

A Framework Based Knowledge Sharing Factor in Higher Institution

Farah Nabilah Maidin and Tengku Adil Tengku Izhar

Faculty of Information Management, Universiti Teknologi MARA UiTM
UiTM Selangor, Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i6/4280>

DOI:10.6007/IJARBSS/v8-i6/4280

Published Date: 18 June 2018

Abstract

This paper defines and explain on the overview of this study that involve matters such as the problem statement, research question, research objective, scope of the study and significant contribution. The aim of this study to determine the factors that influencing knowledge sharing. The study study take place at Universiti Teknologi Mara, Malaysia that involves lectures from the Faculty of Accountancy at the university. The study attempts to investigate the factors that affecting knowledge sharing among lectures in faculty of Accountancy at UiTM.

Keywords: Extrinsic Rewards, Framework, Higher Institution, Knowledge Sharing, Task Independent, Technology

Introduction

Universities are knowledge in depth environments, and play a significant function in knowledge creation through research and knowledge dissemination through publication. In addition, they play a critical role in knowledge transfer through working with businesses and other organizations to assist innovation, social and cultural company, as well as supporting learning through their teaching and research training programs. Therefore, it might be affordable to expect that universities might adopt a proactive approach to the development of knowledge management strategies and that they could have a nicely-honed understanding the way to control and optimize the value in their knowledge assets. In current era, universities are knowledge intensive environments that play a central role in knowledge creation through research, in knowledge dissemination through publication knowledge is the only resource that enables individuals or organizations to take the right action (Tsoukas and Vladimirou, 2001). Therefore, there is the need for individuals and organizations to promote knowledge sharing to enhance decision-making. Knowledge is classified into tacit and explicit knowledge. Both tacit and explicit must be created, captured and utilized to achieve the goals of the institution, to allow the dissemination and storage of the information for later use. Effective management of an institution's knowledge is one of the major issues facing organizations today. In the area of education, sharing knowledge activities are able to improve universities performance as the main academic activities of universities which are teaching-

learning process, conducting research and serving community by promoting sharing of knowledge (Bock et al., 2005). This research proposes and employs a decision making model developed from the successful studies of the motivational determinants of individual behavior which are the Theory of Reason Action (TRA) by (Fishben & Ajzen, 1975) and Theory of Planned Behavior (TPB) by (Ajzen, 1975)

According to Hareya (2011) today, organizations are dealing with the concept of sharing and some believe that sharing what you have is important, but most individuals especially in developing countries like Ethiopia do not agree with this idea, because there is fear of losing their power position, incentive and respect if they allow their knowledge to be used by others. The problem of knowledge sharing may also arise from the culture, infrastructure and management problems of organizations.

There are many employees who are unwilling to share their knowledge they have (Chow et al., 2000). They added that this phenomenon happens is because the employees scared of the loss of valuable knowledge. Although many organizations apply technology to support knowledge sharing intention, the problem still exists and is far from being successful. It is a problem to encourage the employees to share their knowledge because the knowledge is with them and is a sign of power to them (Grumbley, 1998).

The aim of this study to determine the factors that influencing knowledge sharing. This will clarify the reason performing the action and also will reveal willingness to perform knowledge sharing lectures in faculty of Accountancy at UiTM. The framework of this research is partially replicating a study of Bock et al., (2005).

Literature Review

Extrinsic Reward

Reward is also one of the effective factors which will encourage people to share knowledge with others. Kugel & Schostek (2004) study found that knowledge is shared only because monetary rewards are obtained and when the rewards system is withdrawn, the knowledge sharing behavior will decrease. Kankanhalli et al (2005) found the effect of extrinsic rewards on the attitude towards knowledge sharing in their research. Extrinsic rewards increase the positive attitudes and also increase contribution to knowledge sharing. They discovered that extrinsic rewards were found to be more effective if they were introduced in the organization where identifications is strong. Many studies supports that extrinsic rewards will stimulate academic staff attitude to share knowledge (Cabrera and Cabrera, 2005; McDermott and O'Dell, 2001; Bartol and Srivastava). Cabrera favor intrinsic rewards, McDermott stated that rewards should be used in general to motivate people to share knowledge. Bartol proposed the implementation of various extrinsic benefits. Employees will generally act in a way that they perceive as being rewarded this is not merely pay but the outcomes that will make an individual feel that they are achieving their intrinsic or extrinsic needs (Palardy, 1994; Mullins, 2002). Grumbley (1998) stated that one way of helping to convince them of their value to the organization is to offer inducements in a form that is linked to the well-being of the organization as share or share options that shape of performance or profit-based schemes.

The Organizational Factors

Institutional structures which typically reffered to as organizational climate and culture exert strong influence on the formations norms of knowledge sharing (Bock et al., 2005). Hail and Goody (2007) as cited on Yu, Lu and Liu (2010) suggested that organizational

structure has an effect on people's attitude towards sharing information. This study will examine the organizational factors with the constructs of task interdependence.

Task Interdependence

According to Van der Vegt et al., (1996) interdependence among team members is a phenomenon with motivating potential. Team members who require co-workers to offer information and supplies to complete their work can be considered as receiving task interdependence. Receive task interdependence is regarded as the interconnections between task knowledge sharing such that the performance of one definite piece of work counts on the completion of other definite pieces of work. In simple words, it can be defined as the extent to which a completion of a particular job is affected by the other jobs in the work-flow.

Staples and Webster (2008) stated that task interdependence facilitates team processes such as knowledge sharing because team members will interact more if they rely on and need each other. Specifically, if the task is one where they need to interact and learn to each other sharing knowledge is tend to be strong to occur. In addition, Lin (2007) revealed that the influence of received task interdependence on knowledge sharing is stronger for individual with high exchange ideology. She suggested that managers who wish to increase the incentive to share knowledge should encourage academic staff to work closely together.

Technology Factors

Nowadays, technology is a major important role and tools that helped people to share knowledge. According to Debowski (2006) technology is useful in enhancing and facilitatin the generation of collecting data, ideas, sharing information and also providing effective solutions to problems. It helps connecting people with other people or explicit knowledge which enable and support knowledge sharing (Van Den Brick, 2003).

Therefore, it can be conclude that technology is an effective and supportive element that will facilitate knowledge sharing activities. IT can enhance knowledge integration and application by facilitating the accesibility, capture and updating of organizational directives and also increase knowledge transfer by extending the individual's reach beyond the formal communication lines (Alavi and Leidner, 2001).

TechnologyMany organizations increase the knowledge sharing behavior among the employees by introducing and using technology (Yaacob & Hassan, 2005). The organizations create or acquire database or "knowledge repository" where the employees can contribute their expertise in a way that can be accessed by other employees as well (Ruggles, 1998). The technology acceptance model states that the perceived usefulness of a system by a user determines their willingness to utilise a system. E-mail the most important of technologies in developing and gaining knowledge and mobile phone also the most important technology nowadays because they have a lot of application like whatsapp, facebook, twitter, instagram that the academic staff can share their knowledge for others.Through technology, employees not only can share their knowledge internally but they can share even across a wide geographical separation (Connelly & Kelloway, 2003).Technology very important because all the people use technology to gain information and complete their task. Moreover, ICT should be perceived as facilitating and increae one's willingness and intention to share knowledge.

Proposed Framework*Knowledge Sharing*

Knowledge sharing is a process where the individual exchange knowledge and ideas through discussion to create new knowledge or ideas and can be seen as an organizational innovation through its fundamental role in the creation of ideas and new business opportunities via the process of socialization and learning of personnel. Besides that, knowledge sharing also important aspect of knowledge management and involves making knowledge available for use within an organization and converting it to a form that can be easily understood and utilized by others within the organization. Nowadays, many of organization get awareness to practice knowledge sharing in their organization because give a lot of benefit, for an example everyone can give opinion and sharing their experience to give the other employee new knowledge.

The relationship between extrinsic rewards with knowledge sharing intention

Rewards or bonuses are extrinsic motivation (Stenmark, 2003). Employees will generally act in a way that they perceive as being rewarded this is not merely pay but the outcomes that will make an individual feel that they are achieving their intrinsic or extrinsic needs (Palardy, 1994; Mullins, 2002). Grumbley (1998) stated that one way of helping to convince them of their value to the organization is to offer inducements in a form that is linked to the well-being of the organization as share or share options that shape of performance or profit-based schemes.

3.3 The relationship between task interdependence with knowledge sharing intention

Staples and Webster (2008) stated that task interdependence facilitates team processes such as knowledge sharing because team members will interact more if they rely on and need each other. Specifically, if the task is one where they need to interact and learn to each other sharing knowledge is tend to be strong to occur.

In addition, Lin (2007) revealed that the influence of received task interdependence on knowledge sharing is stronger for individual with high exchange ideology. She suggested that managers who wish to increase the incentive to share knowledge should encourage academic staff to work closely together.

The relationship between technology with knowledge sharing intention

Many organizations increase the knowledge sharing behavior among the employees by introducing and using technology (Yaacob & Hassan, 2005). The organizations create or acquire database or “knowledge repository” where the employees can contribute their expertise in a way that can be accessed by other employees as well (Ruggles, 1998). Through technology, employees not only can share their knowledge internally but they can share even across a wide geographical separation (Connelly & Kelloway, 2003).

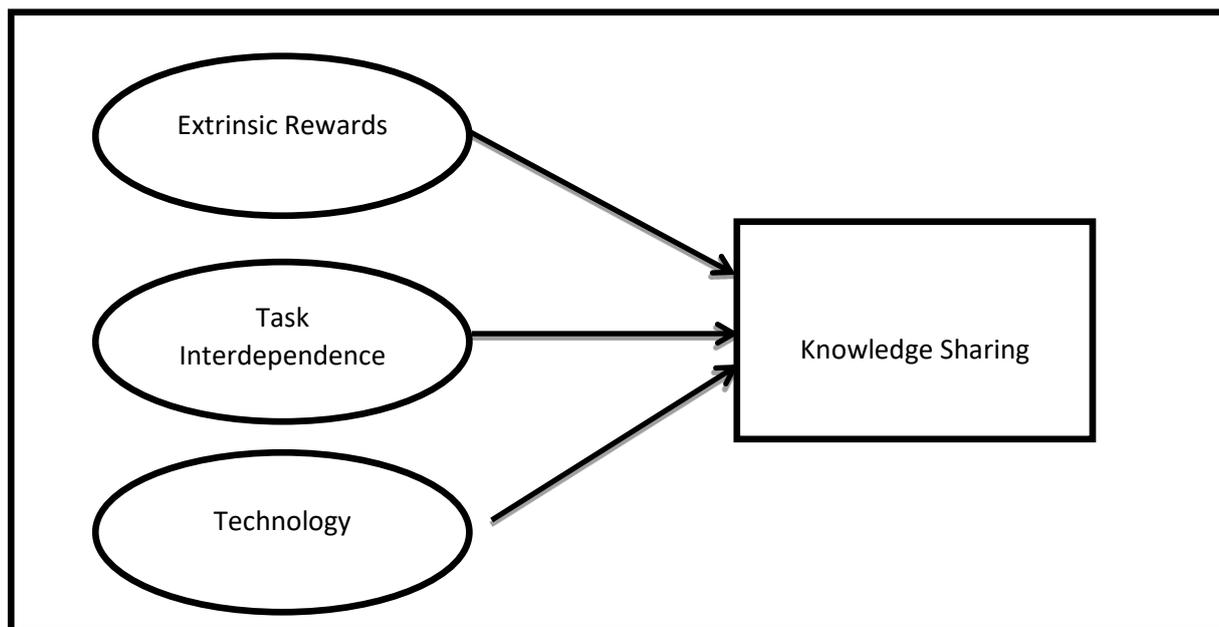


Figure 1. Proposed Framework.

Methodology

This research applied quantitative research by using questionnaire as an instrument, there need to define the population, target population(element, sampling units, extent and time), sampling process and other related. With reference to Sekaran (2003), population refers to the entire group of people, events or things of interest that can be a focus for the researcher to investigate. Lectures in Faculty of Accountancy will be the target population of this research. Sampling on the other hand, refers to the process of choosing enough elements form population of study that can help the researcher to understand the characteristics of sample and generalize to the element (Cavana et el, 2000). According to Salkind (2005), a sample is defined as a set of respondents selected from a target population for the survey purpose. The element mentioned here refers to each respondent of Faculty Accountancy. The determining sample site of a known population of Accountancy among lectures consists of 85 populations and sample site consists of 76.

Data Collection Methods

In this study, questionnaire is a structured form, either written or printed, consists of a formalized set of questions designed to collect information on some subject or subjects from one or more respondents. In other words, a data collection technique wherein the respondents are asked to give answers to the series of questions, written or verbal, about a pertinent topic is called as a questionnaire. Besides that, questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in by himself. It consists of some questions printed or typed in a definite order. These forms are actually mailed to the respondent who was expected to read and understand the questions and reply to them by writing the relevant answers in the spaces provided. Ideally, speaking respondent must answer to a verbal stimulus and give a written or verbal response. It is totally devoid of any table. Its purpose is to collect information from the respondents who are scattered over a vast area. Questionnaires include open-ended questions and close-ended questions. Open-ended questions allow the respondent considerable freedom in answering. However,

questions are answered in details. Close-ended questions have to be answered by the respondent by choosing an answer from the set of answers given under a question just by ticking. (Chandra, 2017).

Analysis and Results

Descriptive Analysis

The results of Knowledge Sharing in Table 1 show that individuals' judgments of their own capabilities to share their knowledge with other, compare and evaluate knowledge they share. The first reason was due to they are confident that they share knowledge with colleagues valuable for their self (M=4.52, SD = 0.995). The second reason was due to they always share new knowledge with the colleagues (M=4.46, SD = 0.706). The third reason was due to they are confident that knowledge sharing with colleagues is a wise move (M=4.24, SD = 1.061). The fourth reason was due to they are will try to share my expertise from my education or training with my colleagues (M=4.22, SD = 0.910). The fifth reason was due to if they want to, they will provide my know-where or know-whom at the request of the colleagues (M=4.08, SD = 0.986). The sixth reason was due to that they are intend to share or know-whom at the request of my colleagues (M=4.04, SD = 1.106). The seventh reason was due to that they will make an effort to share knowledge with the colleagues (M=3.94, SD = 1.114). The eighth reason was due to if they want to, the knowledge sharing with colleagues is an enjoyable experience (M=3.86, SD = 1.355). The ninth reason was due to that knowledge sharing with colleague is beneficial (M=3.80, SD = 1.400). The last reason was due to the confident if that knowledge sharing with colleagues is good (M=3.78, SD=1.345).

Table 1

The Descriptive Statistic of Knowledge Sharing

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
I will always share my new knowledge with my colleagues	50	4	1	5	4.46	.100	.706	.498
I will provide my know-where or know-whom at the request	50	4	1	5	4.08	.140	.986	.973

of my colleagues								
If given opportunity, I intend to share or know-whom at the request of my colleagues	50	4	1	5	4.04	.156	1.106	1.223
If given opportunity, I will try to share my expertise from my education or training with my colleagues	50	4	1	5	4.22	.129	.910	.828
If given opportunity, I will make an effort to share knowledge with my colleagues	50	4	1	5	3.94	.158	1.114	1.241
To me, my knowledge sharing with colleagues is good	50	4	1	5	3.78	.190	1.345	1.808
To me, my knowledge sharing with colleague is beneficial	50	4	1	5	3.80	.198	1.400	1.959
To me, my knowledge sharing with	50	4	1	5	3.86	.192	1.355	1.837

colleagues is an enjoyable experience								
To me, my knowledge sharing with colleagues is a wise move	50	4	1	5	4.24	.150	1.061	1.125
To me, my knowledge sharing with colleagues is valuable to me	50	4	1	5	4.52	.141	.995	.989

The results of Extrinsic rewards revealed in Table 2 shows that lectures concerning that receive monetary rewards in return for the knowledge sharing ($M=3.98$, $SD=0.742$). The second reason was due to the lectures that receive appreciation from my organization for my knowledge sharing ($M=3.88$, $SD=0.940$). The third reason was due to the lectures that also receive salaries rise in return for knowledge sharing ($M=3.88$, $SD=0.824$). The fourth reason was they also receive additional points for promotion in return for my knowledge sharing ($M=3.86$, $SD=0.756$). The last reason was due to that they gain new knowledge for that knowledge sharing ($M=3.70$, $SD=0.789$).

Table 2

The Descriptive Statistic of Extrinsic Rewards

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
I will receive monetary rewards in return for my knowledge sharing	50	3	2	5	3.98	.105	.742	.551
I will receive additional points for promotion	50	3	2	5	3.86	.107	.756	.572

in return for my knowledge sharing								
I will receive salaries rise in return for my knowledge sharing	50	3	2	5	3.88	.117	.824	.679
I will receive appreciation from my organization for my knowledge sharing	50	3	2	5	3.88	.133	.940	.883
I will gain new knowledge for my knowledge sharing	50	3	2	5	3.70	.112	.789	.622
Valid N (listwise)	50							

The results of Task Interdependence revealed in Table 3 shows that lectures concerning that success for one team member implies success for others ($M=3.88$, $SD=0.205$). The second reason was due to the lectures that goal attainment for one team member helps goal attainment for others ($M=3.84$, $SD=1.315$). The third reason was due to the lectures that also must frequently coordinate my efforts with the colleagues ($M=3.72$, $SD=1.341$). The fourth reason, lectures also feel that every jobs performed by each member are related to one another ($M=3.68$, $SD=1.463$). The fifth reason was due to that members in the team must communicate each other for the team to perform well ($M=3.66$, $SD=1.379$). The last reason was they rely on team members in order to achieve team high performance ($M=3.64$, $SD=1.352$).

Table 3

The Descriptive Statistic of Task Interdependence

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
I must frequently coordinate my efforts	50	4	1	5	3.72	.190	1.341	1.798

with my colleagues								
Goal attainment for one team member helps goal attainment for others	50	4	1	5	3.84	.186	1.315	1.729
Members in my team must communicate each other for the team to perform well	50	4	1	5	3.66	.195	1.379	1.902
I rely on my team members in order to achieve team high performance	50	4	1	5	3.64	.191	1.352	1.827
Every jobs performed by each member are related to one another	50	4	1	5	3.68	.207	1.463	2.140
Success for one team member implies success for others	50	4	1	5	3.88	.205	1.452	2.108
Valid N (listwise)	50							

The results of Use of Technology (ICT) revealed in Table 4 shows that lectures concerning that available ICT facilities does not requires extra and intensive training ($M= 4.00$, $SD = 0.881$). The second reason was due to the lectures that Email or mailing lists (e.g. Penolong Pendaftar.net) are available for us to share knowledge with colleagues ($M=3.98$, $SD=0.742$). The third reason was due to the lectures that ICT provided are easy to use for share knowledge ($M=3.88$, $SD = 0.940$). The forth reason, was due that ICT facilities for sharing knowledge are available when it is needed ($M=3.88$, $SD = 0.824$). The fifth reason was due to that whenever they want to share knowledge, they can easily access ICT facilities to perform the sharing ($M=3.86$, $SD = 0.756$). The last reason was they rely on ICT facilities in faculty Accounting designed to be user-friendly ($M=3.70$, $SD = 0.789$).

Table 4

The Descriptive Statistic of Use of Technology (ICT)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Email or mailing lists (e.g. Penolong Pendaftar.net) are available for us to share knowledge with my collague	50	3	2	5	3.98	.105	.742	.551
Whenever I want to share knowledge, I can easily access ICT facilities to perform the sharing	50	3	2	5	3.86	.107	.756	.572
ICT facilities for sharing knowledge are available when it is needed	50	3	2	5	3.88	.117	.824	.679
ICT provided are easy to use for share knowledge	50	3	2	5	3.88	.133	.940	.883
ICT facillies in faculty Accounting designed to be user-friendly	50	3	2	5	3.70	.112	.789	.622
The available ICT facilities does not requires extra and intensive training	50	4	2	6	4.00	.125	.881	.776

Conclusions

This paper discuss in depth about factors that affecting knowledge sharing among lectures in faculty of accountancy at UiTM. Specifically, it would be a good indicator for the university and the individual self-esteem. The research objectives are then answered in details in this chapter and suggestions are proposed based on the research output. Further study is then suggested to look in details on the other elements which may work to increase the self-efficacy level of lectures at Faculty Accountancy, UiTM. Instead of being able to address the research objectives, this study also highlighted the limitations within the implementation of this study. The principal limitation is on the returned sampling size. The figure is still low and conceivably when many lectures are involved in this sharing knowledge, it will give more impact. Additional limitation is about the research model. It should be tested at another university in Malaysia so that the end product can be used to strengthen the knowledge shring as to be more creative and confident in their vocations.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211
- Ajzen, I. (2011). Theory of planned behavior. *Handb Theor Soc Psychol Vol One*, 1, 438.
- Amayah, A, T,. (2013). Determinants of knowledge sharing in a public sector organization. *Journal of knowledge management*, 17 (No.3), 454-471. doi: 10.1108/JKM-11-2012-0369
- Bock, Gee-Woo, Zmud, Robert W., Kim, Young-Gul & Lee, Jae-Nam (2005). Behavioral intention formation in knowledge sharing : examininh the roles of extrinsic motivators, social psychological forces and organizational climate. *MIS Quartely Special Issue on Information Technologies and Knowledge Management*, 29 (no.1)
- Chandra, D. (2017). What Is "Schedule" and "Questionnaire" in Research Methodology. Owlcation. Retrieved from <https://owlcation.com/social-sciences/Schedule-and-Questionnaire-in-Research-Methodology>
- Creswell, J. W. (2009). *Research Design*. Retrieved from <http://www.ceil-conicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>
- Flick (2009). *An Introduction to Qualitative Research*. (n.d.). Retrieved from https://books.google.com.my/books/about/An_Introduction_to_Qualitative_Research.html?id=sFv1oWX2DoEC&redir_esc=y
- Hendriks, P. (1999). Why share knowledge? the influence of ICT on the motivation for knowledge sharing. *Knowledge and Process Management* 6(2), 91-100
- Johannesson, P., & Perjons, E. (2014). *An introduction to design science*. Cham (Alemania: Springer International Publishing.
- Knowledge creation and the web: factors indicating why some intranets succeed where

others fail. (2003). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/kpm.173/abstract>

Nordin, N. A., Daud, N. O. & Meor, W. U. K. (2012). Knowledge sharing behaviour among academic staff a Public Higher Education Institution in Malaysia. *International Journal of Social, Human Science and Engineering*, 6 (12).

Nonako, I. (1994). A dynamic theory of organizational knowledge creation. *Organization Science*, 5(1)

Pallant, J. (2011). *SPSS survival manual* Mc Graw-Hill

Pee, L. G., Kankanhalli, A. & Kim, H. W. (2010). Knowledge sharing in information system development : a social interdependence perspective. *Journal of the Association for Information System*, 11(10), 550-575

Research Strategy (2012). Dissertation writing help online services for UK, USA, and AU. Retrieved from strategy.html

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2012). *Research methods for business students 6th ended.* Harlow, England: Pearson Education.

Salkind, N. J. (2005). *Exploring Research*. Retrieved from <http://www.pardon-maman.com/exploring-research-6th-edition.pdf>

Sekaran, U. (2003) *Research Methods for Business: A Skill-Building Approach*. 4th Edition, John Wiley & Sons, New York.

Staples, D. S. & Webster, J. (2008). Exploring the effects of trust, task interdependence and virtualness on knowledge sharing in teams. *Information System Journal*, 18, 617-640. doi: 10.1111/j.1365-2575.2007.00244.x

Zailinawati, A. H., Schattener, P., & Mazza, D. (2006). *Doing A Pilot Study: Why Is It Essential?*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4453116/>