The Effect of Knowledge Sharing Behavior on Teachers' Performance at Intermediate Level

Dr. Ayesha Batool, Amna Saleem, Iqra Toor

[1,3] Lahore College for Women University, Lahore ayeshabatoolrana@gmail.com,

[2]Fazaia College of Education for Women, Lahore

Abstract

Knowledge sharing is the main source of acquisition a competitive gain and achieving long-term success. It's a common misconception that academics have a strong tendency to guard their knowledge and intellectual assets. Finding out how knowledge-sharing behavior affects teachers' performance was the study's main goal. This study used a causal-comparative research methodology and was quantitative in nature. Data was collected from teachers of public degree colleges in Lahore. Knowledge sharing behavior scale and teachers' performance questionnaire (that assessed four dimensions teaching skills, discipline and regularity, management skills and interpersonal relations) were used to gathering information. Inferential and descriptive statistics were used for analysis the data. The results showed that there is significant effect of knowledge sharing behavior on teachers' performance. This study would provide a valuable contribution to the body of knowledge already available on knowledge sharing in general and instructors' knowledge sharing behavior in particular.

Keywords: Knowledge Sharing, Academicians, Faculty, College Teachers, Pakistan

Introduction

Knowledge-sharing behavior has a significant impact on innovative problem-solving, team cohesion, group effectiveness, and the knowledge integration process. Sharing implicit and explicit information fosters creativity, increases task effectiveness, and boosts organizational performance. Sharing of tacit information is also very beneficial since it boosts productivity within a company. The decision to communicate tacit knowledge is influenced by a number of team and organizational factors. Although implicit knowledge is strongly tied to a person's experiences, thoughts, and beliefs, individual aspects are also crucial. They influence how people interpret and build knowledge. The management disciplines must have a fundamental grasp of how people become motivated to share information since diverse skills, experiences, and abilities are critical for improving overall organizational performance (Reychav & Weisberg, 2009).

Teachers are expected to motivate students, maintain punctuality and order, provide effective instruction, and satisfy students with the ability and style of their instruction, efficiently manage class time, enforce discipline, finish tasks assigned to them by school administrators, and ensure students' academic success. Also, teachers must build positive connections with both their parents and their coworkers since these interactions may have a direct or indirect influence on how well they do in their jobs. A competent teacher should always pursue new interests and abilities (Hanif, 2004). Nonetheless, companies give workers who go above and above the call of duty the utmost priority. In this context, educational institutions cannot be disregarded. The improvement of the school atmosphere and learning environment is the aim of policymakers' reform attempts. The ultimate goal of all these efforts, as was noted before, is to ensure that instructors engage in extracurricular activities (Duyar, Ras, & Pearson, 2015).

Teachers must follow enduring professional development and convey new information. Another element that necessitates teacher adaptation is the evolution of educational policies. In a nutshell, it can be said that instructors must go above and beyond the requirements of their positions in order to be effective. Studies on teachers' work performance are widely available in literature since teachers' performance is crucial to the system's effectiveness (Adejumobi & Ojikutu, 2013; Adayemi, 2008; Akman, 2018; Akyüz, 2012; Akyüz, 2013; Alkış & Güngörmez, 2015; Altaş & Çekmecelioğlu, 2015; Argon, Sezgin-Nartgün, & Göksoy, 2013; Bakker & Bal, 2010; Balkar, 2015).

As per Ismael & Yusof (2009), it is crucial to understand which performance measured the organization prioritizes so that information and knowledge collection can concentrate on those metrics. They also mentioned that there are two ways to gauge performance: at the individual and organizational levels. We shall discuss how employees can be encouraged to share their knowledge when the incentive system is simply measured based on organization or business sector level later in this research.

Many studies have been started at high tech companies with supportive cultures and personnel who intend to Knowledge sharing, as well as in the private sector of industrialized countries. (Bate and Robert, 2002; Bontis et al., 2009; Hall and Mairesse, 2006; Kim and Lee, 2006; Michael, 2007). According to researchers, information hoarding is a common habit among workers in developing nations, particularly in the public sector and academics (Muhenda & Lwanga). Many research was conducted on knowledge share behavior at different school level with different variable. There is need to conduct this study at college. To complete the gap, this research was design to find out the effect of Knowledge sharing behavior on teachers' job performance at intermediate level.

Statement of the Problem

The purpose of this study is to determine the relationship among knowledge sharing behavior and teachers' performance. Also find out effect of knowledge-sharing behavior on teachers' performance at intermediate level.

Research Objectives

1. Find out the relationship among knowledge sharing behavior and teachers' performance at intermediate level.
2. Find out the effect of knowledge sharing behavior on teachers' performance at intermediate level.

Research Methodology

Research Design

To determine the effect of knowledge sharing behavior on employee performance a causal-comparative research methodology was adopted in this quantitative study.

Sample

A multistage sampling technique was used. Through cluster and convenient sampling data was collected from public colleges in Lahore. There were 61 Public Degree Colleges in Lahore. In the first stage, 8 male and 8 female colleges were selected through cluster sampling, and by convenience sampling, 160 male and 160 female teachers were selected from public Degree colleges in Lahore.

Data Analysis

Descriptive (Mean, Frequency, Standard Deviation) and inferential (Pearson r and regression) was used to analyze the data.

Table 1

Correlations Between knowledge sharing behavior and teachers' performance

No. Variables	*N*	*M*	*S.D*	*R*	*p*
Knowledge sharing behavior	320	29.9	.364	.667**	0.00
Teachers performance	320	124.7	.899		

**p<0.01 (Sig. 2-tailed)

The correlation in Table no. 1 shows that knowledge sharing behavior and teachers performance showed a strong positive correlation (r =.667, p 0.05) between them. A correlation coefficient value that is equal to or above 0.65, according to Gay, Mills, and Airasian (2012), indicates a significant association.

Table 2

Regression

Model	*B*	*Std. Error*	*B*	*t*	*Sig*
Constant	75.520	7.941		9.510	.000
KS	1.646	.264	.667	6.190	.000
F=38.419 (1,318)					
R=.667, R^2 =.445					

Significant at 0.05 levels

Table no. 2 shows that significant regression equation was found, F (1,219) = 38.419, p .000 with an R^2 of 0.310, and Results indicate that there was a significant effect of knowledge sharing behavior (β =.667, t (219) = 9.51, p .000) on teacher's performance.

Findings and Conclusion

Most teachers indicated that they communicate their enthusiasm and interest for some particular subjects with others through personal dialogue, according to a scale of knowledge sharing behavior. Accordingly, it can be concluded that the most of the teachers share passion and excitement on some specific subjects with others through personal conversation. This study found a strong positive correlation among knowledge-sharing behaviors and teacher performance. This study found the significant effect of knowledge sharing behavior on teachers' performance.

Researchers have shown a very wide range of interest in the knowledge sharing behavior and instructors' performance. The major goal of this study was to determine the impact of instructors' knowledge-sharing behaviors on their performance. The current study found significant effect of knowledge sharing behavior on teachers' performance. Systems of rewards and incentives, along with the backing of senior management, can encourage an organization's knowledge-sharing practices. Employee characteristics like employee diversity have an impact on how knowledge-sharing activities are facilitated in such a way that different nationalities of employees do not support knowledge sharing among themselves.

Recommendations

- More researches are required in the future to explore on ways to increase knowledge sharing behavior in teachers.
- It would also be valuable to find out the relationship of other variable quantity like problem solving behavior, knowledge acquiring behavior of teachers, along with different moderator and mediators.
- To expand the scope, this study may be replicated by selecting larger sample and using different sample selection technique.

References

1. Al-Alawi, A. I., Al-Marzooqi, N. Y., & Mohammed, Y. F. (2007). Organizational culture and knowledge sharing: critical success factors. *Journal of knowledge management*.
2. Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS quarterly*, 107-136.
3. Alsuraihi, M. D., Yaghi, K., & Nassuora, A. B. (2016). Knowledge sharing practices among Saudi academics: A case study of King Abdulaziz University. *Journal of Current Research in Science*, *4*(1), 63.
4. Brown, M. M., & Brudney, J. L. (2003). Learning organizations in the public sector? A study of police agencies employing information and technology to advance knowledge. *Public administration review*, *63*(1), 30-43.
5. Fullwood, R., & Rowley, J. (2017). An investigation of factors affecting knowledge sharing amongst UK academics. *Journal of Knowledge Management*.
6. Fullwood, R., Rowley, J., & Delbridge, R. (2013). Knowledge sharing amongst academics in UK universities. *Journal of knowledge management*.
7. Garg, P., & Rastogi, R. (2006). Climate profile and OCBs of teachers in public and private schools of India. *International Journal of Educational Management*.
8. Goh, S. K., & Sandhu, M. S. (2013). Knowledge Sharing Among Malaysian Academics: Influence of Affective Commitment and Trust. *Electronic Journal of Knowledge Management*, *11*(1).
9. Gumus, M. (2007). The effect of communication on knowledge sharing in organizations. *Journal of Knowledge Management Practice*, *8*(2), 15-26.
10. Hislop, D., Bosua, R., & Helms, R. (2018). *Knowledge management in organizations: A critical introduction*. Oxford university press.
11. Ismail, M. B., & Yusof, Z. M. (2009). Demographic factors and knowledge sharing quality among Malaysian government officers. *Communications of the IBIMA*, *9*(1), 1-8.
12. Jain, K. K., Sandhu, M. S., & Sidhu, G. K. (2007). Knowledge sharing among academic staff: A case study of business schools in Klang Valley, Malaysia.
13. Jolaee, A., Nor, K. M., Khani, N., & Yusoff, R. M. (2014). Factors affecting knowledge sharing intention among academic staff. *International Journal of Educational Management*.
14. Keyes, J. (2008). Identifying the barriers to knowledge sharing in knowledge intensive organizations.
15. Le Tan, T., & Dai Trang, D. T. (2017). The effects of demographic variables on knowledge sharing behaviour. *Jurnal Ilmiah Ekonomi Bisnis*, *22*(2).
16. Lin, H. F. (2007). Knowledge sharing and firm innovation capability: an empirical study. *International Journal of manpower*.

17. Lou, S., Yang, Y., Shih, R., & Tseng, K. (2007). A study on the knowledge sharing behaviour of information management instructors at technological universities in Taiwan. *World Transactions on Engineering and Technology Education*, *6*(1), 143.
18. Mogotsi, I. C., Boon, J. A., & Fletcher, L. (2011). Knowledge sharing behavior and demographic variables amongst secondary school teachers in and around Gaborone, Botswana. *South African Journal of Information Management*, *13*(1), 1-6.
19. Nagamani, G., & Katyayani, J. (2013). Academician's Perception towards Institutional Culture-Empirical Study of Private Engineering Colleges. *International Journal of Management and Social Sciences Research*, *2*(12), 39-46.
20. Nordin, N. A., Daud, N., & Osman, W. U. K. M. (2012). Knowledge sharing behaviour among academic staff at a public higher education institution in Malaysia. *International Journal of Educational and Pedagogical Sciences*, *6*(12), 3415-3420.
21. Pangil, F., & Mohd Nasurdin, A. (2008). *Demographics factors and knowledge sharing behavior among R&D employees* (pp. 1-6). Faculty of Information Technology Universiti Utara Malaysia.
22. Rafique, G. M., & Anwar, M. A. (2017). Motivating knowledge sharing among undergraduate medical students of the University of Lahore, Pakistan. *Journal of Information & Knowledge Management*, *16*(04), 1750041.
23. Ramayah, T., Yeap, J. A., & Ignatius, J. (2014). Assessing knowledge sharing among academics: A validation of the knowledge sharing behavior scale (KSBS). *Evaluation review*, *38*(2), 160-187.
24. Riege, A. (2005). Three-dozen knowledge-sharing barriers managers must consider. *Journal of knowledge management*.
25. Sandhu, M. S., Jain, K. K., & bte Ahmad, I. U. K. (2011). Knowledge sharing among public sector employees: evidence from Malaysia. *International Journal of Public Sector Management*.
26. Tan, C. N. L. (2016). Enhancing knowledge sharing and research collaboration among academics: the role of knowledge management. *Higher education*, *71*(4), 525-556.
27. Tan, C. N. L., & Ramayah, T. (2014). The role of motivators in improving knowledge-sharing among academics. *Information Research: An International Electronic Journal*, *19*(1), n1.
28. Van den Hooff, B., & de Leeuw van Weenen, F. (2004). Committed to share: commitment and CMC use as antecedents of knowledge sharing. *Knowledge and process management*, *11*(1).
29. Wasko, M. M., & Faraj, S. (2005). Why should I share? Examining social capital and knowledge contribution in electronic networks of practice. *MIS quarterly*, 35-57.
30. Watson, S., & Hewett, K. (2006). A multi-theoretical model of knowledge transfer in organizations: Determinants of knowledge contribution and knowledge reuse. *Journal of management studies*, *43*(2), 141-173.
31. Yi, J. (2009). A measure of knowledge sharing behavior: scale development and validation. *Knowledge Management Research & Practice*, *7*(1), 65-81.