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STUDY ON FACTORS AFFECTING MOTIVATIONS TO SHARE  
KNOWLEDGE AMONG STUDENTS IN UiTM SARAWAK KOTA SAMA-  
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## **ABSTRACT**

The elements that motivate UiTM Kota Samarahan students to share knowledge are examined in this study. Understanding these motivational elements is vital as educational settings emphasize collaborative learning and knowledge dissemination. Our mixed-methods approach included quantitative surveys and qualitative interviews to understand students' viewpoints. The study found that intrinsic motivation, perceived rewards, cultural influences, and technology accessibility influence students' knowledge sharing. The study also found a link between collaborative learning environments and information sharing. We found that improving these elements may improve UiTM Kota Samarahan students' knowledge-sharing culture. This study expands our understanding of academic information sharing and has implications for educators and policymakers seeking to foster collaborative learning cultures.

## 1.1 Background of the Study

The research on factors affecting motivation to share knowledge was likely rooted in the broader literature on knowledge sharing, motivation, and learning outcomes in higher education. For instance, studies had shown that knowledge sharing can facilitate learning and help students develop critical thinking and problem-solving skills (Kalu, 2019). However, knowledge sharing behaviors may be influenced by a variety of factors, including personal values, perceived benefits, social norms, and organizational culture.

Apart from a large number of studies on the knowledge sharing in higher learning institutions, knowledge sharing aptitude of the undergraduate students and the effect of peer pressure regarding knowledge sharing is still restricted. The researchers wanted to understand why they shared knowledge and why they did not share knowledge. The large competition in higher learning institutions to become excellent students was among the biggest factors in demoralizing the knowledge sharing environment. It was difficult to see students cultivating a healthy knowledge sharing culture in local higher learning institutions. As compared to the organizations in the working world, there was an on-going concern in how to become better at transforming an input to an output where organizations today strive for survival in a world that is apparently becoming more and more knowledge-intensive and sharing knowledge has become a high-performance work practice (Fauzi et al., 2018). As students were one of the most vital parts of a society and also the main driving force for future growth and development of the country, it was very significant to put a lot of emphasis on knowledge sharing to develop a knowledge society. However, the effectiveness of higher learning institutions depended on many factors, including excellence, effective methods of teaching and ability to understand and apply what was being taught by academicians. The current understanding of the influence of peers or colleagues of the knowledge sharing interactions and overall performance of the group, and identification of the similarities of different faculties and age group to different problems and requirements must be sought.



## **2.1 Literature Review**

### **2.1.1 Concept of Knowledge Sharing**

Knowledge sharing was the intentional and voluntary process of exchanging, disseminating, and transferring knowledge, including explicit and tacit knowledge, between individuals, groups, organizations or across different entities (Syed, 2018). It involves the reciprocal act of contributing and benefiting from shared information, insights, experiences, and expertise. It encompasses a wide range of activities, including informal conversations, formal training sessions, workshops, conferences, and the utilization of digital platforms. Knowledge sharing was characterized by the willingness to share knowledge and the openness to receive and utilize knowledge from others. The concept of knowledge sharing has gained significant attention in recent years as organizations and individuals recognize its importance for learning, collaboration, and innovation (Hansen et al., 2019). It was seen as a means to leverage intellectual capital, enhance problem-solving capabilities, and drive organizational performance. Knowledge management theory, knowledge sharing involves the conversion of tacit knowledge which were personal experiences skill and intuition into explicit knowledge which are formalized information, documents and databases. It emphasizes the creation of a knowledge-sharing culture that encourages openness, collaboration, and continuous learning. Besides, knowledge sharing can occur through various channels and mechanisms, such as formal documentation, informal discussions, communities of practice, and digital platforms.

In the organizational context, knowledge sharing was crucial for leveraging the collective knowledge and expertise of employees. By sharing knowledge, individuals contribute to the growth and development of the organization as a whole (Syed, 2018). Knowledge sharing enables the transfer of best practices, lessons learned, and innovative ideas, leading to improved decision-making and problem-solving. It also helps to avoid duplication of efforts and facilitates continuous learning and improvement within the organization (Hansen et al., 2019).