

Individual Behavior toward Knowledge Sharing : An Empirical Study in Tertiary Institution

Mohd Zool Hilmie Mohamed Sawal
Faculty of Information Management
Universiti Teknologi MARA Kedah
08400 Merbok, Kedah, Malaysia
zoolhilmie@kedah.uitm.edu.my

Zaliha Hj Hussin
Faculty of Administrative Science and Policy Studies
Universiti Teknologi MARA Kedah
08400 Merbok, Kedah, Malaysia
drzaliha@kedah.uitm.edu.my

Syed Mohammed Alhady Syed Ahmad Alhady
Faculty of Information Management
Universiti Teknologi MARA Kedah
08400 Merbok, Kedah, Malaysia
syalhady506@kedah.uitm.edu.my

Nazni Noordin
Faculty of Administrative Science and Policy Studies
Universiti Teknologi MARA Kedah
08400 Merbok, Kedah, Malaysia
nazni@kedah.uitm.edu.my

Zaherawati Zakaria
Faculty of Administrative Science and Policy Studies
Universiti Teknologi MARA Kedah
08400 Merbok, Kedah, Malaysia
zaherawati@kedah.uitm.edu.my

Abstract— the aim of this study is to explore and determine individual behavior toward knowledge sharing among the students from the Universiti Teknologi MARA Kedah. Questionnaire were utilized to collect data. The total respondents are 390 student from Universiti Teknologi MARA Kedah were selected randomly. This study uses Descriptive Statistic, Pearson Correlation and Cronbach's Alpha in order to analyze the data gathered by using Statistical Package for Social Sciences (SPSS). The result indicates that there is a positive finding students' individual behavior toward knowledge sharing among them.

Keywords-Knowledge sharing, individual behaviour

I. INTRODUCTION

The term knowledge sharing nowadays has become dominant in organization. This is because through knowledge sharing organization can maintain or improve its performance from time to time. Knowledge sharing can be classified into two types of knowledge explicit and tacit. Smith (2001) [1] has summarize Explicit knowledge is academic knowledge or "know- what" that is described in formal language , print or electronic media, often based on established work process, use people – to- document approach while tacit knowledge is a practical, action-orientation knowledge "know-how" based on practice, acquired by personal experience, seldom express openly, often resemble intuition. In other word explicit knowledge refers to knowledge that can be read example book and tacit knowledge refer to life experience such as driving experience.

This study is focusing on studying the individual behavior toward knowledge sharing in term of knowledge donation and collecting of the students from the Universiti Teknologi MARA Kedah.

II. METHODOLOGY

This study conducted at Universiti Teknologi MARA Kedah which involved 450 questionnaires were distributed but only 390 respondents returned the questionnaires. From 390 respondents, 246 respondents are from Diploma level while 144 are from Degree level.

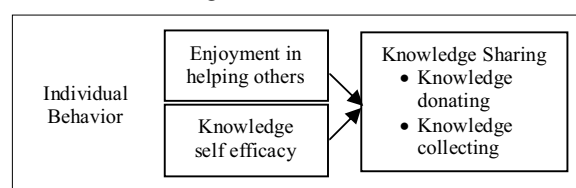


Figure 1: Variables relationship

Figures 1 indicate relationship between individual variable between knowledge sharing. Enjoyment in helping others is derived from the concept of altruism. Batson (1998) [2]; Dovidio, Piliavin, Schroedler, & Penner, (2006) [3], helping refers to actions intended to provide some benefit to another person despite the consequences whether the action is stimulated by self interest or altruism. Wasko & Faraj (2005) [4] indicated that enjoyment in helping and reputation exerts positive impacts on the helpfulness.

Chih-Jou Chen and Shiu-Wan Hung (2010) [5], knowledge sharing self-efficacy is one's confidence in an ability to provide knowledge that is valuable to others. Bandura (1997) [6] define self-efficacy, or one's belief in the

ability to perform a specific task. In general term self – efficacy related with person confidence and ability to share tacit or explicit knowledge with other.

Van Den Hooff and De Ridder’s (2004) [7] knowledge donating as communication based upon an individual’s own wish to transfer intellectual capital and knowledge collecting as attempting to persuade others to share what they know.

III. FINDING AND DISCUSSION

A. Demographic Analysis

TABLE I. GENDER INFORMATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	167	42.8	42.8	42.8
FEMALE	223	57.2	57.2	100.0
Total	390	100.0	100.0	

Outputs of this study were derived by the total of 390 students represent 167 males and 223 female students. Based on this figure, it’s about 57.2% of the findings were dominated by female respondents in answering the research questions pertaining to the issue of knowledge sharing.

TABLE II. RESPONDENTS’ AGE INFORMATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-21	267	68.5	68.5	68.5
22-25	118	30.3	30.3	98.7
26-29	4	1.0	1.0	99.7
> 30	1	.3	.3	100.0
Total	390	100.0	100.0	

Respondents of this study were among Diploma & Degree level of students in Universiti Teknologi MARA Kedah and the range of respondents’ age between 18-21 years old, 68.5% monopolized the output of this study, majority of them are in Diploma level. Then, it’s followed by 22-25 years old (30.3%) came from degree level of students in Universiti Teknologi MARA Kedah. The details figure of the study level among the respondents for this study as shown in Table III.

TABLE III. PROGRAM LEVEL INFORMATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DEGREE	144	36.9	36.9	36.9
DIPLOMA	246	63.1	63.1	100.0
Total	390	100.0	100.0	

B. Reliability Analysis

TABLE IV. RELIABILITY OF INSTRUMENT MEASURES

	Measures	No of items	Cronbach’s Alpha
Individual Behavior	Enjoyment in helping others	4	.889
	Knowledge self efficacy	3	.694
Knowledge Sharing	Knowledge donating	3	.748
	Knowledge collecting	4	.641

Tables IV determine the reliability on the measurement of individual behavior elements to match with the elements of knowledge sharing attitudes among respondents. The result showed majority of the respondents, agreed on the same stand; the enjoyment in helping others which resulted the analysis, Cronbach’s Alpha of .889 and Cronbach’s Alpha of .748 of knowledge donating, correlated with the element of knowledge sharing

C. Questionnaire Analysis

TABLE V. ENJOYMENT IN HELPING OTHER

Question	Result	
	Frequency	Percent
I enjoy sharing my knowledge with colleagues	STRONGLY DISAGREE	2 .5
	DISAGREE	3 .8
	NEUTRAL	48 12.3
	AGREE	246 63.1
	STRONGLY AGREE	91 23.3
	Total	390 100.0
I enjoy helping colleagues by sharing my knowledge	STRONGLY DISAGREE	2 .5
	DISAGREE	2 .5
	NEUTRAL	59 15.1
	AGREE	234 60.0
	STRONGLY AGREE	93 23.8
	Total	390 100.0
It feels good to help someone by sharing my knowledge	STRONGLY DISAGREE	2 .5
	DISAGREE	2 .5
	NEUTRAL	60 15.4
	AGREE	225 57.7
	STRONGLY AGREE	101 25.9
	Total	390 100.0

Sharing my knowledge with colleagues is pleasurable		Frequency	Percent
	STRONGLY DISAGREE	5	1.3
	DISAGREE	3	.8
	NEUTRAL	72	18.5
	AGREE	229	58.7
	STRONGLY AGREE	81	20.8
	Total	390	100.0

TABLE VI. KNOWLEDGE SELF EFFICACY

Question	Result		
		Frequency	Percent
I am confident in my ability to provide knowledge to colleagues in my learning environment would consider valuable	STRONGLY DISAGREE	2	.5
	DISAGREE	8	2.1
	NEUTRAL	157	40.3
	AGREE	186	47.7
	STRONGLY AGREE	37	9.5
	Total	390	100.0
	I have the expertise required to provide valuable knowledge for my learning environment	STRONGLY DISAGREE	3
DISAGREE		9	2.3
NEUTRAL		172	44.1
AGREE		172	44.1
STRONGLY AGREE		34	8.7
Total		390	100.0
Most other colleagues can provide more valuable knowledge than I can		STRONGLY DISAGREE	1
	DISAGREE	18	4.6
	NEUTRAL	133	34.1
	AGREE	183	46.9
	STRONGLY AGREE	55	14.1
	Total	390	100.0

TABLE VII. KNOWLEDGE DONATING AND COLLECTING

Question	Result		
		Frequency	Percent
When I have learned something new, I tell my colleagues about it.	STRONGLY DISAGREE	1	.3
	DISAGREE	11	2.8
	NEUTRAL	130	33.3
	AGREE	211	54.1
	STRONGLY AGREE	37	9.5
	Total	390	100.0
	When they have learned something new, my colleagues tell me about it.	STRONGLY DISAGREE	6
DISAGREE		20	5.1
NEUTRAL		158	40.5
AGREE		184	47.2
STRONGLY AGREE		22	5.6
Total		390	100.0
Knowledge sharing amongst colleagues is considered normal in my learning environment.		STRONGLY DISAGREE	2
	DISAGREE	7	1.8
	NEUTRAL	132	33.8
	AGREE	208	53.3
	STRONGLY AGREE	41	10.5
	Total	390	100.0
	I'm confident in my ability to provide knowledge that others in my learning environment would consider valuable	STRONGLY DISAGREE	1
DISAGREE		9	2.3
NEUTRAL		136	34.9
AGREE		212	54.4
STRONGLY AGREE		32	8.2
Total		390	100.0
I have the expertise required to provide valuable knowledge for my learning environment		STRONGLY DISAGREE	1
	DISAGREE	8	2.1
	NEUTRAL	188	48.2
	AGREE	165	42.3
	STRONGLY AGREE	28	7.2
	Total	390	100.0
	Most other colleagues can provide more valuable knowledge than I can.	STRONGLY DISAGREE	1
DISAGREE		14	3.6
NEUTRAL		150	38.5
AGREE		169	43.3
STRONGLY AGREE		56	14.4
Total		390	100.0

Table V, Table VI and Table VII shown the summary descriptive analysis of the questions asked to the respondents. Each tables shown answer giving for each variable of this study. The highlights indicate the highest percentage of each question answer by the respondent.

D. Individual Behavior and Knowledge Sharing Analysis

TABLE VIII. CORRELATION MATRIX BETWEEN INDIVIDUAL AND KNOWLEDGE SHARING

	<i>Knowledge Donating</i>	<i>Knowledge Collecting</i>
Enjoyment in helping others	.422**	.312**
Knowledge Efficacy	.350**	.689**

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in the table VIII, the correlation analysis between individual behavior and knowledge sharing has shown a stronger and more significant relationship. Both of the items measuring individual behavior have significant relationship with knowledge sharing.

IV. CONCLUSION

From the analysis, it was found that individual behavior among student toward knowledge sharing shown a positive finding. The correlation analysis also shown there was a correlation between enjoyments in helping others and self efficacy with knowledge sharing.

ACKNOWLEDGMENT

It is a pleasure to thank the various people who made this paper possible. Our sincere thanks goes to our colleagues in Universiti Teknologi MARA Kedah, Malaysia for whom we have great regard, and we wish to extend our warmest thanks to all those who have helped us with the creation of this paper.

REFERENCES

- [1] Smith, E.A. (2001), "The role of tacit and explicit knowledge in the workplace", *Journal of Knowledge Management*, 5(4),311-321.
- [2] Batson, C. D. (1998). Altruism and prosocial behavior. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (pp. 282–316). New York: McGraw-Hill.
- [3] Dovidio, J. F., Piliavin, J. A., Schroedler, D. A., & Penner, L. A.(2006). *The social psychology of prosocial behavior*. New Jersey: Lawrence Erlbaum Associates.
- [4] Wasko, M. M., & Faraj, S. (2005). Why should I share? Examining social capital and knowledge contribution in electronic networks of practice. *MIS Quarterly*, 29(1), 35–51.
- [5] Chen, C.J. & Hung, S.W. (2010).To give or to receive? Factors influencing members' knowledge sharing and community promotion in professional virtual communities. *Information & Management*, 47(4), 226-236.
- [6] Bandura, A. (1997), *Self-efficacy: The Exercise of Control*, W.H. Freeman and Company, New York, NY.
- [7] Van Den Hooff, B. and De Ridder, J.A. (2004), "Knowledge sharing in context: the influence of organizational commitment, communication climate and CMC usage on knowledge sharing", *Journal of Knowledge Management*, 8 (6)117-30.