curriculum development, and academic service. Therefore, faculty members who actively engage in knowledge sharing are more likely to perform their academic responsibilities effectively.

H1: Knowledge sharing positively influences job performance among university faculty members.

Knowledge sharing may also improve job satisfaction by creating a supportive and collaborative academic environment. Drawing on Social Exchange Theory, faculty members who exchange knowledge with colleagues are likely to experience reciprocal support, collegial trust, professional recognition, and a stronger sense of belonging. However, this positive effect is more likely to occur when knowledge sharing is voluntary, valued, and supported by the organization rather than imposed as an additional burden. In such conditions, knowledge sharing can reduce professional isolation and increase positive attitudes toward work.

H2: Knowledge sharing positively influences job satisfaction among university faculty members.

Job satisfaction is expected to contribute to job performance because satisfied faculty members tend to be more motivated, committed, and willing to invest effort in teaching, research, and academic service. Nevertheless, faculty performance is also shaped by professional competence, institutional support, workload, leadership, and research resources. Thus, job satisfaction should be viewed as an important motivational factor rather than the sole determinant of performance.

H3: Job satisfaction positively influences job performance among university faculty members.

Job satisfaction may further mediate the relationship between knowledge sharing and job performance. Knowledge sharing can influence performance through two complementary mechanisms. The direct effect reflects a knowledge-based mechanism, in which shared knowledge improves lecturers' professional capability. The indirect effect reflects an attitudinal mechanism, in which knowledge sharing strengthens job satisfaction, which then enhances motivation, commitment, and discretionary effort. Accordingly, job satisfaction is expected to partially mediate the relationship between knowledge sharing and job performance.

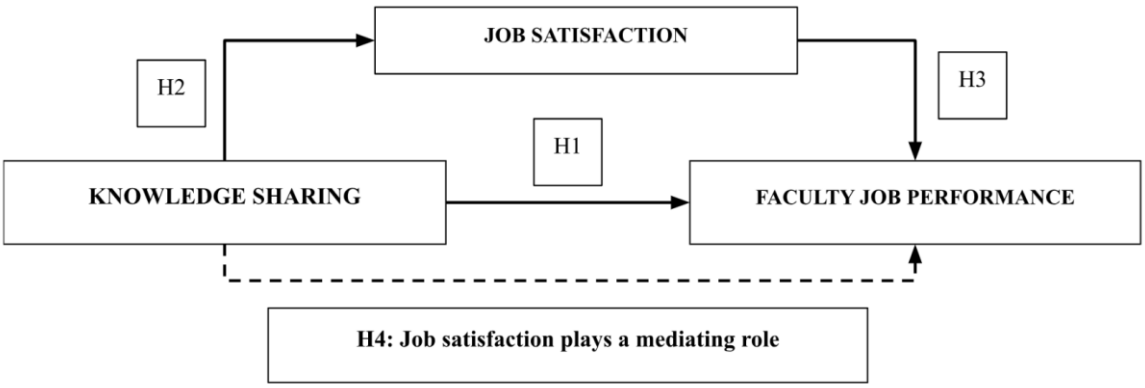
H4: Job satisfaction partially mediates the relationship between knowledge sharing and job performance among university faculty members.

2.6. Research Framework

Based on the literature review and theoretical foundations, this study proposes a research framework that examines the relationships among knowledge sharing, job satisfaction, and job performance among university faculty members. In this framework, knowledge sharing is positioned as the independent variable, job performance as the dependent variable, and job satisfaction as the mediating variable. Knowledge sharing is understood as a reciprocal process involving both knowledge donating and knowledge collecting, through which

faculty members exchange teaching experience, research methods, academic resources, and professional support. Drawing on Knowledge Management Theory, knowledge sharing is expected to directly enhance faculty job performance by improving professional competence, problem-solving capability, teaching effectiveness, research productivity, and academic collaboration. At the same time, based on Social Exchange Theory, knowledge sharing may improve job satisfaction by strengthening collegial trust, reciprocal support, recognition, and a sense of belonging within the academic community. Job satisfaction is then expected to enhance job performance by increasing motivation, commitment, and willingness to invest effort in teaching, research, and academic service. Accordingly, the proposed framework explains both the direct effect of knowledge sharing on job performance and the indirect effect through job satisfaction. This structure provides the basis for testing four hypotheses concerning the relationships among the three constructs. The proposed research framework is presented in Figure 1.

Figure 1: Proposed research framework



Source: Authors' compilation

III. Research Methodology

This study employed a quantitative, cross-sectional survey design to examine the relationships among knowledge sharing, job satisfaction, and job performance among university faculty members. The research model was developed based on Knowledge Management Theory and Social Exchange Theory, with four hypotheses examining the direct relationships among the constructs and the mediating role of job satisfaction. A cross-sectional design was considered appropriate because it allows empirical data to be collected from a relatively large group of respondents within a specific period and facilitates the analysis of relationships among latent variables (Hair et al., 2019). The study was conducted at Trade Union University, Vietnam. The target population consisted of full-time faculty members working across different faculties and departments. A census approach was adopted because the population size was manageable. Data were collected through a self-administered questionnaire during the 2025–2026 academic year. Of the 254 questionnaires distributed, 234 valid responses were retained after screening for completeness and consistency, yielding a response rate of 92.1%. The sample size was considered adequate for Structural Equation Modeling based on commonly accepted methodological recommendations (Hair et al., 2019; Kline, 2016). Participation was voluntary, and respondents were assured that their responses would remain confidential and be used only for academic purposes.

The questionnaire was developed from established measurement scales and adjusted to fit the Vietnamese higher education context. Knowledge sharing was measured using items adapted from Van den Hooff and De Ridder (2004), covering both knowledge donating and knowledge collecting. Job satisfaction was measured based on Spector (1997), reflecting faculty members' overall satisfaction with their work, professional environment, and academic responsibilities. Job performance was measured using items adapted from Campbell et al. (1993) and Koopmans et al. (2011), including teaching performance, research activities, professional collaboration, and overall work effectiveness. All items were assessed using a five-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree".

Data were analyzed using SPSS and AMOS. Descriptive statistics were used to summarize the sample profile. Cronbach's Alpha was employed to assess scale reliability, with values above 0.70 considered acceptable. Exploratory Factor Analysis was then conducted to examine the underlying factor structure, followed by Confirmatory Factor Analysis to assess convergent validity, discriminant validity, and model fit. Composite Reliability and Average Variance Extracted were also examined to evaluate construct reliability and validity (Fornell & Larcker, 1981; Hair et al., 2019). Finally, Structural Equation Modeling was used to test the proposed hypotheses and examine the mediating role of job satisfaction. SEM was appropriate because it allows the

simultaneous estimation of relationships among latent constructs while accounting for measurement errors (Anderson & Gerbing, 1988; Kline, 2016).

IV. Results and discussions

4.1. Descriptive Statistics of the Research Data

A total of 254 questionnaires were distributed to faculty members at Trade Union University. After screening, 20 responses were excluded due to incomplete, inconsistent, or patterned answers. Thus, 234 valid questionnaires were retained, representing a valid response rate of 92.1%. This sample size was suitable for reliability testing, factor analysis, and structural equation modeling.The sample had a relatively balanced gender distribution, with 48.3% male and 51.7% female respondents. Most respondents were aged from 30 to under 45 years old (54.3%), followed by those over 45 years old (32.1%) and under 30 years old (13.7%). Regarding educational qualifications, 64.5% held a master's degree, 31.6% held a doctoral degree, while Associate Professors and Professors accounted for 3.4% and 0.4%, respectively. In terms of work experience, 53.0% had more than 10 years of experience, 32.1% had 5–10 years, and 15.0% had less than 5 years. These figures indicate that the sample included a considerable proportion of experienced faculty members. The observed variables had mean values ranging from 3.71 to 4.40 on a five-point Likert scale, indicating generally positive responses. Knowledge sharing recorded relatively high mean values, ranging from 3.92 to 4.40. Job satisfaction ranged from 3.71 to 4.08, slightly lower than the other constructs, suggesting that professional development opportunities may require further attention. Faculty job performance ranged from 3.90 to 4.32, showing positive self-evaluations of work performance. Since job performance was measured through self-reported items, these descriptive results should be interpreted with caution and treated as an initial overview rather than evidence of causal relationships.

4.2. Measurement Model Assessment

Before testing the structural model, the reliability and validity of the measurement scales were examined using Cronbach's Alpha, Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA). As shown in Table 4.1, all constructs achieved satisfactory reliability, with Cronbach's Alpha values exceeding the recommended threshold of 0.70. Specifically, knowledge sharing had the highest reliability coefficient (α = 0.943), followed by faculty job performance ($\alpha = 0.917$) and job satisfaction ($\alpha = 0.856$). All 28 observed variables were retained for subsequent analyses.

Table 4.1. Summary of Reliability Test Results

Construct	Code	Initial items	Retained items	Cronbach's Alpha	Conclusion
Knowledge sharing	KS	12	12	0.943	Accepted
Job satisfaction	JS	6	6	0.856	Accepted
Faculty job performance	JP	10	10	0.917	Accepted
Total		28	28		

Source: Author's analysis using SPSS.

EFA was then conducted to examine the underlying factor structure. The KMO value was 0.961, indicating that the data were highly suitable for factor analysis. Bartlett's test was statistically significant, with Chi-square = 4082.113, df = 378, and p = 0.000. Three factors were extracted with eigenvalues greater than 1, explaining 60.498% of the total variance. This result is consistent with the proposed three-construct model, including knowledge sharing, job satisfaction, and faculty job performance.

Table 4.2. Summary of EFA Results

Indicator	Result
KMO	0.961
Bartlett's test: Approx. Chi-square	4082.113
Degree of freedom	378
Significance	0.000
Number of extracted factors	3
Total variance explained	60.498%

Source: Author's analysis using SPSS.

CFA was further performed to assess the measurement model. The results in Table 4.3 indicate that the model achieved an acceptable fit with the data. The CMIN/DF value was 1.217, lower than the recommended threshold of 3. The comparative fit indices were also satisfactory, with NFI = 0.901, IFI = 0.981, TLI = 0.979, and CFI = 0.981. In addition, RMSEA was 0.031 and PCLOSE was 1.000, suggesting a low level of approximation error.

Table 4.3. CFA Model Fit Indices

Fit index	Value	Recommended threshold	Conclusion
CMIN/DF	1.217	< 3	Accepted
RMR	0.029	Smaller is better	Accepted
GFI	0.892	> 0.85	Accepted
AGFI	0.873	> 0.85	Accepted
NFI	0.901	> 0.90	Accepted
IFI	0.981	> 0.90	Accepted
TLI	0.979	> 0.90	Accepted
CFI	0.981	> 0.90	Accepted
RMSEA	0.031	< 0.08	Accepted
PCLOSE	1.000	> 0.05	Accepted

Source: Author's analysis using AMOS.

The convergent validity of the constructs was also supported. As presented in Table 4.4, standardized factor loadings were all above 0.50. Composite Reliability values ranged from 0.858 to 0.944, exceeding the recommended threshold of 0.70. Average Variance Extracted values ranged from 0.504 to 0.586, meeting the minimum requirement of 0.50. These results confirm that the observed variables adequately represented their respective latent constructs.

Table 4.4. Summary of Convergent Validity

Construct	Standardized loading range	CR	AVE	Conclusion
Knowledge sharing	0.714–0.797	0.944	0.586	Accepted
Job satisfaction	0.627–0.775	0.858	0.504	Accepted
Faculty job performance	0.630–0.778	0.918	0.530	Accepted

Source: Author's analysis using AMOS.

Discriminant validity was assessed through the correlations among latent constructs. The correlation between knowledge sharing and job satisfaction was 0.716; between knowledge sharing and faculty job performance, 0.720; and between job satisfaction and faculty job performance, 0.714. Since all correlations were below 0.85, the constructs were considered conceptually distinct at an acceptable level.

4.3. Hypothesis Testing

Structural Equation Modeling (SEM) was employed to test the proposed hypotheses and examine the direct and indirect relationships among knowledge sharing, job satisfaction, and faculty job performance. The SEM results indicated that the model had adequate explanatory power. Knowledge sharing explained 51.3% of the variance in job satisfaction, while knowledge sharing and job satisfaction jointly explained 60.0% of the variance in faculty job performance. These results suggest that the proposed model provides a meaningful explanation of faculty performance in the research context.

Table 4.5. Results of Hypothesis Testing Using SEM

Hypothesis	Structural path	Unstandardized estimate	S.E.	C.R.	p-value	Standardized estimate	Result
H1	Knowledge sharing → Faculty job performance	0.337	0.067	5.035	***	0.429	Supported
H2	Knowledge sharing → Job satisfaction	0.723	0.082	8.852	***	0.716	Supported
H3	Job satisfaction → Faculty job performance	0.317	0.069	4.626	***	0.407	Supported

*Note: *** $p < 0.001$. Source: Author's analysis using AMOS.*

As shown in Table 4.5, all three direct relationships were statistically significant at $p < 0.001$. First, knowledge sharing had a positive effect on faculty job performance ($\beta = 0.429$), supporting H1. This indicates that faculty members who actively exchange knowledge, experience, and professional resources tend to report higher work performance. Second, knowledge sharing had a strong positive effect on job satisfaction ($\beta = 0.716$), supporting H2. This was the strongest relationship in the model, suggesting that academic knowledge exchange may strengthen collegial support, professional connection, and positive work attitudes. Third, job satisfaction positively influenced faculty job performance ($\beta = 0.407$), supporting H3. This result implies that satisfied faculty members are more likely to demonstrate motivation, commitment, and effort in teaching, research, and academic service.

To examine the mediating role of job satisfaction, the study further analyzed the direct, indirect, and total effects of knowledge sharing on faculty job performance.

Table 4.6. Direct, Indirect, and Total Effects

Relationship	Direct effect	Indirect effect	Total effect	Interpretation
Knowledge sharing → Faculty job performance	0.429	0.292	0.720	Partial mediation

Source: Author's analysis using AMOS.

Table 4.6 shows that knowledge sharing had both a direct effect on faculty job performance (β = 0.429) and an indirect effect through job satisfaction (β = 0.292). The total effect reached 0.720, indicating that the influence of knowledge sharing on faculty performance becomes stronger when job satisfaction is considered. Since the direct effect remained significant while the indirect effect was also evident, job satisfaction can be interpreted as a partial mediator in the relationship between knowledge sharing and faculty job performance. Therefore, H4 is supported.

Overall, the SEM results confirm that knowledge sharing is an important predictor of both job satisfaction and faculty job performance. The findings also show that job satisfaction serves as an attitudinal mechanism through which knowledge sharing contributes to improved performance. However, because the mediation result is based on SEM effect decomposition, it should be interpreted cautiously unless further confirmed by bootstrapping confidence intervals.

4.4. Discussion

The findings confirm the important role of knowledge sharing in improving faculty job performance in higher education institutions. Consistent with Knowledge Management Theory, knowledge sharing enables faculty members to exchange teaching experience, research methods, academic resources, and professional solutions, thereby enhancing their ability to perform teaching, research, and academic service tasks. The positive effect of knowledge sharing on job performance supports previous studies showing that knowledge exchange contributes to individual effectiveness, innovation, and organizational learning (Lin, 2007; Wang & Noe, 2010).

The results also show that knowledge sharing has a strong positive effect on job satisfaction. This finding suggests that knowledge sharing is not only a professional activity but also a social process. Through academic exchange, faculty members may experience stronger collegial support, trust, recognition, and a greater sense of belonging. This is consistent with Social Exchange Theory, which argues that supportive and reciprocal relationships can foster positive work attitudes (Blau, 1964; Wasko & Faraj, 2005).

Job satisfaction was also found to positively influence faculty job performance. This indicates that satisfied faculty members are more likely to demonstrate motivation, commitment, and discretionary effort in teaching, research, and institutional activities. However, job satisfaction should not be viewed as the only determinant of performance, as faculty effectiveness is also shaped by professional competence, workload, institutional support, leadership, and academic resources.

Most importantly, the findings indicate that job satisfaction partially mediates the relationship between knowledge sharing and job performance. This means that knowledge sharing improves faculty performance through two mechanisms. The first is a knowledge-based mechanism, in which shared knowledge directly strengthens professional capability. The second is an attitudinal mechanism, in which knowledge sharing enhances job satisfaction, which subsequently contributes to better performance. Therefore, universities should not focus only on technical knowledge-management systems, but also develop a supportive academic culture that encourages collaboration, trust, professional recognition, and faculty well-being.

V. Implications, Future Research

5.1. Implications

The findings of this study offer both theoretical and practical implications. From a theoretical perspective, the study contributes to knowledge-sharing research by integrating knowledge sharing, job satisfaction, and faculty job performance into a unified framework. The results provide empirical support for Knowledge Management Theory by showing that knowledge sharing enhances faculty performance through the exchange and application of professional knowledge, teaching experience, research skills, and academic resources. The study also supports Social Exchange Theory by demonstrating that knowledge sharing can strengthen job satisfaction through collegial support, trust, reciprocity, and a positive academic work environment. By identifying job satisfaction as a partial mediator, the study clarifies that knowledge sharing influences faculty performance through both a knowledge-based mechanism and an attitudinal mechanism.

From a practical perspective, the findings suggest that university administrators should regard knowledge sharing as a strategic element of academic management. Universities can promote knowledge sharing through professional learning communities, research groups, mentoring programs, interdisciplinary collaboration,

academic seminars, and shared digital repositories. These mechanisms can help faculty members exchange teaching practices, research experience, academic materials, and professional solutions more effectively. In addition, universities should integrate knowledge-sharing behavior into human resource management practices, including performance evaluation, recognition systems, professional development policies, and academic reward mechanisms.

The results also indicate that improving faculty performance requires attention not only to professional competence but also to job satisfaction. A supportive academic climate, fair recognition, opportunities for professional development, and constructive collegial relationships can strengthen faculty well-being and motivation. Therefore, universities should develop a collaborative academic culture in which knowledge sharing is voluntary, valued, and institutionally supported. Such an approach may enhance teaching quality, research productivity, professional commitment, and institutional effectiveness.

5.2. Limitations and Future Research

Despite its contributions, this study has several limitations. First, the research was conducted at a single university, which limits the generalizability of the findings to other higher education institutions. Future studies should expand the sample to include multiple universities across different regions, institutional types, and academic disciplines. Second, the study used a cross-sectional design; therefore, causal relationships among knowledge sharing, job satisfaction, and job performance should be interpreted with caution. Longitudinal research would provide stronger evidence on how these relationships develop over time. Third, the study relied on self-reported data, particularly for faculty job performance, which may be affected by social desirability bias. Future research could combine self-reported data with supervisor evaluations, peer assessments, student feedback, or objective indicators such as research output and academic service records. Finally, future studies could extend the model by incorporating additional mediating or moderating variables, such as organizational culture, leadership style, perceived organizational support, work engagement, digital competence, academic autonomy, or psychological safety.

VI. Conclusion

This study examined the relationships among knowledge sharing, job satisfaction, and job performance among university faculty members. The findings confirm that knowledge sharing has a positive effect on both job satisfaction and faculty job performance, while job satisfaction also positively influences job performance. In addition, job satisfaction partially mediates the relationship between knowledge sharing and job performance, indicating that knowledge sharing improves faculty performance not only by enhancing professional capability but also by fostering positive work attitudes. Overall, the study highlights the strategic importance of developing a knowledge-sharing culture in higher education institutions. By promoting academic collaboration, strengthening faculty satisfaction, and supporting professional development, universities can improve faculty effectiveness and contribute to sustainable institutional development.

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