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FOREWORD BY DEPUTY RECTOR OF RESEARCH, INDUSTRIAL LINKAGES & ALUMNI



Since 2018, the INSIGHT JOURNAL (IJ) from Universiti Teknologi MARA Cawangan Johor has come up with several biennial publications. Volume 1 and 2 debuted in 2018, followed by Volume 3 this year as well as Volume 4 with 19 published papers due to the great response from authors both in and out of UiTM. Through Insight Journal, lecturers have the ability to publish their research articles and opportunity to share their academic findings. Insight Journal is indexed in MyJurnal MCC and abstracted in Asian Digital Library (ADL). Moreover, it is also an international refereed journal with many international reviewers from prestigious universities appointed as

its editorial review board members.

This Volume 6 is the second special issue for the 6th International Accounting and Business Conference (IABC) 2019 held at Indonesia Banking School, Jakarta. The conference was jointly organized by the Universiti Teknologi MARA Cawangan Johor and the Indonesia Banking School Jakarta. Hence, this volume focuses mainly on the accounting and business research papers compiled from this conference, which was considered a huge success as over 66 full papers were presented.

Lastly, I would like to thank the Rector of UiTM Johor, Associate Professor Dr. Ahmad Naqiyuddin Bakar for his distinctive support, IJ Managing Editor for this issue Dr. Noriah Ismail, IJ Assistant Managing Editor, Fazdillah Md Kassim well as all the reviewers and editors who have contributed in the publication of this special issue.

Thank you.

ASSOCIATE PROFESSOR DR. SAUNAH ZAINON
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The Effect of Knowledge Management Practices on Employee Well-being in Malaysian Private Universities

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Abstract

This paper aims to propose that knowledge management (KM) practices could be a means to enhance employee well-being at work and examine how KM can develop a positive sense of employee well-being. Although employee well-being is the most researched topic in the field of organisational behavior and psychology, it was rarely approached from a knowledge management perspective. Hence, this pilot study aimed to examine the effect of KM practices on employee well-being. A theoretical model concerning the connections between four KM practices (knowledge acquisition, knowledge sharing, knowledge creation and knowledge retention) and employee well-being was proposed. A survey data set of 50 responses was collected from academic staff in selected Malaysian private universities. The result was then empirically tested with structural equation modelling by using partial least squares analysis. Findings revealed that knowledge management practices were significantly linked with employee well-being. In particular, knowledge acquisition has a strong effect on employee well-being among the academic staff, followed by the knowledge retention practices. Interestingly, knowledge sharing as the key KM practice and knowledge creation seems to have the least impact on employee well-being. The key findings of this pilot study expanded the scope of the importance of KM for managers to enhance employee well-being as a priority in the organisations.

Keywords: Knowledge Management, Employee Well-being.

1. Introduction

Individual well-being is crucial as more Malaysians are suffering from various mental health problems. As reported by the National Health and Morbidity Survey 2015, 4.2 million of Malaysians aging 16 years' old and above (29.2%) were suffering from various mental health issues. The number is alarming as it shows an increase of 11.2%, compared to the total number of such cases in 2006 and psychologists believe that the number will

continue to rise. Furthermore, based on the OECD Economic Survey reports (2016), Malaysia's position for Better-life index is still far behind the higher-income OECD countries in which the index showed weaknesses in areas such as work-life balance, jobs, income (personal earnings), safety, life satisfaction and education. The index highlighted the need to further improve the Malaysians' well-being. The above evidence was assessed based on the objective approach of well-being and this approach was adapted to measure well-being by assessing certain aspects such as economic, social and environmental statistics which will not be applied in this study (Achour et al. (2017), Achour, Mohd Nor & Mohd Yusoff, 2015). Instead, a subjective approach of well-being will be applied which focuses on human feelings of happiness, quality of life and satisfaction. Consequently, this study is in tandem with the Eleventh Malaysia Plan (2016-2020) to improve well-being and accelerate human capital development.

Factors that promote well-being have been studied extensively in the field of organisational behaviour, and the validated antecedents included social support at work, high performance work system, work pressure, work-family conflict and workaholism (Caesens, Stinglhamber, Luypaert, 2014; Huang et al., 2016; Shimazu, Schaufeli, Kamiyama & Kawakami, 2015). Although employee well-being is the most researched topic in the field of organisational behavior and psychology, it is rarely approached from a knowledge management perspective. Moreover, when included in knowledge management research, employee well-being is either being treated as a secondary outcome or mediator that helps explain the knowledge management process – performance relationship (e.g., Chumg, Cooke, Fry & Hung 2014; Chumg, Cooke, Seaton & Ding, 2016).

Chumg et. al (2014) had explored the relationship between KM and employee well-being in virtual organisations of Taiwanese NGOs. Employee well-being was examined as a mediating effect on social capital and knowledge-sharing behaviour. The research findings revealed that employee well-being does have an influence on knowledge-sharing behaviour. Consistent with this argument, Chumg et. al (2016) also found a positive connection between employee well-being and knowledge sharing. Henttonen, Kianto, and Ritala (2016) found that exceptional work performance can be achieved by employees who possess a higher level of knowledge sharing-behaviour. As argued earlier, employee well-being, generally, has not been considered as an important outcome in knowledge management literature.

Universities are known as knowledge-based organisations and serve as reservoirs of knowledge. However, in this digital environment era, this institution does not solely focus on providing knowledge to students. According to Krishnan and Kasinathan (2017), education institution experiences the changing paradigm where employees are dealing with increasingly demanding working environment. Private universities' employees especially lecturers experience emotional labour because they need to cope with an increased and various workload. Hence, due to strong competitions in the private sector education industry, this study is conducted among the academic employees from Malaysian private universities. This study will provide a basis for the conceptualisation of knowledge management practices and its aim to examine the effect of knowledge management on "soft" human issues (employee well-being), (Kianto, Vanhala, & Heilmann, 2016) by investigating the relationship between knowledge management practices and employee well-being in Malaysian private university sectors.

2. Literature Review

2.1 Employee Well-being

Well-being has been discussed greatly by psychologist researchers and they have divided well-being into two different forms but with the same related perspectives, namely, hedonism and eudemonism (Chung et. al, 2016 & Lomas et al., 2017). Hedonism, which is also known as subjective well-being, focuses on personal well-being that consists of the desire to fulfil, evading pain and subjective happiness. Psychologists who focus on eudemonism consider individual well-being as more contextual, complicated, and meaningful in life. Unlike hedonism, eudemonism is assessed through psychological well-being (Chung et. al 2016). Salanova et. al, (2014) clarified that psychological well-being refers to people's evaluations of their life in both affective and cognitive terms. Kooij et al., (2013) explained that psychological well-being "focuses on the subjective experiences of individuals". Further, Lomas et al., (2017) indicated that individual well-being should comprise both subjective and psychological well-being which are collectively known as quality of life.

In this study, a more holistic approach to well-being is integrated which encompasses the hedonic (subjective) and eudemonic well-being (psychological) (Chung et. al & Hung 2014; Chung et. al, 2016). With regard to the concept of employee well-being, Huang et al. (2016) stated that it concerns with individual's evaluation on his or her life satisfaction and the overall quality of the individual's experience and functioning at workplace. Additionally, Mellor et al., (2016) described well-being as a sensation which combines and appraises three dimensions, which are: (1) life satisfaction; (2) negative aspects; and (3) positive factors. Thus, individuals may demonstrate a greater sense of well-being with life satisfaction and positive mental capital such as hope as well as low levels of negative aspects. For the purpose of the present study, employee well-being is defined as positive evaluation of one's life satisfaction and happiness (Mellor et al., 2016; Hills & Argyle, 2002) and capturing the perspective of Chung et. al (2014) that well-being concerns with an individual's perspectives of his or her life experience, individual's satisfaction and emotional characteristics. Employee well-being in this study is incorporated with individual's feeling of greater life satisfaction, higher positive emotions and lower level of negative emotions (Chung et. al, 2016).

2.2 Knowledge Management Practices

Knowledge management can be defined as the process of identifying and influencing the collective knowledge that contributes to organisational competitive advantage which will assist the organisation to compete in its operating market (Kianto et al., 2016). From business perspective, Martins and Martins (2012) defined knowledge management as a "collaborative and integrated approach to the creation, capture, organisation, access, and use of an enterprise's intellectual assets". While there are several concepts and categorisation on KM practices, this study proposes that KM would be divided into four main practices: knowledge acquisition, knowledge sharing, knowledge creation and knowledge retention. These four main practices are important as it is proven that there is an impact of KM on "soft" human issues that refer to employee well-being (Kianto et al., 2016).

Knowledge acquisition is one of the many aspects of KM. Knowledge acquisition refers to the collection of external sources information for an organization (Kianto et al., 2016). This is supported by Aggestam, Durst & Persson (2014) who described that knowledge acquisition is devoted to the task of transferring the knowledge from one or more sources to other users. It is similar to what had been mentioned by Hills and Argyle (2002). It is clear that knowledge acquisition is the process of transferring external knowledge to identify problem solving action or any solution to the issues raised.

Knowledge sharing. Seligman, Steen, Park and Petersen (2005) described knowledge sharing as the fundamental of knowledge management that involves employees to mutually exchange or share their knowledge with one another. In a detailed study done by Bockerman Bryson and Ilmakunnas (2012), a knowledge sharing framework has been constructed within five areas as factors that influence knowledge sharing, which include: 'organisational context'; 'interpersonal and team characteristics'; 'cultural characteristics'; 'individual characteristics'; and 'motivational factors'..

Knowledge creation. Any business that exists in today's competitive and fast growing economy needs to have a solid knowledge management and knowledge creation setup in the organisation as it is substantial in creating the competitive advantage among the players in any industry and also helps in creating opportunity in setting up one's blue ocean strategy in eliminating competition. Knowledge creation can be defined as an organisation's ability to encourage the development of proposing new or useful ideas and solutions (Kianto et al., 2016). This will embrace innovation and creative culture among employees. Implementing knowledge creation will be the backbone for organisations to generate new and innovative ideas thus acknowledging the importance in embracing methods and processes that are related to knowledge creation, which is a highly sought requirement for today's development of any organisation (Aggestam, Durst & Persson 2014).

Knowledge retention. Knowledge retention has been highlighted in numerous management papers as a strategy to enhance firms' knowledge management. At the knowledge retention stage, the changes of knowledge which are adapted in replication stage, theoretically turn into routines and being embedded into human behaviour (Kianto et al., 2016). In addition, Schaufeli et. al, 2002) identified nine key factors that influence knowledge retention which include: knowledge behaviour; strategy implementation and values; leadership; people's knowledge on loss risks; knowledge attitudes and emotions; power play; knowledge growth and development; performance management; and organisational support and encouragement. This is parallel to another research carried out by Schaufeli and Bakker (2001) that have proven the critical success factor of knowledge retention comprises the willingness of employees to contribute, the availability of work processes and IT systems and as well as the organisational knowledge itself.

2.3 Knowledge Management as a Means of Improving Employee Well-being

Prior research that discussed on the relationship between knowledge management and employee well-being is scarce in the literature. Hence, KM scholars rarely addressed the effect of KM on "soft" performance issue, such as employee well-being. There are limited papers that have explored on the relationship between KM and employee well-being. Since the term job satisfaction is closely related to the concept of well-being, past studies have revealed that there is a connection between knowledge management and job

satisfaction (Arif & Rahman, 2018; Kianto et al., 2016; Murni et al., 2018; Pruzinsky & Mihalcova, 2017). Singh and Sharma (2011) have examined the relationship between KM and employee satisfaction in Indian telecommunication sector. The results of their study demonstrated a positive association between KM and employee job satisfaction. Similar to the previous research, there is indeed a link between knowledge management and job satisfaction (Arif & Rahman, 2018). Their study on KM and job satisfaction in various industries has proven that knowledge management has an effect on employee's satisfaction. On the other hand, the study done by Koseogl, Bektas Parnell and Carraher (2011) on the relationship between KM and job satisfaction among luxury hotel employees in Turkey showed that the findings had failed to find a connection between KM and job satisfaction.

Although certain KM practices have negative correlation in their relationship with job satisfaction, more future studies are needed to enrich the findings on the relationship between KM and job satisfaction (conceptualised as well-being) so that it can be accurately proven. In general, most of the previous studies have provided an evidence that KM does have a connection with job satisfaction, which seems to be well-justified from the perspective of employee well-being and as a means of improving employee well-being (Arif & Rahman, 2018; Kianto et al., 2016; Murni et al., 2018). This is due to the fact that job satisfaction is similar to the concept of well-being and it is well-known as well-being indicators among many scholars (Caesens, Stinglhamber & Luypaert, 2014; Chung et. al, 2016; Kianto et al., 2016; Shimazu et. al, 2015). In the same vein, Alzyoud (2016) highlighted that job satisfaction is characterised as well-being and as psychological energetic resource for individuals to increase individual's performance. However, job satisfaction is only a narrow part of employee well-being. As such, knowledge management practices have the potential to enhance employee well-being and are predicted to have a positive effect that may lead to greater employee well-being. Based on the foregoing argument, it is hypothesised that:

- H1: Knowledge acquisition has a significant positive effect on employee well-being
- H2: Knowledge sharing has a significant positive effect on employee well-being
- H3: Knowledge creation has a significant positive effect on employee well-being
- H4: Knowledge retention has a significant positive effect on employee well-being

3. Methodology

3.1 Sample and data collection

This pilot study utilises primary data collection method and a quantitative approach for data analysis. A set of questionnaire survey was used to collect data and distributed to the respondents based on stratified random sampling which consisted of academics' employees from the five selected private universities in Malaysia. Questions which were adopted from previous study were designed using mixed positively and negatively worded statement. Most of the feedbacks are from the female respondents (52%) and remaining 48% respondents are from the male group. Findings showed that most of the respondents are from the age group of 26-35 years (54%), followed by 36-45 years old (28%), 16% represent 46-55 years and only 8% for age group of 56 years old and above. In addition, majority of the respondents are Malays with 60%, Chinese 14% and Indian 2%. However, 24% of the respondents represent other races. Since this pilot study was focusing on the

academic staff of private universities, 74% respondents were with Lecturer position, 24% with Senior Lecturer position and only 2% counted for Associate Professor. In term of the education level, findings revealed that 66% from the respondents are with master's degree holder and 30% represent as a PhD holder.

3.2 Measures

The four KM practices questions were adopted from Kianto et al., (2016), which were measured by asking the respondents to answer a set of items on a scale of 1 to 7 (1=totally disagree, 7=totally agree). Employee well-being questions were adopted from Oxford Happiness Questionnaire Short-Form (OHQ) that was developed by Hills and Argyle (2002). This has been widely commended for its robust construct validity (Hills & Argyle, 2002 and Chung et. al (2014)). Items were measured based on a 7-point Likert scale (1=strongly disagree, 7=strongly agree). Structural Equation Modeling (SEM) using partial least squares was used for the analysis of data collection and to analyse the proposed hypotheses of this study. The data was cleared from any missing data and outliers.

4. Results

4.1 Measurement Model

The evaluation of the measurement model consists of two main aspects which involve the assessment on the reliability and validity of the measurement model. The reliability test of the measurement model included assessing the reliability of each item of the instrument and estimating internal consistency by using Cronbach's Alpha and composite reliability (CR). The test of the validity of the measurement model evaluated both the convergent and discriminant validity of the instrument items by utilising Average Variance Extracted (AVE) and the square root of the Average Variance Extracted (AVE) (Chung et. al (2014). Hair, Ringle and Sarstedt, (2011) claimed that items constructed with loadings which are greater than 0.70 or higher are statistically significant. The results of the analysis revealed that the factor loading values for most items were greater than 0.7 except two items under knowledge acquisition, KAC3 (0.600) and KAC4 (0.533). Both items of knowledge acquisition were not deleted due to the validity of average variance extracted (AVE) that achieved with more than 0.50. For AVE, validity is achieved when all items in a measurement model are statically significant at level acceptance of more than 0.50 (AVE) (Hair at al., 2011). Therefore, items with a low factor loading, <0.50 that includes EWB1, EWB8 and EWB4 were dropped from the measurement model which was then retested.

According to the composite reliability test, all the constructs showed a value above 0.8 with the value ranging from 0.87 to 0.96 as shown in Table 1, thus achieving an acceptable level of internal consistency (Nunally & Bernstein, 1994). With regard to the Cronbach Alpha values of each construct evaluated in this study, the values of all constructs were higher than 0.8, ranging in fact from 0.81 to 0.94. Subsequently, convergent validity was assessed by checking the Average Variance Extracted (AVE) value. Result revealed that each construct was found to have exceeded the level of acceptance of more than 0.5 (AVE), ranging in fact from 0.52 to 0.89. In addition, discriminant validity was tested to analyse how much variance in the indicators that could explain the variance in the construct (Afthanorhan, 2013). Discriminant validity value was obtained from the square root of AVE value (AVEs) and the results showed in Table 2 using Fornell and Lacker

Criterion revealed that validity was achieved for each construct since the diagonal elements (AVEs) were greater than the off-diagonal elements in the corresponding rows and columns (Hair, Ringle & Sarstedt, 2011). Another method of assessing discriminant validity is by using HTMT technique developed by Henseler, Ringle and Sarstedt (2015). As shown in Table 3, all the values fulfilled the criterion of HTMT.₈₅ (Kline, 2011) which indicated that discriminant validity has been ascertained. In sum, the model assessments gave reliable evidence of validity and reliability for the operationalisation of the research model.

Table 1: Results from the measurement model estimation

Latent Variable	Cronbach's Alpha	Composite Reliability	AVE
Knowledge Acquisition	0.809	0.865	0.521
Knowledge Sharing	0.911	0.930	0.654
Knowledge Creation	0.940	0.950	0.703
Knowledge Retention	0.939	0.961	0.891
Employee Well-being	0.874	0.907	0.662

Table 2: Discriminant Validity using Fornell and Lacker Criterion

	1	2	3	4	5
1. Employee Well-being	0.814				
2. Knowledge Acquisition	0.639	0.722			
3. Knowledge Creation	0.683	0.575	0.839		
4. Knowledge Retention	0.663	0.433	0.798	0.944	
5. Knowledge Sharing	0.580	0.620	0.766	0.582	0.809

Table 3: HTMT Criterion

	1	2	3	4	5
1. Employee Well-being					
2. Knowledge Acquisition	0.733				
3. Knowledge Creation	0.724	0.661			
4. Knowledge Retention	0.704	0.497	0.842		
5. Knowledge Sharing	0.608	0.725	0.823	0.616	

4.2 Structural Model

Based on the assessment of the path coefficient as shown in Table 4, the research model was able to explain 60 per cent of the variance in employee well-being. The R^2 value of 0.601 was above the 0.26 value as suggested by Cohen (1988) which indicated a substantial model. The path model was estimated to reflect the proposed relationships between KM practices and employee well-being to test the hypotheses. However, only two relationships were found to have t -value ≥ 1.645 , thus significant at 0.05 level of significance. Specifically, the predictors of knowledge acquisition ($\beta=0.382$, $p<0.05$), and knowledge retention ($\beta=0.351$, $p<0.05$) are positively related on employee well-being. Thus, H1 and H4 were supported. Additionally, knowledge creation (H3) also have a positive effect on employee well-being but there are no significant relationships with

employee well-being. Moreover, the path from knowledge sharing (H2) to employee well-being was not supported due to the result is not significant and negative relationships with employee well-being.

Table 4: Hypothesis Testing

Hypothesis	Std Beta	Std Error	p-value	Path coefficients	t-value	Significant (p<0.05)
H1 K. Acquisition -> Employee Well-being	0.382	0.160	0.009	0.382	2.389	Yes
H2 K. Sharing -> Employee Well-being	-0.003	0.183	0.493	-0.003	0.017	No
H3 K. Creation -> Employee Well-being	0.185	0.219	0.199	0.185	0.847	No
H4 K. Retention -> Employee Well-being	0.351	0.186	0.030	0.351	1.884	Yes
Employee Well-being		R Square= 0.601				

Next, the effect sizes (f^2) were assessed (Cohen, 1988). The result as shown in Table 5 indicates that knowledge acquisition (0.216) has a large effect in producing R^2 for employee well-being. Furthermore, the result indicated that knowledge retention (0.112) has a close to medium effect in producing the R^2 for employee well-being. Still, knowledge sharing (0.000) and knowledge creation (0.019) have a weak effect on employee well-being. The outcome of lateral collinearity was also presented in Table 5. All the Inner VIF values for the independent variable that needed to be examined for lateral collinearity were less than 5, indicating lateral collinearity would not be a concern in the study (Hair Hult, Ringle & Sarstedt, 2016).

Table 5: Effect Sizes and Lateral Collinearity Assessment

Construct	f^2	VIF
Knowledge Acquisition	0.216	1.691
Knowledge Sharing	0.000	2.747
Knowledge Creation	0.019	4.554
Knowledge Retention	0.112	2.769

5. Discussion

From all the four KM practices examined in this pilot study, only two (knowledge creation and knowledge sharing) have no connection to employee well-being. The finding of the non-relation between knowledge creation and employee well-being was in alignment with the previous work of Kianto et al., (2016) and Pruzinsky and Mihalcova (2017). Unexpectedly, knowledge sharing has no effect on employee well-being and this is somewhat a surprising finding. This finding contradicted with the previous work of Chung et. al (2014), Chung et. al 2016 and Kianto et al. (2016) who found that there is a connection between knowledge sharing and employee well-being. This might be because of the context of the study and the impact of organisational culture on knowledge sharing

practices among the academicians. In the context of Malaysia, there is still a lack of knowledge sharing culture and it remains as the biggest challenge for Malaysian organisations (Hashim, Talib & Alamen 2014). Previous work (Angelina, 2013) reported that trust is an important factor to encourage the knowledge sharing practices in an organisation and this is the main reason on why people are reluctant to share knowledge with one another. Therefore, it is important to develop a strong culture of sharing knowledge and knowledge creation to enhance employee well-being.

Nevertheless, the remaining two KM practices (knowledge acquisition and retention) do have connections with employee well-being. Specifically, the result indicated that knowledge acquisition is the largest variance that explains on improving employee well-being. Knowledge acquisition practices are probably the most important facet of KM in private universities since the nature of the job as academicians is to provide lesson and to acquire new knowledge. This finding was consistent with the previous work of Singh & Sharma (2011) which confirmed the said significant results. In the same vein, knowledge retention is the second largest variance that explained the employee well-being which was consistent with the previous findings by Kianto et al. (2016) and Pruzinsky and Mihalcova (2017). Knowledge retention has been identified as one of the main KM practices that can improve employee well-being (Kianto et al., 2016 & Pruzinsky & Mihalcova, 2017). This means that the continuous learning and preservation of knowledge among the employees are vital for safeguarding the employee well-being. Therefore, it is important to minimise the organisational knowledge loss through knowledge retention practices by improving employee well-being.

6. Conclusion

This study provided knowledge on the type of consequence of KM on employee well-being that was largely unexplored in previous research. The empirical findings illustrated that the existence of KM practices has a strong effect on employee well-being. This demonstrated that the presence of knowledge management practices in the organisation would benefit both the employees and employers. This study made concrete contributions by providing an empirical finding for understanding the effect of KM practices on employee well-being in the context of private universities. Overall, KM practices and employee well-being at work are crucial in any organisation and managers should incorporate KM practices as a priority to improve employee well-being at work.

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