

PREDICTORS OF KNOWLEDGE SHARING BEHAVIOUR: A PROPOSED MODEL FOR THE MALAYSIAN PUBLIC SECTOR MANAGERS

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Abstract

Limited studies have focused on the factors that influence knowledge sharing behaviour of managers in the Malaysian public service. Moreover, little is known about the predictors of knowledge sharing behaviour, incorporating its two dimensions i.e. knowledge donating and knowledge collecting. Therefore, the aim of this paper is to build a knowledge sharing model among managers in the Malaysian public service. Based on the reviews of relevant knowledge sharing literature and from the lens of Theory of Planned Behaviour and Self-Determination Theory, several factors were found to be potential predictors of manager's knowledge sharing behaviour. Individual factor (attitude towards knowledge sharing), organisational factor (organisational climate) and resource factors (time availability and ICT support) are important predictors of intention to share knowledge. Intention to share knowledge and intrinsic motivational factors (knowledge self-efficacy and enjoyment in helping others) are important predictors of knowledge sharing behaviour (knowledge donating and knowledge collecting).

Keywords: Knowledge donating, Knowledge collecting, Knowledge sharing, Public service managers, Self Determination Theory, Theory of Planned Behaviour

Introduction

Knowledge sharing has been identified as the most important and critical process in the knowledge management cycle (Bock & Kim, 2002; van den Hooff & de Ridder, 2004; Choi, Kang & Lee, 2008). The current globalization and the global competition organizations face today, highlights the importance of knowledge sharing (Chen, 2011). Besides that, in the past knowledge sharing has been associated with positive outcomes such as organization innovation capability (Lin, 2007a; Chee, 2009), organization effectiveness (Yang, 2007), team task performance (Cheng & Li, 2011), as well as individual performances (Woerkom & Sanders, 2010). Successful sharing needs employees' cooperation since knowledge resides in their mind (Gupta, Joshi & Agarwal, 2012).

Therefore, in the last ten years, there are more calls from researchers and practitioners to focus on understanding employee's sharing behaviour. It is a known-fact that sharing is not a natural human trait (Bock & Kim, 2002; Kuo, 2012; Olatokun & Nwafor, 2012). Previous studies have compiled enough evidences to prove that employees are still withholding knowledge despite the efforts taken by the organizations (Connelly, Zweig, Webster & Trougakos, 2012). Chen (2011) stated that obstacles to sharing knowledge among colleagues are related to existing intra-organizational issues. Thus, prevents individual knowledge transmission to organizations and consequently, knowledge is not made available to others (Chen, 2011). Various types of knowledge withholding scenarios among employees have been reported in the past. For instance, some employees intentionally withhold knowledge and this phenomenon is called knowledge hiding (Webster, Brown, Zweig, Connelly, Brodt & Sitkin, 2008). In some other instances, employees unintentionally withhold knowledge because unaware that their knowledge is needed by others or simply because they are not motivated so as there's no request from knowledge seekers and this type of knowledge withholding is called knowledge hoarding (Webster et al., 2008). Previously knowledge hoarding phenomenon has been associated to negative consequences such as inefficiency and fragmentation of services (Konstantinou & Fincham, 2010). Such consequences have prompted researchers and practitioners to dig further on factors that contribute to knowledge sharing behaviour of employees. Besides that, organization's ability to manage knowledge effectively is proportionate to employee's willingness to share their precious knowledge (Lin, 2007b). Given that knowledge sharing cannot be forced, most organizations conduct extensive training sessions to permit knowledge sharing and knowledge transfer (Olatokun & Nwafor, 2012). However, this practice can be very costly and as such organizations must find ways on how to foster knowledge sharing naturally without much expense to enable continuous performance.

Knowledge sharing associated studies is imperative for organizations to gain some insights on appropriate measures needed to enhance this positive behaviour (Sandhu, Jain & Ahmad, 2011). An overview of past relevant knowledge sharing literatures revealed that dearth of researches were found to have incorporated the two dimensions of knowledge sharing behaviour i.e. knowledge donating and knowledge collecting. Although many researchers have agreed that sharing involves knowledge exchange between individuals through the processes of knowledge donating and knowledge collecting (van den Hooff & de Ridder, 2004; Lin, 2007a; Chee, 2009), but studies incorporating these two dimensions of knowledge sharing behaviour were very few and did not win the heart of many researchers. This is because the two dimensions of knowledge sharing only started to gain recognition, after the published work of van den Hooff and de Ridder (2004) as well as van den Hooff and Weenen (2004), therefore these concepts are still novel in the literature. While there were some researches on knowledge donating and knowledge collecting in the past, but either the studies were conducted in a piecemeal approach (van den Hooff & de Ridder, 2004; van den Hooff & Weenen, 2004) or were conducted in different context such as Taiwan (Lin, 2007a), Hong Kong (Chee, 2009) and Iran (Tohidinia & Mosakhani, 2010). Recently Sandhu, et al. (2011) conducted a research among Malaysian public sector employees incorporating knowledge donating and knowledge receiving (a concept similar to knowledge collecting); however it was only a survey-based research to get an insight on the levels of knowledge sharing among Malaysian public sector employees and the authors did not proceed further to determine the factors associated to these two dimensions.

Besides that, little is known about the factors associated to knowledge sharing behaviour involving public service managers (Sandhu et al., 2011), especially in the Malaysian context (Fathi, Eze & Goh, 2011). Public organizations also deal with excessive retirement and attrition; therefore it is of strategic importance to capture the knowledge of departing experienced employees (Olatokun & Nwafor, 2012) and to find out what motivates the employees to share knowledge. Public sector managers play primary role in determining and implementing public policies (Taylor & Wright, 2004) and carry out very critical responsibilities on behalf of the government. Therefore it is a pre-requisite to pass on public managers' competencies to junior managers to ensure efficient public delivery services. However, the Malaysian public service organizations are often been criticised as providing inefficient services (Siddiquee, 2006) and as very bureaucratic in nature (Yusoff, 2005). The current public demands require Malaysian public service to deliver fast and efficient services (Yusoff, 2005). It has been learnt that employees knowledge sharing is able to improve public service delivery system and public satisfaction (Yusof, Ismail, Ahmad & Yusof, 2012). Nevertheless, past research revealed that the Malaysian public service organizations have not fully embarked on knowledge sharing activities (Yusof et al., 2012). Although the employees have the awareness on how crucial knowledge sharing is, however they felt that it was not clearly communicated to all (Sandhu et al., 2011). Therefore, there is a great need for empirical research that can serve as a basis for further development of policy on knowledge sharing behaviour incorporating both knowledge donating and knowledge collecting among Malaysian public sector managers.

The study aims to develop a knowledge sharing model among Malaysian public sector managers. The present study will contribute to the body of knowledge on knowledge sharing behaviour from the Malaysian public sector managers' context. The present study also will contribute to the current body of knowledge since it is incorporating both the dimensions of knowledge sharing (knowledge donating and knowledge collecting). In addition, the model developed is useful to the top management of Public Service Department to gain insights on what factors to focus in order to foster this positive behaviour among the Malaysian public sector managers. In the present study, we employed Theory of Planned Behaviour as the main underpinning theory and integrate it with Self-Determination Theory to explain knowledge sharing behaviour of public sector managers. The relevant important predictors were derived from the above-mentioned theories.

The paper is structured in the following mode: First, we began by going through in detail the various definitions available in the literature for knowledge sharing, what constructs knowledge sharing, and the outcomes associated with knowledge sharing. Second, we identified the gaps in knowledge sharing literature. Third, we theorize knowledge sharing using Theory of

Planned Behaviour and integrate it with Self Determination Theory in which we derived several important predictors of knowledge sharing behaviour. Fourth, we explain the associations between the identified variables and the endogenous variable (intention to share knowledge and knowledge sharing behaviour incorporating knowledge donating and knowledge collecting). Finally, we formulate a knowledge sharing model. The reviews were based on detail analysis of published literature on knowledge sharing. The key words used to search are such as “knowledge sharing”, “knowledge donating”, “knowledge collecting”, “knowledge hoarding”, “Theory of Planned Behaviour”, “Self Determination Theory” and “public sector managers”. We used the university’s available electronic journal databases to retrieve appropriate references such as Emerald, Ebscohost, SAGE, IGI Publishing, JSTOR and Proquest. We found that knowledge sharing researches are popular across the world in the last ten years. However, specifically knowledge sharing researches are very popular in Taiwan.

Knowledge sharing

Knowledge sharing is a complex phenomenon (Ford & Staples, 2008); and can occur either at individual or organizational level (Lin, 2007a). At individual level, sharing is performed by communicating to colleagues on how to perform a task better, faster and more efficiently (Lin, 2007a), whereas at organizational level, sharing occurs through the processes of capturing, organizing, and making that knowledge available to all employees using knowledge repositories (Lin, 2007a). Organizations play critical role in providing the relevant ICT tools and infrastructure to facilitate knowledge sharing via technology. However, Bock and Kim (2002) argued that knowledge sharing behaviour is mainly motivated and performed at the individual level and that it is an individualistic behaviour. This is because only individuals have complete control of what to share and how much to share (Welschen, Todorova & Mills, 2012; Zhang & Ng, 2012). Sharing at individual level is fundamental in organizational knowledge creation (Choi et al., 2008). Knowledge sharing helps individuals with different domains to gain other skills and expertise (Choi et al., 2008).

Scholars view knowledge sharing either using unidirectional or bidirectional perspective depending on the lens used to view this phenomenon. According to unidirectional perspective, sharing involves the dissemination of knowledge in a single direction, from the provider to recipient (Yi, 2009). Yi (2009) asserts that sharing is entirely dependent on the knowledge provider and not the knowledge recipient. Yi (2009, p. 68), defined knowledge sharing as “a set of individual behaviours involving sharing of one’s work-related knowledge and expertise with other members within one’s organization, which can contribute to the ultimate effectiveness of the organization”. In contrary to unidirectional, the bidirectional perspective claims that sharing involves an exchange of knowledge between individuals via the processes of knowledge donating and knowledge collecting and it is a two-way process (van den Hooff & Weenen, 2004; van den Hooff & de Ridder, 2004). Van den Hooff and de Ridder (2004) defined knowledge sharing as a process where individuals mutually exchange their tacit and explicit knowledge to create new knowledge through the processes of knowledge donating and knowledge collecting. This perspective is supported by other scholars such as Lin (2007a), Chee (2009), Karkoulian, Harake and Messara (2010) and Tohidinia and Mosakhani (2010). Lin (2007a, p. 315) defined knowledge sharing as “social interaction culture, involving the exchange of employee’s work related knowledge, experiences, and skills through the whole department or organization”. Lin also supported the notion that knowledge sharing consists of dimensions of donating (employee willingness to actively communicate work related knowledge, skills and expertise with colleagues) and collecting (actively consulting colleagues to learn work related knowledge, skills and expertise from them). For the purpose of this study, knowledge sharing is conceptualized using van den Hooff and de Ridder’s (2004) definition that sharing involves an exchange of knowledge between individuals through the processes of knowledge donating and knowledge collecting. This is because sharing is unidirectional, only if it occurs between an expert and a novice such as a medical specialist and a houseman. In such instances, the specialist will only donate and he/she does not collect knowledge from a houseman, who is still fresh and new in the field of interest. Sharing becomes bidirectional if it occurs among co-workers, whereby the employees exchange their work-related experiences, thoughts, skills, know-how to create and

reshape the knowledge into the new context. As this study involves public sector managers, specifically Administrative and Diplomatic Service Officers, whose functions in the Ministries/Central Agencies/Departments involve eight core competency areas through job rotation, therefore the bidirectional perspective is more suitable for the present context.

Theorizing Knowledge Sharing Behaviour

In this study, Theory of Planned Behaviour (TPB) and Self-Determination Theory (SDT) were used to support the research framework. These theories were also used by previous prominent researchers to explain knowledge sharing behaviour.

Theory of Planned Behaviour

Theory of Planned Behaviour (TPB) by Ajzen (1991) is an extension of Theory of Reasoned Action (TRA) and is an established theory that explains and predicts human behaviour (Chennamaneni, 2006; Chen, 2011). This theory has received significant attention in social-psychology research field such as knowledge sharing. Both TPB and TRA have been extensively used by prominent researchers to explain knowledge sharing behaviour among employees (Bock & Kim, 2002; Bock, Zmud, Kim & Lee, 2005; Tohidinia & Mosakhani, 2010; Chen, 2011). However, TPB has stronger explanatory power to explain human behaviour as compared to TRA (Chen, 2011) because it has additional construct i.e. perceived behavioural control (Lin & Lee, 2004). TPB (refer to Figure 1) posits that an individual's actual behaviour is a function of the individual's intention towards the behaviour and the individual's perceived behavioural control. Intention refers to the degree individual's belief that he/she will engage in the behaviour (Bock & Kim, 2002). The intention to perform a behaviour in turn, is a function of attitude towards the behaviour, subjective norms regarding the behaviour and the perceived behavioural control (PBC) about the behaviour. Therefore, PBC controls both the person's behavioural intention and directly the actual behaviour. Attitude refers to the degree of an individual's positive or negative evaluation about performing the behaviour (Gagne, 2009). Subjective norms concern with the perceived social pressure from a significant source whether to engage or not in the said behaviour (Gagne, 2009) and PBC concerns with individual's perception of having the necessary skills, resources or opportunities in order to execute the action or behaviour. Both TRA and TPB argue that behaviours are intentional. According to Ajzen (1991), the higher a person's behavioural intention; the higher the likelihood that the person will engage in the said behaviour. Therefore, substantial knowledge sharing empirical studies have focused on intention to share knowledge as the endogenous variable (Lin, 2007b; Fathi et al., 2011) instead of actual knowledge sharing behaviour. However, some researchers have argued that intentions do not always lead to actual behaviour (Kulik, O'Fallon & Salimath, 2008; Gagne, 2009). To address this argument, the present study will include both intention to share knowledge and actual knowledge sharing behaviour in the research framework.

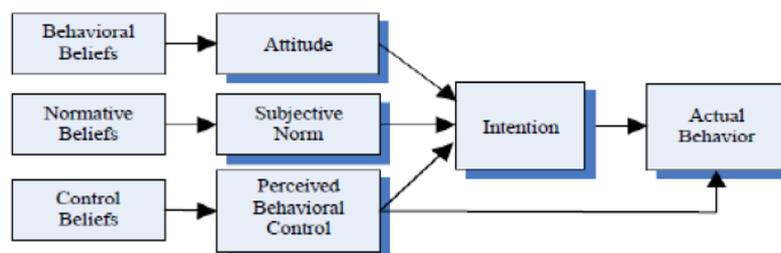


Figure 1: Theory of Planned Behaviour
Source: Ajzen (1991, pp. 182)

It is important to take note that, humans are sometimes motivated to engage in some sorts of actions naturally because they are intrinsically motivated. Gagne (2009) argued that the type of motivation also affects people's actual behaviour. As such Gagne (2009) has incorporated the Self-Determination Theory (SDT) with TPB to explain individual's actual knowledge sharing

behaviour. The current study also combined SDT and TPB to explain the knowledge-sharing behaviour among Malaysian public sector managers (refer to Figure 2).

Self-Determination Theory

Self-Determination Theory (SDT) is a macro prominent theory of human motivation which was introduced by psychologists Edward L. Deci and Richard M. Ryan (Gagne, 2009). According to Venkatesh (1999), motivational theories also can be applied to explain human behaviour, similar to established behavioural theories such as TRA and TPB. Gagne (2009) shared the similar thoughts that SDT is very useful in explaining pro-social behaviour like knowledge sharing. SDT is about satisfying an individual’s intrinsic motivation (Welschen et al., 2012). The basis to fulfil individual’s intrinsic motivation is to satisfy the individual’s psychological needs, specifically autonomy or the internal locus of control and self-efficacy (Welschen et al., 2012). SDT posits that the motivation behind an individual’s action is based on his/her own choice and not influenced by external pressure, meaning humans are self-determined in their behavioural choices, and they operate from internal perceived locus of control (Bell, 2010).

SDT explains about individuals’ inherent growth tendencies and their basic innate psychological needs (Haivas, Hofmans & Papermans, 2012). The desire to fulfil an individual’s innate needs is fundamental for human behaviour (Painter, 2011). SDT postulates that all individuals have three basic psychological innate needs to be fulfilled in order to support intrinsic motivation: autonomy, competence and relatedness (Bell, 2010; Haivas et al., 2012). The need for competence can be described as the need to feel confident, knowing exactly what one is doing and having the capability in their own pursuit (Painter, 2011). Knowledge self-efficacy is about the judgements of individuals that their knowledge can help to solve work-related problems (Luthans, 2003); therefore it is a form of competence. The need for autonomy on the other hand is about an individual’s inherent volitional feelings and having the freedom to make own behavioural choices (Painter, 2011). Autonomy emphasizes that an action initiated by an individual is regulated by him/her. Enjoyment in helping others is a form of autonomy, since feelings of pleasure to engage in an activity comes from the individual’s internal locus of control. Finally, the need for relatedness is about the feelings of being connected with other individuals or group(s). Knowledge self-efficacy and enjoyment in helping others are some elements of intrinsic motivation which will lead to employees’ knowledge sharing behaviour.

As such, this study employs TPB as the main theoretical framework for explaining and predicting an individual’s intention to share knowledge and knowledge sharing behaviour (knowledge donating and knowledge collecting). In addition, it combines with SDT to identify the intrinsic motivational factors that influence the knowledge sharing behaviour (knowledge donating and knowledge collecting) of employees.

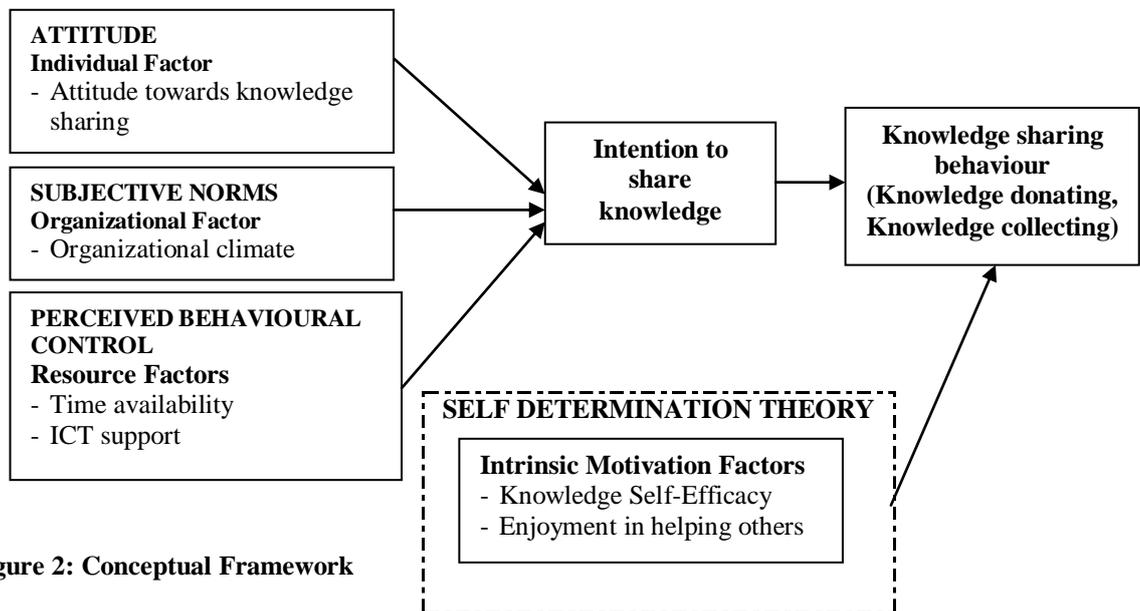


Figure 2: Conceptual Framework



Predictors of employees' knowledge sharing behaviour

Past knowledge sharing literatures have outlined factors associated to employees' knowledge sharing behaviour ranging from soft factors related to individuals and organizations such as intrinsic motivations (self-efficacy, enjoyment in helping others), extrinsic motivations (organizational rewards, expected reciprocal relationships, expected benefits), trust, organizational commitment, personality traits, job satisfaction, organizational citizenship behaviour, emotional intelligence, top management support, leadership quality, culture, individualism, collectivism etc. to hard factors related to technology and structure such as IT support (tools and infrastructure). However, a review of related knowledge sharing empirical researches divulged that the major enablers of knowledge sharing behaviour are related to soft factors such as intrinsic motivation (Chennamaneni, 2006; Lin, 2007a; Olatokun & Nwafor, 2012; Akhavan, Rahimi & Mehralian, 2013). Knowledge self-efficacy and enjoyment in helping others are among intrinsic motivational factors; which have been highlighted repeatedly as crucial for sharing knowledge.

Likewise, several other studies found that intrinsic motivation has a greater influence on knowledge sharing as compared to extrinsic motivation (Liu & Fang, 2010; Gupta et al., 2012). Past research also has stressed that the Malaysian public sector employees tend to stay more focused on the intrinsic benefits than the extrinsic benefits (Kumar & Che Rose, 2012). However, literature provides evidences that only a few empirical studies have examined the effect of intrinsic motivation factors on knowledge sharing behaviour (Welschen et al., 2012).

Therefore, using TPB, the present study has deduced individual factor (attitude towards knowledge sharing), organisational factor (organisational climate) and resource factors (time availability and ICT support) as factors influencing intention to share knowledge. By integrating TPB with SDT (refer to Figure 3), this study further suggests that intention to share knowledge and intrinsic motivational factors (knowledge self-efficacy and enjoyment in helping others) are important factors influencing actual knowledge sharing behaviour (knowledge donating and knowledge collecting).

a) Attitude towards knowledge sharing and intention to share knowledge

Attitude refers to the degree of an individual's positive or negative evaluation about performing the behaviour (Gagne, 2009). Attitude towards knowledge sharing refers to 'the degree of one's positive feelings about sharing one's knowledge' (Bock & Kim, 2002, p. 16). According to TPB, the greater an individual's attitude towards knowledge sharing, the greater will be the individual's intention to engage in knowledge sharing behaviour. A voluminous of past researches have proven the positive relationships between attitude toward knowledge sharing and intention to share knowledge (Bock & Kim, 2002; Bock et al., 2005; Tohidinia & Mosakhani, 2010; Welschen et al., 2012; Zhang & Ng, 2012). Hence, we propose:

Proposition 1: Attitude toward knowledge sharing will positively influence public sector managers' intention to share knowledge.

b) Organisational climate and intention to share knowledge

According to TPB, subjective norm is concerned with the perceived social pressure from a significant source whether to engage or not in the said behaviour. Organisational climate is a perceived form of social pressure by employees to engage in knowledge sharing behaviour. Bock et al. (2005) recognized three aspects of organisational climate i.e. fairness, innovativeness and affiliation. An organization is perceived to demonstrate a climate of fairness if its practices are deemed as equitable and consistent which builds trust between co-workers (Bock et al., 2005). Therefore, a fairness climate is expected to lead employees' knowledge sharing behaviour. Innovativeness on the other hand reflects the perception of employees that their organization recognizes and encourages change and creativity (Bock et al., 2005), and therefore encourage employees learn from each other through the actions of knowledge donating and knowledge collecting. Finally, affiliation is the perception of togetherness among members of organization. A sense of togetherness reflects caring and will lead to pro-social behaviours such as knowledge sharing (Bock et al., 2005). Previous empirical researches have supported the positive influence of

organizational climate on intention to share knowledge among employees (Bock et al. 2005; Chen, 2011). Hence, we propose:

Proposition 2: Organisational climate will positively influence public sector managers' intention to share knowledge.

c) Time availability and intention to share knowledge

In, TPB, PBC concerns with individual's perception of having the necessary skills, resources or opportunities in order to execute the action or behaviour. One of the resources which is repeatedly mentioned as a crucial knowledge sharing barrier is lack of time (Riege, 2005). Chen (2011) argued that resources such as time and space must be established to allow both knowledge donating and knowledge collecting actions. However, dearth of research has empirically tested the influence of time on knowledge sharing behaviour especially in the Malaysian context. Nevertheless, Gupta, Sharma and Ganesh (2009) have tested the influence of availability of time and intention to share knowledge among 136 employees in 57 organisations from diverse industries in India, and they found availability of time as an important predictor of intention to share knowledge. Therefore, employees who perceive that they have the time to exchange with people their work-related knowledge, past experiences and skills will believe that they will engage in knowledge sharing behaviour. Hence, we propose:

Proposition 3: Time availability will positively influence public sector managers' intention to share knowledge.

d) ICT support and intention to share knowledge

ICT in the form of knowledge management systems (KMS) will facilitate knowledge sharing if the systems are properly and optimally used by employees (Chennamaneni, 2006). The perceived availability of ICT tools will influence individual's belief whether to engage in knowledge sharing behaviour or not (Chennamaneni, 2006). Previous studies have proven the role of technology in facilitating knowledge sharing behaviour (Yusof et al., 2012). A research by Witherspoon, Bergner, Cockrell and Stone (2013) revealed that the degree to which organization provides resources and technology that supports knowledge sharing is positively associated to intention to share knowledge. Therefore, the greater the availability of ICT support, the greater will be the employee's intention to share knowledge. Hence, we propose:

Proposition 4: ICT support will positively influence public sector managers' intention to share knowledge.

e) Intention to share knowledge and knowledge sharing behaviour (knowledge donating and knowledge collecting)

Intention to share knowledge refers to the degree individual's belief that he/she will engage in knowledge sharing behaviour (Bock & Kim, 2002). TPB strongly argues that behaviours are intentional and as such suggests that intentions will lead to actual behaviour (Ajzen, 1991). TPB posits that the main immediate antecedent of an individual's actual behaviour is the individual's intention to engage in the said behaviour. This notion is supported by Tohidinia and Mosakhani (2010) that intention to share knowledge was found to positively influence both knowledge collecting and knowledge donating. Other studies also have empirically tested this relationship and found a significant positive relationship between intention to share knowledge and actual knowledge sharing behaviour (Bock & Kim, 2002; Chennamaneni, 2006; Chen, 2011; Zhang & Ng, 2012). According to TPB, the higher an individual's intention to share knowledge, the more likely that the person will engage in knowledge sharing behaviour through the actions of knowledge donating and knowledge collecting. Hence we propose:

Proposition 5a: Intention to share knowledge will positively influence public sector managers' knowledge donating behaviour.

Proposition 5b: Intention to share knowledge will positively influence public sector managers' knowledge collecting behaviour.

f) Knowledge self-efficacy and knowledge sharing behaviour (knowledge donating and knowledge collecting)

Self-efficacy can be defined as the judgements of individuals regarding their capabilities to execute some courses of actions to achieve specific goals (Bandura, 1986). Knowledge self-efficacy is about the judgements of individuals that their knowledge can help to solve work-related problems (Luthans, 2003). Individuals with high self-efficacy level are more likely to engage in positive behaviours as compared to individuals with low self-efficacy level (Hsu, Ju, Yen & Chang, 2007). Self-efficacy has been proven to be the core factor in motivating employees' knowledge sharing behaviour (Lin, 2007a). A highly self-efficacious employee is usually pro-active and intrinsically motivated (Lin, 2007b). Employees, who believe that their knowledge is very useful for the organization's success, have a higher tendency to share knowledge with other colleagues (Cho, Chen & Chung, 2010; Gupta et al., 2012; Olatokun & Nwafor, 2012). Lin's (2007a) research among employees from 50 top organizations in Taiwan found that knowledge self-efficacy is positively related to both knowledge donating and knowledge collecting. Similar findings were also found by Chee (2009) that knowledge self-efficacy influenced positively both knowledge donating and knowledge collecting. The previous findings indicate that knowledge self-efficacy plays primary role in knowledge sharing behaviour (Lin, 2007b; Olatokun & Nwafor, 2012). Hence, we propose:

Proposition 6a: Knowledge self-efficacy will positively influence knowledge donating behaviour.

Proposition 6b: Knowledge self-efficacy will positively influence knowledge collecting behaviour.

g) Enjoyment in helping others and knowledge sharing behaviour (knowledge donating and knowledge collecting)

Enjoyment in helping others was found to be an important predictor of knowledge sharing behaviour (Lin, 2007a; Chee, 2009). Employees who feel pleasure when helping others by sharing knowledge have a higher tendency to share knowledge (Olatokun & Nwafor, 2012). Previous studies also have proven the positive influence of enjoyment in helping others on both the dimensions of knowledge sharing behaviour i.e. knowledge donating and knowledge collecting (Lin, 2007a; Chee, 2009). Similar findings were also found by other researchers such as Kumar and Che Rose (2012) that enjoyment in helping others is an intrinsic motivation that contributes significantly towards knowledge sharing capability among employees in Malaysian public service organizations. These evidences indicated that enjoyment in helping others is an important determinant of knowledge sharing behaviour (knowledge donating and knowledge collecting). Hence, we propose:

Proposition 7a: Enjoyment in helping others will positively influence knowledge donating behaviour.

Proposition 7b: Enjoyment in helping others will positively influence knowledge collecting behaviour.

Based on the above propositions, the proposed Knowledge Sharing Model is presented as below:

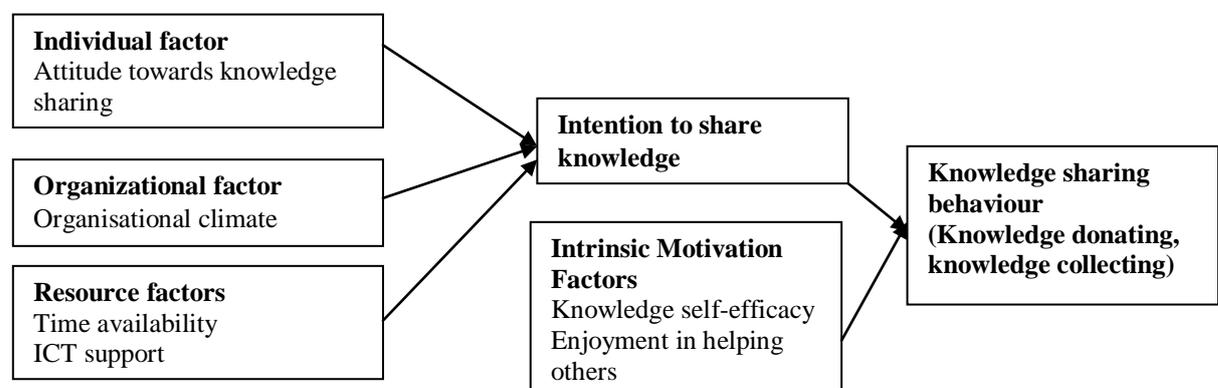


Figure 3: The proposed Model of Knowledge Sharing Behaviour among Malaysian public sector managers

Conclusion

Public sector organizations these days are considered as knowledge-intensive organisations; therefore it is vital to translate individual knowledge into organisational knowledge via knowledge sharing behaviour. Given the significance of knowledge sharing in public service organisations and the important role public sector managers' play, this study aimed at developing a knowledge sharing model among the Malaysian public sector managers. A review of previous knowledge sharing literature indicates high contribution of social factors on knowledge sharing as compared to economic factors. Among the social factors, the importance of intrinsic motivational factors such as knowledge self-efficacy and enjoyment in helping others were highlighted in the past, however only a few past empirical studies have examined the effect of intrinsic motivation factors on knowledge sharing behaviour. Similarly, lack of research has tested the impact of resource factors especially time availability and knowledge sharing, although lack of time has been highlighted as a major knowledge sharing barrier in the past. As knowledge sharing cannot be forced, it will be great if organizations recruit employees who are intrinsically motivated to share knowledge to create a knowledge sharing climate within the organization. Besides that, employees also should have enough time and be equipped with basic ICT tools and network to facilitate knowledge exchange with other colleagues within organisation.

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