

UNIVERSITI TEKNOLOGI MARA

**FACTORS AFFECTING
KNOWLEDGE SHARING IN A
PRIVATE HIGHER EDUCATION**

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Thesis submitted in fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Information Management)

Faculty of Information Management

May 2018

ABSTRACT

Currently, Malaysia shifts towards building a knowledge-based society; therefore, higher education institutions (HEIs) particularly private HEIs now face ever growing demands for sharing quality resources and expertise. Consequently, knowledge sharing in academia has become a rising concern. As known, knowledge sharing among academic staffs would enhance the capability and quality of teaching and research undertaken by the private HEIs. Hence, the private HEIs should implement various efforts to develop more effective knowledge sharing among academic staffs. Therefore, the purpose of this study is to identify and investigate how and why the individual, organizational and technological factors can hinder or stimulate knowledge sharing among academic staffs at a private HEI. The qualitative methodology that is multiple case studies were applied to achieve the study's purpose. In-depth interview, focus group interview and document analysis formed the data collection method for this study. The in-depth interviews were done with four academic staffs of a private HEI, while, the focus group consisted with five academic staffs as the respondents. The theory of Planned Behavior by Ajzen (1991) and Social Technical approach by Pan and Scarbrough (1998) were used to determine and explore the individual, organizational and technological factors that able to stimulate or inhibit Malaysian private academic staffs' knowledge sharing behavior. The study's findings had found that the private HEI academic staffs' cognitive ability, affective and behavioral attitude towards trust, self-efficacy, communication and difference in culture, lack of time and losing ownership of knowledge have stimulated or inhibit their knowledge sharing. The organizational factors that able to stimulate their knowledge sharing were management support, leadership style, rewards and incentives associated with performance assessment and job satisfaction. On the other hand, work load and time constraint, organizational structure pertaining to communication and faculty location are perceived by them as inhibiting their knowledge sharing. Besides that, lack of information technology support and lack of systems expertise resulting in the continuous unsupported technical problems able to inhibit them from sharing their knowledge. The Islamic religious value was the new individual factor derived from the study's findings. The study also produced proposed model of private academic staffs' knowledge sharing behavior. The recommendations of the study are implementation of work design emphasize on team building, cross training, communication skill training, personal development training, information communication technology application training, allocation of specific reward and recognition for excellent knowledge contributor, develop mentoring and coaching programme and implementing recruitment and selection process emphasize on knowledge sharing oriented.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful.

Alhamdulillah. Thank you, Allah.

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praises to Allah for the strengths and His blessing in completing this thesis. This thesis has been kept on track and been seen through to completion with the support and encouragement of numerous people including my well-wishers, my friends, and institutions involved. At the end of my thesis I would like to thank all those people who made this thesis possible and an unforgettable experience for me. To express my thanks to all those who contributed in many ways to the success of this study and made it an unforgettable experience for me.

First of all I pay my gratitude to my supervisors, Dr. Dang Merduwati Hj.Hashim, Prof. Dr. Adnan Jamaludin and Dr. Wan Ab. Kadir bin Wan Dollah for providing necessary resources to accomplish my study. This study would not have been possible without their guidance, support and encouragement. Under their guidance I successfully overcame many difficulties and learned a lot.

My appreciation goes to my beloved parent Hj.Adenan Hj.Wagimin and Hajjah Salmi Hj.Khasiran, my precious children, Wan Aida Amelia, Wan Hail Haziq, Wan Farisya Farhana, Wan Arasy Hafy Faez and my special friends, Haziha, Syed Zain, Melly and all those who have helped me directly or indirectly in the successful completion of my thesis.

Finally, this thesis is dedicated to the loving memory of my dearest late husband Wan Mohamad Amin Wan Jaafar.

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CHAPTER ONE

INTRODUCTION

Chapter one provides a general introduction of the study. It begins with the background of the study regarding the importance of knowledge sharing (KS) in enhancing job performance of academic staffs at private higher education institutions (HEIs). It then highlights the segments of problem statement, research questions, research objectives, significance of the research and followed by the operational definitions of terms. The chapter ends by providing the outline of the thesis.

1.1 Background of The Study

HEI is the home for knowledge. It is in its original missions to create, preserve, share, and implement knowledge for the benefit of science and humanity. In the knowledge-based economy, HEIs are facing challenges to fulfill their fundamental role in conducting academic research, KS, and transferring knowledge to society. Over the years, Knowledge Management (KM) has become a key issue in management strategy in HEIs all over the world, including in the developing countries. They are now considered to be in the “knowledge business” since they are involved in knowledge creation, dissemination and learning (Bolormaa, 2015). Many HEIs consider themselves have already been applying KM in ways such as sharing knowledge through teaching and learning activities; creating knowledge by conducting research; and using the information and communication technology to support the activities. It is believed by many top managers that KM can be used by HEIs to gain more comprehensive, integrative and reflexive understanding of the impact of information on their institutions (Sulisworo, 2012).

In the context of Malaysian private HEIs, the job responsibilities of academic staffs are teaching, doing research, produce publications, writing, public service, consultancy and management which is known as seven academic practices (7Ps) (Adamantia, 2017). Therefore, it is important for the Malaysian private HEIs academic staffs to have the ability and expertise to manage various types and