# INVESTIGATING THE EFFECT OF KNOWLEDGE SHARING ON INDIVIDUAL PERFORMANCE AMONG ACADEMIC STAFFS IN UNIVERSITI UTARA MALAYSIA (UUM)

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**Abstract:** Numerous studies have been conducted to explore the factors affecting knowledge sharing on individual performance among academic staff in higher education institute. However, limited studies have been conducted in the context of Malaysian educational institutions, specifically UUM. This study attempts to investigate knowledge sharing among academic staffs in UUM that influence individual performance in term of Job Performance, Innovator Performance, Career performance, Team Performance, Organizational Performance. There were 99academic staffs from the School Business Management involved in data collection phase. Regression analysis was used to analyze the relationship between independent variables (Knowledge Sharing) and dependent variable (Individual Performance in terms of Job Performance, Innovator Performance, Career performance, Team Performance, Organizational Performance). This study found that knowledge sharing positively influences the Individual performance in terms of Job Performance, Innovator Performance, Career performance, Team Performance, Organization Performance of academic staffs UUM. Additionally, this study examined the knowledge sharing among academic staffs as the outcome of individual performance at UUM. The findings revealed a positive relationship between knowledge sharing and individual performance.

**Keywords:** Knowledge Sharing, Individual Performance, Academic Staffs.

## I. INTRODUCTION

Knowledge management has been used as the ingredient that has a significant role in revolutionary change of an organization. The importance of knowledge management is rising in developing countries and they are now taking advantage from it by conducting knowledge management process in their organization(Jasimuddin and Zhang, 2011).Creating a knowledge sharing culture is significant at the time when an organization take into consideration of knowledge management creation as their initiatives. The knowledge management has the key aim is to practices the sharing of knowledge the model in industries that is the reason has to be done Plessis (2006, p. 6).To promote the institutional and personal performance, knowledge sharing plays as role directly as well as indectly.In higher education institution, it is essential to utilize and share the knowledge of teaching and technological expertise of faculty member, their research experience, material of course because it will be helpful for promoting individual performance as well as institution also(Kim and Ju, 2008;Maponya, 2005). The aim of this research is to investigate therelationship between knowledge sharing and individual performance among faculty member in the context of Universiti Utara Malaysia (UUM).

Education can be considered as one of significant as well as effective investment that has contribution for all the time in in different ways.The issue that has been identified in quality teaching into proper assurance system at the institution of higher education might consider as the great concern in the classroom and at the same time in organizational context also (Hilaluddin, 2013). In higher education, there is lacking of quality teaching without nationwide education generic philosophy has been founded in government record as strong evidence (Ministry of Higher Education Malaysia, 2007b).UUM is the one of the largest university that specializes solely in business and management (Darwina, 2015).There are lots of problems faced by the academic staffs of university in their profession which makes more concern for management. Thus, academic staffs suchas lecturers, nowadays are required to perform their job strictly to fulfill gradually rising their prospect not only for themselves but also for their organization (Bilge, as cited by Eyupoglu& Saner, 2009, p.610).The same situation also occurred in Universiti Utara Malaysia (Muhammad Aliyan, 2012).Knowledge management is an element which is used to improve the organizational ability to achieve, use and share of knowledge in many ways which develop its success as well as term (Raj Adhikari, 2010).Based on the suggestion of King and Marks (2008), knowledge sharing is the process which has contribution to share knowledge by using interchange and communicate with other members. The role of knowledge sharing with the relation of individual performance among academic staff in UUM is to achieve excellent teaching and learning method, standard education and faculty qualification which are demanded by the student(Ramdane, 2015).The sharing of knowledge has connection with individual performance which may be useful to achieve the goal as an eminent management university that is set by UUM as its ultimate vision.

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Investing the impact of knowledge sharing on individual performance among academic staffs at UUM is the main goal of this research. The relationship of knowledge sharing with individual work performance is also supported by Henttonen, Kianto and Ritala (2016). Individual job performance has many components. These component is used to measure individual job performance. This study also aimed to investigate relation between knowledge sharing and each component of individual work performance of academic staff at (UUM).

The effective sharing of relevant specialized knowledge has great contribution in an institution's competitive advantage as well as sustained performance (Wang and Noe, 2010). The sharing of knowledge leads to developed organizational performance (Ritala et al., 2015). It makes sense that knowledge sharing would be an important issue for such employees, thereby enabling proficient performance (Henttonen et al., 2016). The sharing of knowledge is important for firms to create personal and institutional knowledge to formation performance. Sharing knowledge among the academic staff at UUM will help to improve their individual job performance. Individual job performance of academic staff is essential to improve learning and teaching performance, service quality of education system, faculty qualification. It will be helpful to conduct more research in other organization and jurisdictions by using the outcomes of this research (Au, 2011).

## II. LITERATURE REVIEW

### 2.1. Knowledge Management
Knowledge management is taken into consideration as improving, gathering, sharing, extracting of knowledge for the purpose of subsequent recovery. It is used to take the intellectual decisions which have purpose of prosperity and growth of an organization (Bamgboje-Ayodele, & Ellis, 2015).Knowledge management can cover a wide range of organizational functions characteristics by empowering it to function more consciously. A knowledge management has been taken as critical techniques acquire a competitive advantage through the resent year (Yang, 2010).Rahman et al. (2010) estate that management of knowledge has been used as creating, sharing, acquiring, and exploiting the knowledge to extoll organizational performance.According to many researchers the function of management of knowledge is to covert data into the form of information and in same way information into knowledge (Vaccaro, Parente&Veloso, 2010).

### 2.2. Knowledge Sharing
Knowledge sharing has been taken into consideration as the main theme of knowledge management. Its success is difficult to realize (Ismail, &Ashmiza, 2012). According to Paulin and Suneson (2015), the definition of knowledge sharing is that the knowledge exchange between two single person where one person inquire about knowledge on the other hand another person just utilize the knowledge only.Based on the information of Foss, Husted, and Michailova, (2010) knowledge sharing is referred to in the context of "sharing" as such and does not take a specific stance on the actualized transfer, as per.

### 2.3 IndividualPerformance
Individual performance plays an important for measuring the work ability of employee working an organization as well as determinant their work significances. The evaluation of personal performance of employee has been done by an organization is called New Remuneration System (NRS). This organization is also called the SistemSaraan Malaysia (SSM) (Abdul Manaf, 2012).

### 2.4. Role-Based Job Performance Model
There are five key elements such as role of job, career, team, innovator, and organization has been used for the purpose of work performance measurement. It has been taken into consideration those five elements as the significant key for the success of an organization. Those five elements are connected to knowledge sharing process(Au, 2011).

### 2.4.1.Job Role
The role of job is must significant for any employee work in an organization because they spend a lot more times in participating of their job role. It is basic initiative of the procedures of human resources. (e.g., analysis of work, performance appreciation, the evaluation of basic salary, equal decision of payment) (Welbourne, & Paterson, 2016).It measures their job both in administrative and teaching under the process of key performance index (Su, 2014). An employee who is interested to share the knowledge is more skill in their job than the employee who share the knowledge with low level (Cabrera, Collins, & Salgado, 2006).

### 2.4.2. Career Role
Career role refers to the duties to be performed, the dimensions of the task and the ability to perform in acquiring higher individual goals. The structure of the hierarchy of career development is usually prescribed as the achievement of individual employees (Au, 2011).An individual predominantly oriented career could spend a huge time and energy in own promotion, the formation of strategical relationships, credentialing through formal as well as informal study and policy of an organization, all possibly at a value of a work performance (Welbourne, & Paterson, 2016). The career is the proper way for introducing the sharing of knowledge (Quigley et al., 2007).

### 2.4.3. Innovator Role
The role of innovator is a vital amalgamation to multiple studies of identity within organizations due to the wide interest in innovation in all sectors and the lack of research reporting on impacts related to the identity of such an approach. As part of the sharing of

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knowledge, the creating, capturing, exchanging and integrating of knowledge has a critical influence on innovation as well as performance(Au, 2011).

**2.4.4. Team Role**
Knowledge team is formed by dyadic behavior in relation to the exchange of information, coordination, network connection, mentoring and guidance intended to facilitate the effectiveness and efficiency for improving individuals and the actions of the organization(Au, 2011). There has been an "explosion" of academic work looking into the question of team effectiveness (Mathieu, Maynard, Rapp and Gilson, 2008, p. 411). Team role has great contribution in knowledge sharing (Chowdhury, 2005). The teams working among the inter-institutional units may be so much interested to share essential knowledge with each other and reduce the performance of employees (Collins and Smith, 2006).

**2.4.5. Organization Role**
Organizational culture is most significant to facilitate the sharing of knowledge and influencing the performance (Kang et al., 2008). There are lots of techniques and merit systems of performance have been made by organizations in both sectors including public and private to defend and to improve the performance of its members (Suliman et al., 2010). For example, previous research define that the Human Resources Management (HRM) is carried out by different organization to evaluate the performance of employee as well as the institution (Amin et al., 2013).

**2.5. The Relationship between Knowledge Sharing and Individual Job Performance**
Knowledge sharing (i.e. the propensity and actualized behaviors of individuals in sharing knowledge with other organizational actors) affects individual work performance in public sector organizations (Henttonen, Kianto, &Ritala, 2016). Quigley et al. (2007) studied the sharing of knowledge on standards as well as confidence. Their findings are found that the motivational mechanisms to provide facilitate in sharing of knowledge between team members, improving the direct and interactive impacts on individual performance. Sharing relevant knowledge across organizations signals individuals' expertise in relation to other actors and could open up additional possibilities for utilizing this knowledge in ways that lead to improved job performance (Henttonen et al, 2016).

**III. RESEARCH METHODOLOGY**

This study used quantitative approach to assess the impact of knowledge sharing for developing individual performance in the context of Universiti Utara Malaysia (UUM). 99 sets of questionnairewere sent to academic staff of the School Business Management through email as well as direct approach. The questions are divided into two sections. The first section consisted of questions relating to respondent's profile such asacademic staff gender, age duration or servicesand higher study acquired.

The second part of questionaries' that comprise of question related to the impact of knowledge sharing on developing individual performance of academic staffs at UUM. There are six hypothesessuch as toindividual performance, Job Performance, Innovator Performance, Career performance, Team Performance, Organization Performance. There are six hypotheses to be proven in this study conducted by De Vries et al. (2006) and Welbourne et al. (1998)support the validity of this instrument. Out of 99 responses, only 50 responses are useable.The initial step of Analyzing data is to get the raw data from choosing respondents through questionnaire and key in into SPSS software to analyze it (Ramdane, 2015). The regressionanalysis is the most common methods used in conducting research; that enables market researchers for analyzing the relation of an independent variable with a variable of dependent.

**3.1. Development of Research Hypotheses**
The aim of this study is to verify a model regarding to the relationship of knowledge sharing and individual performanceamong academic staffs in Universiti Utara Malaysia (UUM). Thus, the followings are developed as working hypotheses (H) shown in Fig. 1.

**Hypothesis 1 (H1):** There is a positive relation between knowledge sharing and individual work performance among academic staffs in Universiti Utara Malaysia (UUM).

**Hypothesis 2 (H2):**There is a positive relation between knowledge sharing and job performance among academic staffs in       Universiti Utara Malaysia (UUM).

**Hypothesis 3 (H3):**There is a positive relation between knowledge sharing and career performance among academic staffs in Universiti Utara Malaysia (UUM).

**Hypothesis 4 (H4):** There is a positive relation between knowledge sharing and innovator performance among academic staffs in Universiti Utara Malaysia (UUM).

**Hypothesis 5 (H5):** There is a positive relation between knowledge sharing and team performance among academic staffs inUniversiti Utara Malaysia (UUM).

**Hypothesis 6 (H6):** There is a positive relation between knowledge sharing and organizational performance among academic staffsin Universiti Utara Malaysia (UUM).
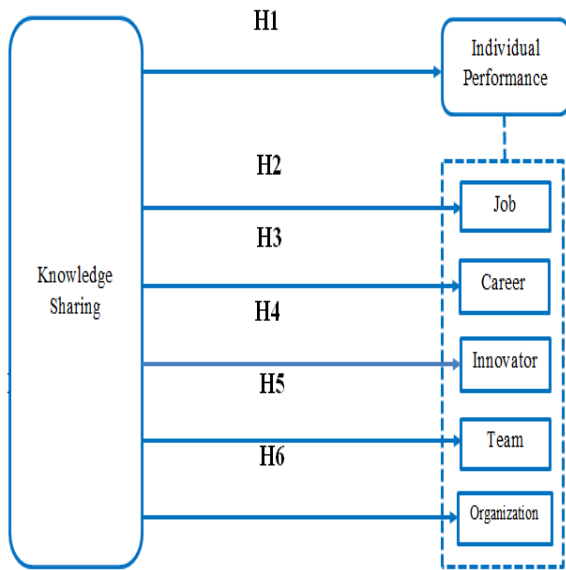DVIV

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**Fig.1.: The Diagram of Conceptual Framework of the study.**

The research framework was supported by integrating model of knowledge sharing which is invented by De Vries et al. (2006) and a performance model based on a role invented by Welbourne et al. (1998). The framework, as Fig. 1 shows, was implemented to evaluate the contribution of knowledge sharing in determining the performance relating to individual job of academic member of UUM factors.

There are five elements were used to take the perceived knowledge sharing within degree of employees. The construct yield based on roles was accepted from five buildings that comprise twenty attributes, invented by Welbourne et al. (1998) to measure the degree of work-related performance in the process of knowledge sharing. These constructions were five, "Team" "Innovator" "Race," "work" and "Organization". The five constructs were multi-dimensional to identify the individual performance of various prospective and values of the organizational knowledge.

## IV. RESULTS AND FINDINGS

### 4.1. Profile of Respondents
There are 50 respondents who have professional expertise during from 2 to more than 10 years participating in this survey. There are 64% of them who have experience from 6 to10 years as academic staffs at UUM and the rest of the other have experience in the field through the year of 2 and 5.Majority of them are at the age of31-39 years that accounts for 56%. 42% of them between 40 and 49 years of age. Only 2% of respondents are age from 25-30 year. Based on their education level, there are 4% of the responders achieving a master degree, about 1% of them achieving a post doctorate.Majority 90% of populations holding the PhD degree and the rest of other have professional or academic qualification.

### 4.2. Reliability Analysis
To measure the item's internal constancy a Cronbach's alpha was used as the coefficient (Cronbach, 1951).Cronbach alpha value 0.50, which is the acceptable value as suggested by Nunnally (1978). Table 1 shows the Cronbach's Alpha scores for all the six variables that will influence the individual performance of academic staff in UUM.

**Table 1: Cronbach's Alpha.**

| Factors | Item | Reliability ($\alpha$) |
|---|---|---|
| Knowledge Sharing | 3 | 0.500 |
| Job Performance | 3 | 0.532 |
| Career performance | 3 | 0.554 |
| Innovator Performance | 4 | 0.728 |
| Team Performance | 4 | 0.852 |
| Organization Performance | 3 | 0.570 |

The Cronbach alpha value of all the variables is at least 0.50. All the six variables, Individual performance, Job Performance, Innovator Performance, Career performance, Team Performance, Organizational Performance is consider as stable and consistence in measurement.

### 4.3. Regression Analysis
According to Sekaran, (2013), the variable is considered as significant, if the significant value is lower than 0.05. Multiple regressions were used to test the hypothesis on the study. Table 2 shows the result of the multiple regression analysis.The table 2 shows that significant value of each model.

The significant value of model 1 is 0.000, model 2 is 0.002, model 3 is 1.000, model 4 is 0.000, model 5 is 0.000 and model 6 is 0.000. So according to the significant value, model 3 is rejecting because the significant value ishigher than 0.05, but the other model is significant. As model 1 has significant value is 0.000 model 2 has significant value 0.002, model 4 is 0.015, model 5 is 0.000, and model 6 is 0.000. Since model 5 has the entire variable we want to test, so model five is accepted as every hypothesis is involve in the model. Table 3 shows the hypothesis test result.

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**Table 2: ANOVA result for Regression Analysis.**

| Model | Sum of Square | df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| 1  Regression | 2.664 | 1 | 2.664 | 82.048 | |
| Residual | 1.558 | 48 | 0.032 | | |
| Total | 4.222 | 49 | | | 0.000b |
| 2  Regression | 0.988 | 1 | 0.988 | 10.660 | |
| Residual | 4.448 | 48 | 0.093 | | |
| Total | 5.436 | 49 | | | 0.002b |
| 3  Regress | 0.000 | 1 | 0.000 | 0.000 | |
| Residual | 6.000 | 48 | 0.125 | | |
| Total | 6.000 | 49 | | | 1.000b |
| 4  Regression | 3.568 | 1 | 3.568 | 18.913 | |
| Residual | 9.057 | 48 | 0.189 | | |
| Total | 12.625 | 49 | | | 0.000b |
| 5  Regression  Total | 8.446 | 1 | 8.446 | 94.192 | |
| | 4.304 | 48 | 0.090 | | |
| | 12.750 | 49 | | | 0.000b |
| 6  Regression | 5.624 | 1 | 5.624 | 98.073 | |
| Residual | 2.752 | 48 | 0.057 | | |
| Total | 8.376 | 49 | | | 0.000b |

**Table 3: Hypothesis test result.**

| H | Description | Result |
|---|---|---|
| H1 | Knowledge Sharing positively influences individual performance of academic staffs at UUM. | Accepted |
| H2 | Knowledge Sharing positively influences job performance of academic staffs at UUM. | Accepted |
| H3 | Knowledge Sharing positively influences Career performance of academic staffs at UUM. | Rejected |
| H4 | Knowledge Sharing positively influences Innovator performance of academic staffs at UUM. | Accepted |
| H5 | Knowledge Sharing positively influences team performance of academic staffs at UUM | Accepted |
| H6 | Knowledge Sharing positively influencesorganizational performance of academic staffs at UUM. | Accepted |

## CONCLUTION AND RECOMENDATION

### 5.1.  Discussion and Conclusion

Ministry of higher education focus on the teaching utility as well as quality of academician in Malaysia. As a result they can generate the graduates who are capable utilizing their capabilities, expertizes and knowledge that they have gather by using the learning method in the actual atmosphere of working (Mustapha, 2013).This study improves the quality and performance of academic staff of  UUM through proper use of knowledge sharing. That study tested the model of Role-Based Job Performancemain focus of the study was on the links between knowledge sharing and individual performance (Welbourne et al., 1998).

There are lots of higher education institutions (HEIs) has been established including private as well as public institution that are used to fulfill the increasing the need of higher studies. In present, there are 25 private universities, 20 government universities, and 435 private higher learning institutions provide their services for future candidate who come from inside as well as outside the countries. So UUM is one of them public  university  in  Malaysia.  Individual  job performance of academic staff is essential to improve learning and teaching performance, service quality of education  system,  faculty  qualification  at UUM.Higher  education  ministry  of  Malaysia established  two  bodies  such  as  Malaysian Qualifications  Framework  (MQF)  and  Malaysian Qualifications Agency (MQA) as their initiate action for  designing  the  meaningful  change  in  higher education. The role of the bodies is to support for achieving the goal that is performing quality research and providing qualified teaching. As a result it meets accreditation based on country's standard (Mustapha, 2013). To support those bodies this study must be helpful and by using knowledge sharing among the academic staff as well as ministry of higher education Malaysia can be achieve their goal that they wanted to achieve.

Increasing corporate image as well as producing skillful graduates is the role of academicians that is significant to the university. Every Lecturers or academicians of universities have their intrinsic business, personal  professional eagerness that is related to their institute including  independent of excellent study,  right to take any decisions regarding to the issue of research and curriculum, make sure the balance among the family and work, a pay levels with secure satisfactory and an opportunities for the carrier development. The role that has been played by academic staffs is most important, endeavor should be taken for the development of loyalty between them (Mustapha, 2013). This study has been conducted different role of academic staff such asIndividual performance,  Job  Performance,  Innovator Performance,  Career  performance,  Team Performance,  Organizational  Performance. Therelationship between Knowledge Sharing and job performance is supported by the study of Tseng& Huang (2011).The relationship between Knowledge Sharing and team performance is supported by the study of Lee, Gillespie, Mann & Wearing, (2010).The relationship  between  Knowledge  Sharing andInnovator performance is supported by the study of  Jantunen,  Puumalainen&Hurmelinna-Laukkanen, (2008). Individual job performance of academic staff of UUM is essential to improve learning and teaching performance, service quality of education system, faculty qualification. It will be helpful to conduct more research in other organization and jurisdictions by using the outcomes of this research (Au, 2011).

### 5.2. Limitation

Although the study had provides some point and finding  for  marketing  research  knowledge

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development, there are still some limitation of this research. There are lots of components of individual job performance that make difficulties to evaluate it. A total of 13 schools were streamlined and restructured to become three important colleges, which are College of Law, Government and International Studies (COLGIS), the College of Business (COB), and the Colleges of Arts and Sciences (CAS) (Muhammad Aliyan, 2012). First, the study only examined the faculty staff of school of business management at UUM. Thus no comparison can be made between other institution and the sample size is small. The study is only done specifically with the faculty staff of school of business management in UUM and the responses and result is only unique to that environment. Through the response rate of the study is not expected only 50.5% of the academic staffs in the small sample size is responding to the survey.

**Recommendation for Future Research**

In spite of being complex behavior, a knowledge sharing include a lot of organization as well as factors of psychological. Within the institutional knowledge management concept, this research has the limitation for a single aspect of knowledge sharing (Cabrera et al., 2006). Such as an important role has been played by the network in in facilitating knowledge sharing and performance respectively. In future studies, the medicating impact of network could be measure. Organizational culture was not taken into consideration in this research although it is one of the factors. The culture between eastern and western may create differentiate in the level of variances is also possible. Such as, according the study of Yao et al. (2007) the culture of Asia relay more on relationships and network of informal for sharing of knowledge. Including the impact of Chinese culture on the behaviors of knowledge sharing that would be interesting (Tong and Mitra, 2009).

The measurement of relationship between knowledge sharing and individual job performance has been done by using quantitative methodology. Other variable that would be impact or moderate the hypothesized relationship is also possible. In future the research could be conducted in both approaches such as quantitative and qualitative method for exploring other possible relationships (Tong, Canon, WahTak, and Wong, 2015).Currently this research conduct only in UUM but in future this research might be conducted for all the Malaysian university including public and private universities.

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