

UNIVERSITI TEKNOLOGI MARA

**INCORPORATING KNOWLEDGE
SHARING BEHAVIOUR IN A
KNOWLEDGE MANAGEMENT
SYSTEM FOR ACADEMIC
INSTITUTIONS**

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Thesis submitted in fulfillment
of the requirements for the degree of
Doctor of Philosophy

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

I hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

This thesis proposed a knowledge management system framework for academic institutions based on academicians' knowledge sharing behaviour. The current knowledge management systems in higher learning institutions do not capture and represent most of the knowledge types in the academic institutions and little attention has been given to human aspects. A qualitative research approaches were employed in this research. This research was carried out in four stages which are: knowledge acquisition; data collection; data analysis and findings; and development of a knowledge management system framework. The research site was at Malaysia's largest academic institution in terms of size and population. The study discovered two types of knowledge shared among academicians; namely: corporate knowledge and social knowledge. The knowledge sharing networks among the academicians include Community of Practice network, Personal network, and Business Club network. The study also identified two main knowledge sharing methods used by academicians to share knowledge which are synchronous and asynchronous. Five knowledge sharing motivations among academicians were identified: building a reputation, acknowledgement, to be knowledgeable, vision and mission, and reciprocity. The study identified three issues that academicians recommended to be considered. These issues are: offer information about experts, manage and categorize contents, and ensure accessibility. This research contributed toward new knowledge through the development of a knowledge management system framework which drew upon qualitative findings. The administrations of universities may utilize the proposed framework as a guide for their KS activities among academicians.

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CHAPTER ONE

INTRODUCTION

This chapter provides the background of the research, which includes the research questions, research objectives, research significance, research scope, and the outline of the thesis.

1.1 RESEARCH BACKGROUND

Knowledge for many organizations is their most valuable resource. Sharing knowledge within departments and across organizations is essential factor (Nesheim & Gressgård, 2014), hence, over the past ten years, numerous organizations, including institutions of higher learning, have adopted effective Knowledge Management (KM) (Natasha & Violeta, 2012; Seonghee & Boryung, 2008). Fullwood, Rowley, and Delbridge (2013) mention that the universities are knowledge intensive environments and, accordingly, need to adopt a proactive approach to KM. The KM field is still remains unclear, even though it has received some attention from practitioners and academicians (Handzic, 2011). There are many challenges in KM attempts like applying knowledge (Mat, 2012) enhancing knowledge creation, and sharing of knowledge (Wasko & Faraj, 2000; Tang & Wang, 2009). As a result, many academic institutions have adopted information and communication technologies such as a Knowledge Management System (KMS) (Sarker, Gasson, & Haythornthwaite, 2005).

Nevertheless, several issues and topics related to KMSs have not been empirically explored enough by the researchers. These include factors that influence KMSs adoption and diffusion (Xu & Quaddus, 2012). In spite of the importance of KM, few research on KM has been undertaken in the Malaysian public sector (Syed-Ikhsan & Rowland, 2004). The question of how to generate, how to capture, how to exchange, and how to use knowledge effectively in organizations have become a large concern for both management practice and research (Handzic, 2011; Kwok & Gao, 2004). Baloh and Desouza (2009) point out that many organizations continue facing challenges to improve