

**UNIVERSITI TEKNOLOGI MARA**

**THE INFLUENCE OF INDIVIDUAL  
FACTORS, ORGANISATIONAL  
FACTORS, AND KNOWLEDGE  
MANAGEMENT SYSTEMS ON  
KNOWLEDGE-SHARING  
BEHAVIOUR AND KNOWLEDGE  
INNOVATION: THE MEDIATING  
ROLE OF KNOWLEDGE-SHARING  
INTENTION**

**WAN ZUHAILA BINTI WAN ABD. RAHMAN**

Thesis submitted in fulfilment  
of the requirements for the degree of  
**Doctor of Philosophy**  
**(Office Systems Management)**

**Faculty of Business and Management**

**September 2025**

## ABSTRACT

Knowledge-sharing behaviour (KSB) leads to the emergence of knowledge innovation (KI), making it crucial in higher education institutions (HEIs). However, only a few studies explored this, particularly within the Technical and Vocational Education and Training (TVET) context. Despite its importance, limited evidence exists about the extent of KSB among academicians in Malaysian premier polytechnics and how it contributes to KI, especially when compared to research in broader HEIs. This study was conducted in Malaysian premier polytechnics within the context of TVET, which plays a critical role in Malaysia's national development agenda. Furthermore, the roles of individual and organisational factors, knowledge management systems (KMS), and knowledge-sharing intention (KSI) in influencing KSB have remained underexplored. Grounded in the Theory of Planned Behaviour (TPB), this study aimed to examine (1) the influence of individual factors, organisational factors, and KMS on KSI; (2) the influence of individual factors, organisational factors, and KMS on KSB; (3) the influence of KSB on KI; and (4) the mediating role of KSI in the relationships of individual factors, organisational factors, KMS, and KSB. A quantitative research design was employed, using an online survey that involved 141 academicians across diverse disciplines in Malaysian premier polytechnics. The data were carefully analysed using partial least squares structural equation modelling (PLS-SEM) (version 4.1.1). The results revealed the positive influence of strong KSI and KSB on KI among academicians. Key determinants of knowledge sharing were identified as individual factors, including individual perception, personality, and religiosity; organisational factors, such as organisational support and work demand; and KMS. The study highlighted the pivotal role of KSI in mediating the relationship between individual factors, organisational factors, and KSB. The findings affirm the applicability of TPB for explaining knowledge-sharing behaviour in the TVET context. This study contributed to the existing body of literature by highlighting the importance of fostering a supportive environment that nurtures both KSI and KSB. Based on the obtained results, notable recommendations for management in HEIs and policymakers were provided. The results of this study would also significantly benefit academicians, HEI managers, and policymakers in their efforts to realise the national agenda of advancing TVET in Malaysia. The results further suggest the need for HEIs and policymakers to focus on organisational factors and KMS in order to enhance KSB among academicians. Finally, several limitations of the study and directions for future research were provided.

## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the Most Gracious and Most Merciful, for granting me the strength, patience, and perseverance to complete this PhD journey.

I would like to express my deepest gratitude to my main supervisor, Associate Professor Dr Ahmad Suffian bin Mohd Zahari, for his invaluable guidance, constant encouragement, and unwavering support throughout the course of this study. My heartfelt thanks also go to my co-supervisor, Dr Zalinawati binti Abdullah, for her insightful feedback, constructive comments, and continuous encouragement. I would also like to acknowledge and thank my previous supervisor, Associate Professor Dr Baharom Ab. Rahman, for his early guidance and support during the initial phase of my research.

I am sincerely thankful to my examiners, Professor Dr. Abdul Kadir bin Othman and Associate Professor Dr. Muhammad Abi Sofian bin Abdul Halim, for their time, insightful critiques, and valuable suggestions that have helped improve the quality of this thesis.

My deepest appreciation goes to my beloved mother, \_\_\_\_\_, whose prayers, unconditional love, and unwavering belief in me have been my greatest source of strength. I also dedicate this achievement to the loving memory of my late father, Allahyarham Wan Abd. Rahman bin Long, whose values, sacrifices, and guidance still motivate me every day. I am truly grateful to all my family members and friends for their constant encouragement, understanding, and emotional support throughout this journey.

Special thanks are extended to the management of Universiti Teknologi MARA (UiTM) and the Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) for their support, cooperation, and for providing the necessary resources and opportunities that have contributed to the completion of this study.

This journey would not have been possible without the support and kindness of so many individuals. To each and every one of you who has played a role, directly or indirectly, thank you.

# TABLE OF CONTENTS

|                                                                   | Page        |
|-------------------------------------------------------------------|-------------|
| <b>CONFIRMATION BY PANEL OF EXAMINERS</b>                         | <b>ii</b>   |
| <b>AUTHOR’S DECLARATION</b>                                       | <b>iii</b>  |
| <b>ABSTRACT</b>                                                   | <b>iv</b>   |
| <b>ACKNOWLEDGEMENT</b>                                            | <b>v</b>    |
| <b>TABLE OF CONTENTS</b>                                          | <b>vi</b>   |
| <b>LIST OF TABLES</b>                                             | <b>xi</b>   |
| <b>LIST OF FIGURES</b>                                            | <b>xiii</b> |
| <b>LIST OF ABBREVIATIONS</b>                                      | <b>xv</b>   |
| <br>                                                              |             |
| <b>CHAPTER 1 INTRODUCTION</b>                                     | <b>1</b>    |
| 1.1 Background of Study                                           | 1           |
| 1.1.1 Overview of Polytechnics in Malaysia                        | 5           |
| 1.1.2 History of Polytechnics                                     | 10          |
| 1.1.3 Roles of Polytechnics                                       | 13          |
| 1.2 Problem Statement                                             | 15          |
| 1.3 Research Gaps                                                 | 19          |
| 1.4 Research Objectives                                           | 22          |
| 1.5 Research Questions                                            | 23          |
| 1.6 Scope of Study                                                | 23          |
| 1.7 Significance of Study                                         | 26          |
| 1.7.1 Theoretical Contributions                                   | 26          |
| 1.7.2 Practical Contributions                                     | 28          |
| 1.8 Operational Definitions of Key Terms                          | 29          |
| 1.9 Thesis Organisation                                           | 30          |
| <br>                                                              |             |
| <b>CHAPTER 2 LITERATURE REVIEW</b>                                | <b>32</b>   |
| 2.1 Introduction                                                  | 32          |
| 2.2 Overview of Malaysian Government Towards Knowledge Innovation | 32          |
| 2.3 Overview of Knowledge Management and Knowledge Sharing        | 40          |

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of Study**

The primary objective of education is to acquire knowledge and skills that equip individuals to lead fruitful and satisfying lives. Education is often seen as a way to cultivate a proficient workforce that stimulates economic development and fosters innovation. It facilitates the acquisition of knowledge. In Malaysia, higher education institutions (HEIs) are categorised into two main types: public higher education institutions (IPTA) and private higher education institutions (IPTs). These institutions offer tertiary education, including diploma, undergraduate, and postgraduate programmes.

Accordingly, public HEIs are funded and managed by the government. These institutions tend to have lower tuition fees due to government subsidies. Public HEIs are divided into three categories, namely public universities, polytechnics, and community colleges. Meanwhile, private HEIs are privately funded and managed. These institutions typically have higher tuition fees but provide a wide range of programmes and often have international partnerships. Private HEIs are divided into three categories, namely private universities, university colleges, and foreign branch campuses. There are also other types of HEIs, such as technical and vocational education and training (TVET) institutions, and Islamic religious institutions. Each of these HEIs offers a range of programmes tailored to different academic and professional needs, contributing to Malaysia's diverse higher education landscape.

HEIs are environments that need a high level of knowledge. These institutions are places where academicians are present. Their role becomes prominent by generating high-quality academic research and disseminating knowledge through diverse publications. The roles of HEIs have become increasingly significant as these institutions engage with a wide range of firms, industries, and organisations, locally and internationally, to facilitate knowledge sharing and provide support for innovation, and for social and cultural initiatives. In addition, HEIs assist with adaptable education by utilising online instructional and research-oriented training initiatives. In the earlier years, the education industry faced challenges like the constant pressure of