UEF
UNIVERSITY OF ECONOMICS & FINANCE

QS STARS RATING SYSTEM

HUTECH
Đại học Công nghệ Tp.HCM

CỤC CÔNG TÁC PHÍA NAM

THE SECOND INTERNATIONAL CONFERENCE ON SCIENTIFIC, ECONOMIC AND SOCIAL ISSUES

DIGITAL TRANSFORMATION, COOPERATION AND GLOBAL INTEGRATION IN THE NEW NORMAL

FINANCIAL PUBLISHING HOUSE

TABLE OF CONTENT

APPLICATION OF TECHNOLOGY AND BIG DATA IN THE FIELDS OF FINANCE, ACCOUNTING AND AUDITING IN THE CONTEXT OF GLOBALIZATION

DIGITAL ECONOMY IN VIETNAM, TRENDS AND POTENTIABILITY

DIGITAL TRANSFORMATION – COOPERATION – GLOBAL INTEGRATION IN BUSINESS

RECOVERY COMMUNICATIONS IN THE TOURISM AND HOSPITALITY INDUSTRY AFTER THE COVID-19 PANDEMIC

DIGITAL VERSUS NON- DIGITAL

CHALLENGES FACED BY TEACHERS IN NON-TRADITIONAL EDUCATION

DIGITAL TRANSFORMATION
AN INDISPENSABLE EVOLUTION FOR SUSTAINABLE CORPORATES

INFORMATION TECHNOLOGY AND APPLICATIONS

TRENDS AND ISSUES IN ENGLISH LANGUAGE EDUCATION AND RESEARCH

LAW IN THE CONTEXT OF INTERNATIONAL INTEGRATION

IMPACT OF ORGANIZATIONAL FAIRNESS ON THE EMPLOYEES' KNOWLEDGE SHARING IN TRAVEL AND TOURISM ENTERPRISES IN HO CHI MINH CITY

Le Thi Nhu Quynh[1,2], Le Thi Giang[2], Truong Quang Dung[1]

[1]Ho Chi Minh City University of Technology (HUTECH)

[2]Ho Chi Minh City University of Economics and Finance

dungtq@uef.edu.vn

Abstract:

The objective of this study is to analyze the influence of 05 factors of organizational fairness on employees' knowledge sharing in travel and tourism enterprises. The research results provide evidence that the influence of organizational fairness on employees' knowledge sharing is explained by 5 factors (in ascending order): Procedural fairness (β = 0.114), Fair treatment (β = 0.256), Spatial justice (β = 0.273), Distributive fairness (β = 0.326), Time fairness (β = 0.351). The level of explanation of these 5 factors through the coefficient of determination is 68.40% and is statistically significant. The final goal of the study is accomplished through discussion, identifying limitations and opening the direction for further research.

Keywords: *Organizational fairness, knowledge sharing, travel enterprise.*

1. Introduction

In a highly competitive environment, knowledge sharing is an important factor for business success (Grant, 1996). Encouraging employees to share useful knowledge within an organization can help maintain and increase an organization's competitive advantage (Barney, 1991; Grant, 1996; Liu & Phillips, 2011). In the field of tourism, employees' skills in interacting with customers and professional knowledge play a decisive role in the success or failure of business. Therefore, the sharing of skills and knowledge is considered an important process in knowledge management (Nooshinfard & Nemati-Anaraki, 2014).

Currently, the tourism industry is facing great pressure to maintain a sustainable recovery... Looking back at the same period in 2021, when the economy was heavily impacted by the Covid-19 epidemic, revenue of these two industries dropped sharply, in which tourism and travel revenues decreased by 60.1% and 64.5% respectively. In the first nine months of 2022, the size of the accommodation and food service revenue is 74% and the travel and tourism revenue is only 42% of that of the same period in 2019, the year when there was no Covid-19 epidemic. The double difficulty also comes from the threat of fierce competitiveness of major tourism enterprises in the region. To survive, develop and preserve the competitive advantages of an enterprise is a challenge for any manager. In a business organization, knowledge is an important factor that not only increases creativity, but also strengthens a sustainable competitive advantage for the organization (Alegre, Sengupta, & Lapiedra, 2013) in the volatile business environment today.

Recently, a number of studies on organizational behavior have focused on how to encourage employees to share their knowledge with others. In addition, many studies have found the impact of organizational fairness on a variety of organizational and individual performance (Fadel & Durcikova, 2014). However, there is little interest in the interaction between organizational fairness and knowledge

sharing (Wang & Noe, 2010; Yesil & Dereli, 2013). Employees need to have different requirements in terms of knowledge, constant updating, and close teamwork compared to other professions to be able to coordinate and be effective in their operations. This is especially true among most employees who feel they have been treated fairly by their organization. They will be more motivated and willing to share their knowledge with others in the organization. However, fairness is not one-sided. It can include many different aspects from the employee's point of view.

With the above content, based on the theoretical foundation of previous studies with the theme of discovering the impact of five dimensions of organizational fairness on employees' knowledge sharing (giving and receiving), this article aims to test the relationship of five components of organizational fairness: (1) Distributive fairness; (2) Procedural fairness; (3) Fair treatment; (4) Fairness in time and (5) Fairness in space to employees' knowledge sharing, studied at travel and tourism enterprises in Ho Chi Minh City.

2. Theoretical basis and the development of research hypotheses

2.1. Theoretical basis

2.1.1. Organizational fairness

According to Greenberg 1990, Sweeney & McFailin 1997, organizational fairness consists of two components: procedural fairness and distributive fairness. According to Whisenant & Smucker 2009, organizational fairness includes three components: procedural fairness, distributive fairness, and behavioral fairness between managers and employees. According to Colquitt 2001, Al-Zu'bi 2010 & Iqbal 2013, organizational fairness includes four components: distributive fairness, procedural fairness, behavioral fairness between managers and employees, and information fairness. As for Tayyaba Akram Shen Lei et al (2017), organizational fairness includes five components including: distributive fairness, procedural fairness, fairness in treatment between managers and employees, fairness in time and fairness in space. In short, organizational fairness is a term referring to the perception of employees in which they feel the work environment includes procedures, treatment between the organization/manager and employees, the divide the work and the results they get are fair.

2.1.2. Knowlegde sharing

Although there is not really a consensus in the view of knowledge (Jashapara,2011, Tzortzaki & Mihiotis, 2014), modern views are developed based on both these schools. Knowledge, according to Nonaka (1994), involves the dynamism of each person when demonstrating their belief in the quest for truth, which is "information, technology, know-how, skill" (Grant, 1996), or "information valuable for action" (O'Dell & Grayson, 1998). These definitions consider knowledge to be developed from the continual accumulation and verification of information, thus being used for decision making and action. Nonaka et al (2006) argued that knowledge is created by humans, therefore knowledge is subjective, process related, aesthetic and created through practice.

The premise for the combination and transfer from existing knowledge to new knowledge is knowledge sharing, its results will promote the implementation of creative ideas, positively impacting work efficiency (Yun & Lee, 2017). Sharing explicit knowledge will improve learning efficiency, changing the knowledge structure of employees. In addition, employees in the organization can acquire and use special skills, experiences and methods to work better through cognitive innovation and sharing tacit knowledge (Z. Wang et al. al., 2014). Sharing knowledge relevant to different individuals at different levels in the organization; the sharing is done between individuals, or between individuals and a group of people. This

process assumes that at least two parties are involved: one imparts or distributes the knowledge while the other acquires and collects the knowledge (Van den Hooff and Ridder, 2004; Foss et al., 2009).

2.2. Hypothesis development

2.2.1. Distributive fairness and knowledge sharing

Distributive fairness refers to the perceived fairness of outcomes that individuals receive from the organization. These outcomes can be divided on the basis of fairness, necessity or individual contribution. They assess distributive fairness through comparison with others (Alsalem and Alhaiani, 2007). Distributive fairness has long been viewed as the underlying theory and has its roots in theories of equity dating back to the 1950s and 1960s. Distributive fairness has been described in theory as the equity in allocation of resources, outcomes, and decisions. Resources are either tangible or intangible (Adam, 1965). Based on the results of previous studies, it is concluded that distributive fairness in an organization is one of the important factors and has a positive influence on the knowledge sharing of employees (Demirel et al. & Seckin, 2011; Qianqian et al., 2011; Lin, 2007; Farn & Fu, 2004. From the above arguments, hypothesis H1 is stated as follows:

H1: Distributive fairness has a positive effect on employees' knowledge sharing

2.2.2. Procedural fairness and knowledge sharing

Xinyan & Xin, 2011 defines that "fairness in the decision-making process regarding outcomes include whether the decision-making procedures, control processes, and mechanisms for resolving disagreements are fair and open, consistent and reasonable? Are employees provided with any relevant resources to participate in the decision-making process?" Cabrera & Cabrera (2005) revealed that procedural fairness is a first important factor contributing to employees' knowledge sharing. Demirel & Seckin, 2011, Qianqian et al. (2011), Salih & Selcuk Dereli (2013), Vandana Tamta & M.K. Rao (2017) also demonstrated that procedural fairness of an organization has a positive effect on employees' knowledge sharing. Based on these studies, hypothesis H2 is stated as follows:

H2: Procedural fairness has a positive effect on employees' knowledge sharing

2.2.3. Fair treatment and knowledge sharing

Fair treatment focuses on employees' perceptions of interpersonal behavior used in decision-making and proceedings. Fair treatment is related to many socially sensitive actions such as the way managers respond to employees with dignity and respect, for example, providing adequate explanations about their decisions, taking care of employees' concerns and understanding their difficulties (Skarlicki & Folger, 1997). Fair treatment in organizations will help improve employees' commitment to the organization and it will affect the knowledge sharing behavior of employees (Ridings et al., 2002; Moffett et al., 2003). Prior studies by Selcuk Dereli (2013) John C. Windsor et al. (2012), Vandana Tamta & M.K. Rao (2017) also showed that fair treatment in organizations has a positive influence on the knowledge sharing of employees. Therefore it came to the hypothesis that:

H3: Fair treatment has a positive effect on employees' knowledge sharing.

2.2.4. Fairness in time and space affects knowledge sharing

Fairness in time and space refers to fairness related to geographical distance and the allocation of resources within the organization. Time fairness refers to the fairness in distribution of time. Employees will have a more positive view of the organization if they are treated fairly in all respects. Managers must always pay special attention to issues such as budget allocation, staffing, and related issues because they can all affect other employees in the organization (Colquitt, Greenberg, & Zapata-Phelan, 2005). Fairness

in time and space is seen as part of social justice. In the author's research, it has been shown that fairness in time in the organization has a positive and huge impact on the knowledge sharing of employees (Tayyaba Akram et al., 2016). These new factors also deserve to be included in the validation study. Hypothesis H4 and H5 are as follows:

H4: Fairness in time has a positive effect on knowledge sharing.

H5: Fairness in space has a positive effect on knowledge sharing.

The research model with the proposed hypotheses is presented in Figure 1.

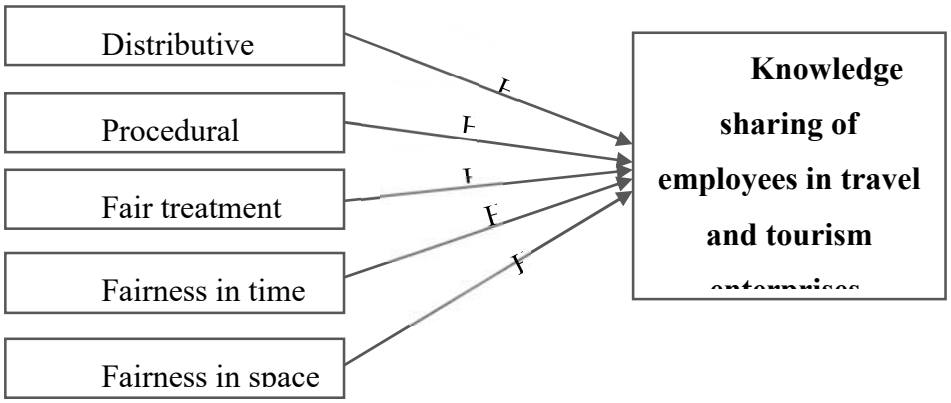

Figure 1: Proposed research model

3. Research Methods

3.1. Sample selection and data collection

In this study, the non-probability sampling method with the form of convenience sampling is used.. Determining sample size is not an easy task in scientific research. The selection of a research sample is very important to ensure that it is appropriate for the overall study and the accuracy of the research results, usually based on experience. In EFA, sample size is usually determined based on (1) the minimum size and (2) the number of measurement variables included in the analysis. Hair & Ctg (2006). Hair & Ctg (2006) states that to use EFA, the sample size should be at least 50, preferably 100, and the ratio of observations/items is 5:1, that is, 1 item requires a minimum of 5 observations, preferably 10:1 or more. According to this principle, the number of observations of the study is 28 observed variables, the minimum sample is 140. A total of 200 questionnaires were sent to ensure that the sample size and research results are highly representative. 194 questionnaires were returned, 6 incomplete answer sheets were discarded. The total number of votes required to perform the analysis was 188 votes, meeting the minimum sample size standards, and were put into data processing using SPSS 20.0 software.

3.2. Scale

A 5-point Likert scale is used to measure observed variables, where “1” is “strongly disagree” and “5” is “strongly agree”. The scales are referenced from previous studies in the same field. Specifically: Distributive fairness (denoted as PP) with 4 observed variables was developed based on the scale of Matthew S. Crow, Chang-Bae Lee, Jae-Jin Joo, (2012). Procedural justice (denoted TT) with 5 observed variables was developed based on the scale of Matthew S. Crow, Chang-Bae Lee, Jae-Jin Joo, (2012). Fair treatment (denoted DX) with 4 observed variables was developed based on the scale of Matthew S. Crow, Chang-Bae Lee, Jae-Jin Joo, (2012). Fairness in time (denoted as TG) with 6 observed variables was developed based on the scale of Tayyaba Akram and co-authors (2016) and Sania Usmani & Siraj Jamal (2013). Fairness in space (denoted as KG) measured by 4 observed variables was developed based on the

scale of Tayyaba Akram et al. (2016) and Ania Usmani and Siraj Jamal (2013). Knowledge sharing (denoted as CSTT) measured by 5 observed variables was adjusted from the work of Tayyaba Akram et al (2016).

4. Research results and discussion

4.1. Descriptive statistics

From the data collection results, there are 188 valid answer sheets. The detailed description of the survey sample is presented in the following table (Table 1).

Table 1: Description of survey sample

Criteria		Frequency	Ratio (%)
Gender	Male	95	50,53%
	Female	93	49,47%
Age	Below 30	33	17,55%
	From 31 to 45	86	45,74%
	From 46 to 60	66	35,11%
Years of experience	From 1 to 5 years	45	23,94%
	From 5 to 10 years	83	44,15%
	More than 10 years	60	31,91%
Education level	Higher than university	11	5,85%
	University degree	116	61,70%
	College degree	58	30,85%
	Other	3	1,60%

(Source: compiled by the author)

4.2. Evaluate the reliability of the scale and factor analysis

4.2.1. Evaluate the reliability of the scale

Evaluation on the results of analyzing the reliability of the scale of independent and dependent factors: The initial official survey table includes 28 observed variables for 5 independent factors (23 observed variables) and 1 dependent factor (05 observed variables), after performing reliability analysis for the scale, 23 observed variables remained the same. However, after the Cronbach's Alpha test, the observed variables of the 5 independent scales have the total correlation coefficient of TT5 = 0.118 and KG4 = 0.122 which is less than 0.3, so 2 variables are eliminated, the remaining 21 variables are eligible. The number of observed variables of the dependent scale remains unchanged at 5 variables. The results of testing the reliability of the scales in the theoretical model are satisfactory, the Cronbach alpha coefficients of the scales are all greater than 0.6, and after removing 2 variables that do not meet the statistical requirements, all the remaining scale are used next in the exploratory factor analysis (EFA).

Table 2: Summary of Cronbach's Alpha analysis results

o.	Scale	Cronbach's Alpha coefficients	**Valid variables** (Cronbach's Alpha > 0,6 and total correlation coefficient ≥ 0,3)
	Distributive fairness	0.806	4
	Procedural fairness	0.782	4 (Eliminate TT5)
	Fair treatment	0.791	4
	Fairness in time	0.822	3 (Eliminate KG4)
	Fairness in space	0.796	6
	Knowledge sharing	0.812	5

(Source: compiled by the author)

4.2.2. Exploratory factor analysis (EFA)

EFA exploratory factor analysis was used to evaluate the degree of convergence of these observed variables by components. The results of the first EFA exploratory factor analysis showed that the variable TG4 uploaded two factors, so we will consider removing these two variables and conduct the second EFA analysis.

The second result shows that the coefficient 0.5 < KMO = 0.868 < 1 satisfies the condition, so the EFA analysis is consistent with the actual data. Bartlett's Test has the coefficient Sig = 0.000 < 0.05, showing that the observed variables are linearly correlated with the representative factor.

Table 3 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.835
Bartlett's Test of Sphericity	Approx. Chi-Square	1152.046
	df	110
	Sig.	0.000

(Source: author summarised from data processing results on SPSS)

- The cumulated extracted variance is 66,554, showing that the variation of the analyzed factors can explain 66.554% of the variation of the original survey data, this is a fairly significant level.

- The Eigenvalues coefficient of the 5th factor is 1,045> 1, showing that the convergence of the analysis stops at the 5th factor, or the analysis results showing that there are factors extracted from the survey data.

- The factor loading coefficient of each observed variable showing that all the factors is greater than 0.5, showing that the observed variables all show the influence with the factors that these variables show.

Table 4: EFA factor analysis results for the independent variable scales

Variable	Factor				
	1	2	3	4	5
TG1	.761				
TG2	.732				
TG6	.708				
TG3	.687				
TG5	.658				
DX3		.840			
DX4		.783			
DX2		.752			
DX1		.681			
PP3			.782		
PP4			.745		
PP2			.706		
PP1			.686		
TT2				.913	
TT1				.853	
TT4				.765	
TT3				.722	
KG1					.784
KG3					.728
KG2					.693
Cumulative extracted variance (%)	36.733	45.236	50.671	56.862	66.554
Eigenvalue coefficients	3.652	2.940	1.987	1.423	1.045

(Source: author summarised from data processing results on SPSS)

Table 5 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.803
Bartlett's Test of Sphericity	Approx. Chi-Square	176.118
	df	9
	Sig.	0.000

(Source: author summarised from data processing results on SPSS)

The results show that the coefficient 0.5 < KMO = 0.803 < 1 satisfies the condition, so the EFA analysis is consistent with the actual data. Bartlett's Test has the coefficient Sig = 0.000 < 0.05, showing that the observed variables are linearly correlated with the representative factor.

Table 6: EFA factor analysis results for the dependent variable scale

Variable	Loading coefficients
	1
CS2	.820
CS5	.794
CS1	.782
CS4	.768
CS3	.751
Extracted variance = 58.362%	
Eigenvalues coefficient = 2.548	

(Source: author summarised from data processing results on SPSS)

- The cumulative extracted variance is 58,362, showing that the variation of the analyzed factors can explain 58.362% of the variation of the original survey data, this is the average level of significance.

- The Eigenvalues coefficient of the first factor is 2,548 > 1, showing the convergence of the analysis stopping at the first factor, or meaning that the analysis results shows that there is 1 factor extracted from the survey data. Therefore, the scale being drawn is acceptable.

- The loading coefficient of each observed variable shows the factors greater than 0.7, which means that the observed variables all show the influence with the factors that these variables represent.

4.3. Correlation analysis and regression analysis

4.3.1. Correlation analysis

- Correlation test: Before conducting the linear regression analysis, the author performs a linear correlation analysis between the dependent variable and the independent variables to prove that they have a relationship with each other. Table 7 shows that the factor of employee knowledge sharing at travel enterprises in Ho Chi Minh City is linearly correlated with independent variables and has Sig. < 0.005, whereby the independent variable Fairness in time has the strongest correlation with the dependent variable knowledge sharing and Distributive fairness has the weakest correlation with the dependent variable. However, among the independent variables, the correlation coefficient is quite large. To determine the phenomenon of multicollinearity between the independent variables, the study will use the V.I.F coefficient.

Table 7: Correlation test results

	CS	PP	TT	DX	TG	KG
CS	1	.527**	.472**	.446**	.557**	.462**
PP		1	.364**	.482**	.453**	.406**
TT			1	.416**	.374**	.420**
DX				1	.437**	.354**
TG					1	.465**
KG						1

(Source: author summarised from data processing results on SPSS)

- Regression analysis results determine the influence of each factor in the model with the dependent variable being Knowledge sharing of employees. These influence levels are determined through regression coefficients. The regression model is as follows:

$CS = \beta 0 + \beta 1PP + \beta 2TT + \beta 3DX + \beta 4TG + \beta 5KG + \alpha$

Based on the results of regression analysis, we first see Table 8, showing that the adjusted R2 coefficient is 0.654 (>0.5), revealing that the model fits the research data quite well. This coefficient means that 65.4% of the variation of the dependent variable (employees' knowledge sharing) is well explained by the independent variables in the research model, the rest is explained by variables outside of the research model.

Table 8: Evaluation of the fit of the model

R	R^2	Adjusted R^2	Standard deviation	Durbin- Waston coefficient
.803	.644	.654	.31627	1.758

(Source: author summarised from data processing results on SPSS)

Statistical value F = 66,542 at the significance level Sig = 0.000 < 0.05, so it can be concluded that the regression coefficients of the independent variables are non-zero.

Table 9: ANOVA Analysis

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	36.240	5	5.124	66.542	.000
	Residual	20.164	182	.108		
	Total	56.404	187			

(Source: author summarised from data processing results on SPSS)

Besides, the ANOVA table has the sig = 0.00 < 0.05, so at the 95% confidence level, the model is suitable with the research data. Therefore, the independent variables have a statistically significant correlation with the dependent variable at the 5% level of significance. The variance inflation factor (VIF) of the independent variables are all less than 2, indicating that there is no multicollinearity.

Table 10: Results of regression analysis

Model		Unstandardized coefficients		Standardized coefficients	t	Sig	Multicollinearity statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(constant)	.531	.254		1.622	.028		
	PP	.248	.042	.326	4.731	.000	.744	1.235
	TT	.074	.057	.114	3.114	.009	.708	1.322
	DX	.153	.063	.256	3.076	.002	.692	1.214
	TG	.271	.039	.351	5.463	.000	.668	1.175
	KG	.186	.054	.273	3.142	.004	.652	1.356
a. Dependent Variable: CS								

(Source: author summarised from data processing results on SPSS)

The results of the regression analysis also show that:

Sig. values of all 05 independent factors are less than 0.05. Therefore, we can say that these 5 independent factors all affect the dependent factor (employees's knowledge sharing). Or it can be concluded that these 5 independent factors are all significant in the regression model and have a positive impact with the dependent factor (because the regression coefficients are all positive).

The regression model has the form: $Y = \beta0 + \beta1*PP + \beta2*TT + \beta3*DX + \beta4*TG + \beta5*KG$, in which:

- Y: Employees' knowledge sharing – dependent variable.

- The remaining 5 components are independent factors

- β0: Intercept coefficient of the regression function.

Normalized regression model: $Y = 0.326*PP + 0.114*TT + 0.256*DX + 0.351*TG + 0.273*KG$

From the results of the regression analysis, it shows that the factor of Fairness in Time (TG) has the strongest influence, followed by Distributive Fairness (PP) which has an impact with the same degree, the third one is the Fairness of Space (KG) and Fair Treatment (DX), and finally the Procedural Fairness factor (TT) has the least significant impact on knowledge sharing of employees working at travel and tourism enterprises operating in Ho Chi Minh City. Specifically, the influence of the factors is in the order of Table 11 as follows:

Table 11: Order of influence of independent factors

Denote	Independent factor	Standardized Beta	Impact order
TG	Fairness in Time	.351	1
PP	Distributive Fairness	.326	2
KG	Fairness in Space	.273	3
DX	Fair Treatment	.256	4
TT	Procedural Fairness	.114	5

(Source: compiled by the author)

4.4. Hypothesis testing

Based on the results of regression analysis, the author tested the hypotheses of the given model. The results of testing the hypotheses are summarized as follows: all five initial hypotheses are accepted (Table 12).

Table 12: Results of testing the research hypotheses

Hypothesis	Content	Result
H1	Distributive fairness has a positive (+) impact on knowledge sharing of travel and tourism agency employees in Ho Chi Minh City.	Accepted
H2	Procedural fairness has a positive (+) impact on knowledge sharing of travel and tourism agency employees in Ho Chi Minh City.	Accepted
H3	Fair treatment has a positive (+) impact on knowledge sharing of travel and tourism agency employees in Ho Chi Minh City.	Accepted
H4	Fairness in Time has a positive (+) impact on knowledge sharing of travel and tourism agency employees in Ho Chi Minh City.	Accepted
H5	Fairness in Space has a positive (+) impact on knowledge sharing of travel and tourism agency employees in Ho Chi Minh City.	Accepted

(Source: compiled by the author)

4.5. ANOVA test

The results of the test of differences among qualitative variables show that there is only a difference in knowledge sharing of the gender groups: Male and female gender, in which men tend to share knowledge as experience, career know-how they have accumulated more than women do. In addition, there was no difference between people in terms of age, education level, and working seniority.

4.6. Research results discussion

The research results also agree with previous studies that the organizational fairness factors has a positive correlation with knowledge sharing as of Vandana Tamta & M.K. Rao (2017). However, the impact level of the factors is somewhat different from previous related studies such as the study of Salih & Selcuk Dereli (2013), John C. Windsor et al (2012) (the weight of the effects of the fairness factors varies between studies, which is also consistent with the fact that in the research context or research market of different countries, there are differences in management styles, principles, as well as value orientations that lead to different knowledge sharing or fairness perceptions).

5. Management Implications

5.2.1. Implications for the factor Fairness in Time

To be able to flexibly capture the time management of employees and have more positive effects, managers need to exchange information with subordinates in an objective way, communicate information in a timely and honest manner, and should explain in detail and clearly about relevant issues, sometimes ask employees what they think or how to respond on that matter, because capturing feedback from their subordinates is very necessary to help the leader better evaluate the object they manage and have the opportunity to reflect on their management decisions. Organizations need to focus on improving the leadership-employee relationship, thereby improving the employee's work results. Leaders need to be caring to their employees, know their capabilities, strengths and how to overcome their weaknesses. If this can be done, leaders will surely be trusted, supported and respected by employees, and at the same time contribute to building unity in the group, creating motivation for the whole team to progress.

On a broader scale, leaders need to manage all complex developments from the thoughts to the actions of the members they manage, this is the foundation to be able to arrange flexible time for their employees, whether those are activities that take place outside of work. Therefore, meetings and exchanges through sightseeing, extra-curricular activities, fine arts, entertainment... and real-life contacts are often favorable conditions for leaders to communicate, understand employees better, create sympathy, harmony and solidarity with their subordinates.

5.2.2. Implications for Distributive Fairness factor

Managers need to be fair, objective and follow the right process to properly assess the quality and capacity of the people they manage, so that employees do not perceive that their effort is recognized only as much as that of those who do not strive. The task assignment by the manager ensures not only the principle, the transparency and democracy, but also the suitability of each person's forte and ability, and also ensures the high consensus of the collective and individuals.

The reward and compliment must ensure the correct process and must be fair and objective in order to promote its effect as a lever to stimulate activities. Regarding the reward, it is important to consider both material and spiritual aspects. Therefore, leaders need to know how to properly evaluate the right people for the right job, as well as know how to encourage and reward in a timely and worthy manner the people under their management, which will bring positive effects in raising awareness about distributive fairness for employees, bringing satisfaction in the fair assessment of leaders and the organization for them, thereby increasing employees' closer relationship with the leader and the organization. In this way, employees will feel the leader's attention and satisfaction to them, contributing to a better working relationship between leaders and employees in accomplishing the organization's goals.

5.2.3. Implications for the Fair Treatment Factor

In order to manage the work smoothly, there must be frequent communication between leaders and employees. If the leader is not fair and does not respect employees, it will create depression and reduce work efficiency. If the leader only listens to one-way feedback and reprimanding employees, this will make employees feel dissatisfied with that behavior. Therefore, the leaders must be skillful in behavior, understand the case to solve it reasonably; they also need to understand, share difficulties with employees and respect employees to increase work efficiency. Leaders must be fair and precise in evaluating each employee's work results depending on the assigned work of each person. The polite treatment of the righteous person will make employees feel respected. Leaders who implement this standard well will make employees realize the fairness in treatment between leaders and employees. Thereby, helping employees reduce conflicts at work, helping leaders to "befriend" their employees, and also helping employees to open up and express their views and attitudes, contributing to improving the relationship of leaders - employees more closely. Leader who has a deep relationship with people will create a wide cooperation of employees with him. In addition, leaders need to have flexible approach to each specific situation so that appropriate behavior will bring positive effects.

5.2.4. Implications for Fairness in Space

The management should consider allocating resources fairly and objectively across the organization's divisions, to avoid an unfair distribution among units of all the resources that the organization uses for its employees. Therefore, managers need to exchange information with subordinates in an objective way, communicate timely and truthfully, and should explain in detail and clearly all related issues, sometimes ask employees what they think or how they respond on that issue, because capturing feedback from their

subordinates is essential to help leaders better evaluate the people they manage and have the opportunity to reflect on their management decisions.

6. Conclusion

This study has made certain contributions to theory and practice. Theoretically, the study has concretized the model of organizational fairness that affects knowledge sharing of employees in the organization based on the theory of components of organizational fairness of Tea Moon (2015) and some works of other authors. The results of the study finds that the adjusted R2 coefficient is 0.654, showing the appropriateness of the model, meaning that the five factors included in the model explain 65.4% of the impact of organizational fairness on knowledge sharing. Accordingly, each component in the research model has been analyzed and represented by the research variables. Research results have demonstrated that there is a relationship between research variables for employees' knowledge sharing.

The research results show that they are reliable and have practical significance for travel and tourism businesses in Ho Chi Minh City. At the same time, the research results have helped contribute to research works related to the concept of organizational fairness and knowledge sharing. The ultimate goal is to find a suitable method to promote and encourage the sharing of knowledge by employees in enterprises, so that personal knowledge is transformed into a common knowledge repository for the organization.

In addition to the above contributions, this study cannot avoid limitations, the next research direction is to overcome the limitations such as: Observable variables are surveyed through questionnaires, largely through the perception of the respondents. Therefore, there is a possibility that there is a gap between the respondents' observation and perception (the answer is a formality, not according to their real perception). Regarding the scope of the study, which is limited to only Ho Chi Minh City travel and tourism companies, the generalizability of the research results will be higher if the research space is expanded.

References

1. Hoang Trong and Chu Nguyen Mong Ngoc (2008), Analysis of research data with SPSS, Hong Duc Publishing House.

2. Nguyen Dinh Tho (2013), Scientific research methods in business, Hanoi Financial Publishing House, Social Labor Publishing House.

3. Nguyen Thi Thanh (2014), Journal of Economics & Development, factors affecting knowledge sharing behavior with colleagues of lecturers in universities, pp. 13-27.

4. Nguyen Hoang Lap and Pham Quoc Trung (2014), “The influence of organizational culture on knowledge sharing of employees in the construction industry in Vietnam”, Journal of Economic Development, 287, 51-69.

5. Nhan, T. T., and Nguyen, H. C. (2018), “Quality challenges in transnational higher education under profit-driven motives: The Vietnamese experience”, Issues in educational research, no. 28, volume 1, p. 138-152.

6. WEF (2022), Global Tourism Competitiveness Report 2021.

7. Afsheen, F.Rabia, I., Hina, S.,& Sehar, Z. (2015). Knowledge sharing among Pakistani IT professionals: Examining the roleof procedural justice, pay satisfaction and organizational commitment. Advanced Research Letters, 21(5), p1189–p1192.

8. Al-Zu’bi, H. A. (2010). A study of relationship between organizational justice and job satisfaction. International Journal of Business and Management, 5(12), 102–109.

9. Bashorat Ibragimova và cộng sự, 2012. Understanding the Antecedents of Knowledge Sharing: An Organizational Justice Perspective,International Journal of Business and Management, p.17-28.

10. Heidari & Saeedi (2012). Studying the role of organizational justice on job satisfaction (Case study: An Iranian company). Journal of Basic and Applied Scientific Research, 2(7), 6459–6465.

NOT FOR SALE

ISBN: 978-604-79-3782-0

HO CHI MINH CITY UNIVERSITY OF ECONOMICS AND FINANCE

141 - 145 Dien Bien Phu, Ward 15, Binh Thanh District, HCM City

Website: uef.edu.vn - Hotline: (028) 5422 6666 * (028) 5422 5555