Knowledge Sharing Among School Teachers

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***Abstract*-In the world today, knowledge is considered as wealth to the individual and the society. The purpose of this study is to investigate the relation of the organization culture, attitude and motivation toward knowledge sharing among teachers in Keningau district. In this study a total of number of 176 respondent was randomly selected from 10 primary schools in Keningau, Sabah. A structured questionnaire was then administered to the respondents. The structured questionnaire in this study was designed precisely to capture the three main variables, namely; knowledge sharing (Nur Syazwani Bt Mohd Nawi, 2009; Chennamaneni, 2006), organization cultures (Zuliana Zookefli and Khalid Md Nor, 2008), and, attitude and motivation (Nor Azmin Bin Tambi Chek, 2009). The data was duly processed using SPSS. The result indicated that there is significant relation between organization culture, (r=.49, P<.05), attitude (r=.288, p<.05) and motivation (r=.350, p<.05) with knowledge sharing. The study showed that knowledge sharing among teachers can be enhanced by developing work group and make a discussion. It can encourage workers to communicate and share their knowledge effectively as communities of practice, knowledge network, and retrospect.**

***Keywords*: knowledge, sharing, organization, culture, attitude, motivation, schoolteachers.**

I. INTRODUCTION

Since the turn of the decade, interest in knowledge sharing outcomes in education sector has surged. A number of empirical studies have been conducted on the effects of knowledge sharing. Moreover, it has provided concrete evidence of the benefits that individuals and organizations can obtain from their involvement and investment in knowledge sharing. However, much remains to be learned and understood about the value of knowledge sharing in organizations especially education. The successes of a nation or the economies depend on how much they had acquired knowledge and able to share it with others. In Malaysia, both public sector and private sector play an important role in achieving the vision and mission of our beloved country. There are many trainings and programmes for the civil servants to enhance their performance and to increase their skills to improve their deliveries in various sectors.

The advancement in human resource development can be achieved by providing them with effective trainings, professional courses, motivational, career promotion, and many more.

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By attending the trainings and courses the employee can increase their knowledge.They will feel more appreciated and able to contribute to the organization. The employee should feel more motivated to work harder and can provide a better service to client or customer.

The knowledgeable workers or employees are the asset of any organization and able to improve productivity and performance. The knowledge they earned is not useful if they do not share it with other employees in the organization and it will be lost if the employees move to another place or organization. The knowledge shared in the organization by the employee will give positive impact to the organization and increase the employee knowledge collectively.

Knowledge sharing is the key element in knowledge management. It will ensure the sustainability of the organization. However, knowledge sharing is unnatural according to (Bhatt, (2001). People or individual might not share or hoarding their knowledge because they think their knowledge is valuable and important. Miller & Karakowsky (2010), pointed out that organizational expert may view the individual knowledge as their intellectual property which can give them advantage that they can leverage for the organization. Any organization especially the knowledge-based company will suffer because of unable to function due to knowledge sharing disabilities (Ipe; 2003).

Many research and interest in this knowledge management and knowledge sharing field studied between the employees of business organization. The study about knowledge sharing in education especially teachers quite limited. School is also considered as organization where people communicate with each other. It is also a place where all the rules, educational policy as well as innovation takes their place to be executed. Each school member also contributes their tremendous effort to run the school operation and the most important school operation is the teaching and learning process. Teacher and all the school members are subject to be influenced by any changes in the education policy in our country. So, as the result of that, it is important for teacher to be well informed and able to cope up with all the challenges. In order to keep up with all the changes imposed by the education minister and other pressure from the entire stake holder teacher should share the information they knew or the knowledge that they acquired.

II. LITERATURE REVIEW

There are many barriers in implementing knowledge sharing in organization according to the studies conducted by Chennamanani (2003) and Gao (2004). In today's knowledge-based economy, knowledge always

seen as individual's assets. To acquire knowledge nowadays involve with certain constraints, therefore people are very reluctant to share knowledge with other people in organization. These constraints are notably; organization culture, attitude and employee motivation, that embodied the knowledge sharing culture and behavior. Lin (2007) supported this notion by stating that knowledge sharing culture can be successfully implemented in organizations not only by direct business strategy, but also by changing employee's attitude and behavior to promote the willingness to share knowledge.

Knowledge sharing is one of the most important stages in knowledge management process. Knowledge management is so crucial to modern organizations' operation and has attracted much attention by the business world since the introduction of the concept by Davenport and Prusak (1998) and Chatzoglou and Vraimaki (2009). Knowledge management is also perceived as a strategic means for innovation and the maintenance of the competitive advantage (Chua, 2009). Knowledge management could not take its place successfully if the knowledge inside the mind of its employer and employee has not been share among each unit in the organization. According to Gao (2004), a survey revealed that 94 percent of 260 from multinational organizations in Europe believe that successful knowledge management requires employees to share what they know with each other's in the organization. Gao (2004) also stated that Knowledge sharing with other members in organization can generate numerous benefits to the organizations.

Another major problem in knowledge management in organization is how the knowledge could be transfer to one and another as stated in (Alavi and Leidner, 2001). Ariffin (2004) also stated that to capture knowledge, tacit and explicit, to exploit it, and shared it with one another is the major problem in knowledge management. It is not surprising if employees are unwilling to share their knowledge with other because they poorly understand the factor that encourage or discourage of knowledge sharing (Bock et al., 2005). Many organizations still employ traditional method such as training for the employees to learn knowledge and developed skills (Ibrahim, A., et.al., 2006). The education organization such as school also provide in-service training for teachers and its staffs in order to learn new knowledge. Training every members of the organization will incur extra budget and time consuming to the organization. However, if knowledge sharing could be implemented in the organization, there will be huge time and cost saving as well as improvement in knowledge based organization. However, sometimes the training did not expose all the knowledge that employees or teachers will need to know and have. Usually the teaching related knowledge exposed to the teachers is in the form of tacit knowledge, making it hard to internalized and shared to others upon completing the training.

In addition, the teaching and learning process these days are becoming more challenging than a decade ago due to the drastic technological change in entertainment and communication, students too are drowned in varied information, functional as well as entertainment in their daily life. Therefore, students' focus on study become chaotic and they are diverted to entertainment, gamification, etc; as such they are no longer interested to give their attention to study. Inadvertedly, teachers in education field had to compete with entertainment in capturing and winning student's interests and attention. Teachers cannot stand alone in handling this situation; teacher should increase their collegial activities and shared any knowledge or experience that they have in technology, communication and experience in teaching.

Since 2011, the New Standard Primary Curriculum (KSSR) have been introduced in all Primary school in Malaysia. Many teachers had been nominated willingly or unwillingly to represent their school for the course and undergone the training for several days to get the information. However not all teachers who attended the training are willing to share all the knowledge and information they gathered during the course. The information and knowledge inducted during the courses are vital to be channeled down upon return. However, some of them not willing to share their newly acquired knowledge which posed a problem in organisational academic excellence.

Research Questions

Based on the problem stated earlier, the study research questions are as follows:

a) Is there any relationship between organizational culture and knowledge sharing?
b) Is there any significance relationship between attitude and knowledge sharing?
c) Is there any significance relationship between motivation and knowledge sharing?

III. METHOD

Research Design

This is a quantitative research study design using survey. A survey is appropriate for this study within the constraints of the time and resources available. A survey is a quantitative method that can collect a large amount of data from a sizeable population in a highly economical way and cater for the 'what?' questions (Saunders et al., 2009). The major strengths of the survey include its versatility, its efficiency and its economy.

Data Collection

The data is collected from the population of 245 teachers from ten selected primary school and 176 of them are randomly selected. A simple random sampling was conducted for the purpose of distributing the questionnaires and the chosen sample represent the

interested population. This is the procedure where everybody in the population has the same chance to be chosen in the same population. The structured questionnaire is designed to collect all the data needed and capture nature of the variables involved.

The questionnaire consisted of four parts: Part A, Part B, Part C and Part D. Part A of the questionnaire consists six items about the demographic background of sample group. The items are gender, age, number of year teaching and academic qualification. Part B consists of six items about knowledge sharing. These items were adapted from (Nur Syazwani Bt Mohd Nawi, 2009) developed by the work (Chennamaneni, 2006). Part C consists of the organization culture's items. There are seven items on organization culture, and they were adapted from (Zuliana Zookefli and Khalid Md Nor, 2008). The D and E parts are about the attitude and motivations items. There are five items on attitude and eleven items on motivation. These items about attitude and motivation are adapted from instruments by (Nor Azmin Bin Tambi Chek, 2009).

Data Analysis

Upon completion of the questionnaires, researchers gathered the information and created a file for each item, analyzed and determined the general responses. First, all responses for each item were typed in to a computer file to see them as a whole. In selecting teachers' response, the researcher concentrated on the responses explaining the relationship between knowledge sharing, culture, and motivation and attitude in the aims of the study. The descriptive analysis was used to determine the degree of three main variables in this study. To test the relationship between the dependent variable knowledge sharing and the independent variables organization culture, attitude and motivation in this study by using the Pearson correlation test.

IV. LIMITATION

The study has certain limitations that need to be taken into account. Firstly, a survey has its limitations. The major weakness of adopting such a method is that the quality of information secured depends heavily on the ability and willingness of respondents to cooperate. It also requires much time spent in designing and piloting the questionnaire and analyzing the results (Saunders et al., 2009). This includes survey questionnaire design, the criteria for and selection of targeted respondents, the conduct of a pilot test, data collection and data analysis. Secondly, the validity and the reliability of the study are limited by the 176 teachers' responses from ten different primary schools. In future, research in this area can be further studied with specific focus on rural setting. Correlational studies can be carried out for each school with teachers specializing in different areas. Thirdly, the researcher administered the questionnaire to teachers from only ten selected primary schools who attend the course called, Planning and Evaluation of the New Standard Primary Curriculum (KSSR) Instruction. Finally, it should be noted that this study is limited to the purpose of attracting the attention to the importance of knowledge sharing views of teachers with regard to their schools rather than giving a general perspective about this important issue.

V. FINDING

Demographic Analysis of Respondents

Gender

Randomized one hundred and seventy-six primary school teachers participate in this study (N=176). 54 (30.7%) respondents are male respondent. Meanwhile the female respondents are 122(69.3%). This situation shows there are more female respondent than the male respondent. However, the t-test results for differences in knowledge sharing according to gender are insignificance. This contrasted to the previous study by (Diane, 2005), who found that there is differences in knowledge sharing between men and women especially in the effort domain to seek knowledge. Lin (2006) found that knowledge sharing among women is stronger than men. According to (Lin, 2006), the differences are due to women are apt to be more sensitive to environment and willing to share knowledge at any time with their colleague at work.

Age

In this study, the age of the respondent has no significant differences in knowledge sharing.

TABLE 1. AGE

Age	Respondents	%
20-25	1	0.6
26-30	45	25.6
31-35	55	31.3
36-40	36	20.5
41-45	27	15.3
46-50	7	6.2
51-55	3	1.2
56-60	2	1.0

The finding from this study contradicted with the study by (Gumus, 2007) who found that there were significant differences between age group about the knowledge collecting and not knowledge donating. Knowledge sharing may differ accordingly as one gets older, they will have more experience that can be transfer into usable knowledge.

Teaching Experience

Teaching experience in this study shows significant differences in knowledge sharing among teachers. Teacher with more teaching experience usually like to share their experience. This result is similar to study by (Nursyazwani, 2009) in her study that the knowledge sharing incurred and transfers from one lecturer to another lecture by mentoring process by more experience lecturer to the least experience lecture. This result is supported by study, by (Watson and Hewett, 2006) as employee gets older, they have more experience, but no study reports the effects of works experience on knowledge behavior.

TABLE 2. YEARS OF TEACHING

Years of Teaching	Respondents	%
1-5	50	28.4
6-10	57	32.4
11-15	31	17.6
16-20	18	10.2
21-25	8	4.5
26-30	9	5.1
> 31	3	1.7

Based on the table above, 50 people (28.4%) of the respondent have teaching experience of 1 to 5 years, another 57 respondents (32.4%) have a teaching experience of 6 to 10 years, then 31 respondents (17.6%) have teaching experience of 11 to 15 years, while 18 respondents (10.2%) have teaching experience 16 to 20 years, some 8 respondents (4.5%) having the teaching experience of 21 to 25 years, next 9 respondents (5.1%) have a teaching experience of 26 to 30 years, and finally 3 respondent (1.7%) with a teaching experience of more than 31 years.

Relationship Between Variable

Organization culture and knowledge sharing.

The correlation outcomes shows that there is significant relationship bertween organization culture and knowledg sharing (r = .498, p<.05). The r values is .498 which lies in average strength of the relation as in table 3. It is a positive relationship between these two variables. The outcomes shows if there is an increase in organization culture score, it will affect an increase in knowledge sharing and viceversa. Therefore, it is proven that there is a significant positive relation between organization culture and knowledge sharing as shown in table 1. Pearson correlation test is used to test the relationship between the dependent variable knowledge sharing and the independent variables organization culture, attitude and motivation in this study. The result shows that the organization culture has significant relationship with knowledge sharing. The relationship between organization cultures is positive relationship. The strength of the relation is on the average strength of relation. It means that any increase of organization cultures will lead an increase in knowledge sharing and vice versa. The organization cultures play very important role in teachers' life as was found in the study by (Zuliana Zookefli and Khalid Md Nor 2008) who stated that organization culture has relationship with knowledge sharing because of the element of trust, communication, teamwork and organization structure of the organization. Bock et.al., (2005) also emphasize the important of organization climate is one of the factors that affecting knowledge sharing.

TABLE 3: RELATIONSHIP BETWEEN ORGANIZATION CULTURE AND KNOWLEDGE SHARING

Variable		**Knowledge sharing**	**attitude**	**motivation**
Organization culture	*R*	.498**	288**	.350**
	Sig.	.000	.000	.000
	N	176	176	176

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

Relationship Between Attitude And Knowledge Sharing

The correlation outcomes shows that there is significant relationship bertween attitude and knowledge sharing (r = .288, p<.05). The r values is .288 but low correlation as shown in table 4. Nevertheless, it is a positive relation between these two variables. The outcomes shows if there an increase in attitude, it will affect an increase in knowledge sharing and vice versa. Therefore, there is a significant positively low relationship between attitude and knowledge sharing as shown in table 4. The organization culture has significant relationship with knowledge sharing. The relationship between organization cultures is positive relationship. The strength of the relation is on the average. This means any increase of organization cultures will lead to an increase in knowledge sharing and vice versa. The organization cultures play very important role in teachers' life as portrayed in the study by (Zuliana Zookefli and Khalid Md Nor 2008) who stated that organization culture has relationship with knowledge sharing because of the element of trust, communication, teamwork and organization structure of the organization. Similarly, Bock et.al (2005) also emphasize the important of organization climate is one of the factors that affecting knowledge sharing.

TABLE 4: RELATIONSHIP BETWEEN ATTITUDE AND KNOWLEDGE SHARING

		Knowledge sharing
attitude	r	.288**
	Sig.	.000
	N	176

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

Relationship Between Motivation And Knowledge Sharing

The correlation outcomes shows that there is significant relationship bertween motivation and knowledge sharing (r = .350, p<.05). The strength of r values is .350 which is an average strength. It is a positive relationship between these two variables. The outcomes shows if there an increase in motivation, it will affect an increase in knowledge sharing and vice versa. Therefore, there is a significant positive and average relation between

motivation and knowledge sharing as shown in table 5. The Motivation relationship with knowledge sharing is significant and positive relation. Like the relation of other independent variables any change or increase or decrease of motivation of teachers will lead to change in knowledge sharing. All these positive relationships are supported by the finding by Bock et al., (2005) and Kwok and Gao, (2006) who found out that the attitude and motivation factor have the positive relationship with the knowledge sharing.

TABLE 5: RELATIONSHIP BETWEEN MOTIVATION AND KNOWLEDGE SHARING

		Knowledge sharing
Motivation	r	.350**
	Sig.	.000
	N	176

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

VI. CONCLUSION

In educational organization such as public primary school, it is essential to improve knowledge sharing behavior practice among teachers. Many good practices of knowledge sharing support the important role of the school as an institution where the knowledge is developed and disseminated. There are many commonly used strategies or suggestions for improvement of knowledge sharing behavior practices. Firstly, they should create conducive environment such as knowledge management system to facilitate collaborative work and support knowledge sharing. Next, they should enhance the workers perception level concerning facilitating tools and technology by employing appropriate systems that are easy to use. Finally, school or organization should develop cultural norms, practices and process that build trust, collective cooperation and positive social interactions among workers.

In term of organisational support, school should also demonstrate support for knowledge sharing. Supportive organization culture and management commitment towards knowledge sharing promotes knowledge sharing behavior. This can be done through several ways such as by managing factors that influence workers to share knowledge and acknowledge the knowledge contribution made by workers and promote their reputation. Organization should structure knowledge sharing initiatives and highlight the improved organizational performance resulting from sharing knowledge. These initiatives can motivate teachers to engage knowledge sharing.

In finality, knowledge sharing among teachers can be improved by developing work group and active dialogue. It can encourage workers to communicate and share their knowledge effectively. There are various practices of knowledge management that worked in groups dynamic that emphasize knowledge sharing behavior such as communities of practice, knowledge network, and retrospect.

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