Drivers of Knowledge Sharing Intention: Evidence from Malaysia Perspective

Mohamad Rahimi Mohamad Rosman[1], Nur Alya Azra Zumadi[2], Nur Hafizah Khalilah Sabri[3], Muhammad Adriel Darwish Zainudean[4], Nurul Ain Izati Adnan[5], Norafida Mat Nasir[6]
(rahimimr@uitm.edu.my[1], 2022786029@student.uitm.edu.my[2], 2022786941@student.uitm.edu.my[3])
[1,2,3,4,5,6]Faculty of Information Management, Universiti Teknologi MARA Kelantan Branch, Bukit Ilmu, 18500 Machang, Kelantan, Malaysia
Email Correspondence : rahimimr@uitm.edu.my

Abstract. Knowledge sharing is the extent of individual's willingness to share their expertise, experiences, and knowledge to immediate others. Knowledge sharing is regarded as crucial research topic that encompass multiple research fields such as Information System, Business and Management, and Social Sciences. Nowadays, social media play the role as enabler for knowledge sharing as it is more accessible, ease of use, and cross-platform capability. Thus, to further understand the roles of knowledge sharing among users, we conducted a quantitative study focusing on the drivers of knowledge sharing intention perspective. A total of 300 respondents were involved in the study; data was cleaned and exported to Statistical Package for Social Sciences (SPSS) version 26 for analysis.

Keywords: Knowledge Sharing, User Behavioural, Intention, And Predictors.

Introduction

Knowledge sharing is a crucial asset for an organization [1-2]. Knowledge sharing enables sharing of organizational resources and considered as a vital element for the sustainability of the organization [2]. In the context of universities, knowledge sharing ensures than information and competency flows from one individual to the whole institutions. Knowledge sharing is made easier with the usage of Information and Communication Technology such as the emergence of Social Media platform [3]. People can now share their thought, experience, skills, and knowledge via multiple channels such as Facebook, Instagram, WhatsApp, Telegram, etcetera.

On the other hand, the emergence of Industrial Revolution 4.0 also signals that universities and organization must always keep abreast with the latest technology. Staff must be given necessary exposure to enhance their knowledge either via on-the-job training or off-the-job training. More importantly, retaining these individuals or expert must be put as a priority as human resources are an organization greatest asset. Losing this asset without proper knowledge management practices will out heavy risk on the organization itself.

Thus, the current scenario signals the importance of knowledge sharing in an organization for the sustainability of the organization itself. More importantly, the first step in ensuring the knowledge sharing intention is to investigate the drivers of the knowledge sharing intention. Therefore, the purpose of this study is to investigate the drivers of knowledge sharing intention from the perspective of Malaysian and extending the previous work of [4] and [5].

Research Model

Figure 1 below illustrate the research model of the study adopted from [4], [5], [6], and [7]. The knowledge sharing drivers are conceptualize from three independent variables; namely culture, technology, and behaviour. On the other hand, the dependable variable for this study is conceptualize as Knowledge Sharing Intention.

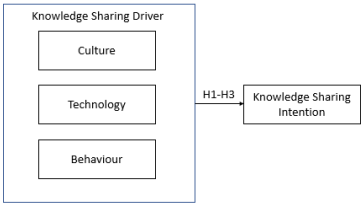

Fig. 1. Research Model.

Culture is operationalized as the internal environment within one's organization that capable to shape the behaviour, attitude, and intention of an individual. Culture play an important role in determining individual preferences to share knowledge, experiences, and abilities to others. On the other hand, organization must also cultivate the culture of knowledge sharing view seminars, training, and on-the-job as well as off-the-job training. Therefore, it can be hypothesized that:

H1: Culture has a positive and significant relationship on knowledge sharing intention.

Technology characteristic is considered as an important driver that has the capability to influence user intention [8-11]. For example, the emergence of new social media platform such as Facebook, YouTube, Instagram, Twitter, TikTok, WhatsApp, and Telegram make it easy for an individual to share their opinion, experiences, and competency to others. Moreover, the new media also encourage sharing of knowledge from one individual to another via 'sharing button' that encourage quick distribution of knowledge from one individual to another individual or group. Therefore, it can be hypothesized that:

H2: Technology has a positive and significant relationship on knowledge sharing intention.

Behaviour is the extent of an individual attitude on certain phenomena or action. Behaviour also plays an important role in individual intention to share knowledge. For instance, a positive behaviour of an individual that like to see other having the same success will encourage them to share their expertise and knowledge to others. On the hand, a negative behaviour will discourage knowledge sharing. Therefore, it can be hypothesized that:

H3: Behaviour has a positive and significant relationship on knowledge sharing intention.

Methodology

The study adopted convenience sampling technique method. The population of the respondents were selected from a single university in East Coast of Malaysia. The instrument was adopted from the previous similar studies and was pre-tested with the research supervisor to determine the relevancy and validity of the instrument. A total of 300 valid responses were received: indicating a sufficient sampling for the study. Data was clean, coded, and imported into Statistical Package for Social Science (SPSS) version 26. A Cronbach's Alpha coefficient was conducted to determine the reliability of the instrument. A value between 0.80 to 0.89 in Table 1 indicated that the instrument surpassed the minimum value of 0.7 as suggested by [12], indicating that the instrument is reliable for the study. The subsequent section will explain the findings of the study in relation to descriptive and inferential analysis.

Table 1. Reliability Analysis

Construct	Items	Cronbach's Alpha	Source
Culture	5	0.80	[1] [4] [6] [7] [9]
Technology	5	0.80	
Behaviour	4	0.84	
Knowledge Sharing Intention	5	0.89	

Findings

The following subsection highlights the finding of the study in relation to demographic, descriptive, correlation, and multiple regression.

Demographic

Table 2 shows the results of demographic analysis. As we can see, the number of female respondents is more than male, where female respondents are higher by 65% or N = 194 than male respondents which in total 35% or N =106. This shows that women are more interested in answering this survey. In relation to the age of respondents answered the survey the highest comes from 18 – 21 years old students with total (71% or N = 212). The second highest (29% or N = 89) is from 22 – 25 years old students. Lastly, the least is from 26 – 29 years old students which are (0.3% or N = 1). The total of respondents is 300 students. We can conclude that students in late adolescence age (18 – 21 years old) based on this study, more answered this survey compared to vicenarian student (22 – 25 years old) and (26 – 29 years old). Concerning education level of students, which consists of Certificate, Diploma and Degree, the highest respondents answer this survey from Diploma level

with a total (52% or N = 157). The second highest (47% or N = 140) is from Degree level and the least is from Certificate level which is (1% or N = 3). We can conclude that respondents from diploma level are the most likely to respond this survey.

Table 2. Demographic

Item	Sub-Items	Frequency	%
Age	18-21	212	70.7
	22-25	87	29.0
	26-29	1	0.3
Gender	Female	194	64.7
	Male	106	35.3
Education	Certificate	3	1.0
	Diploma	157	52.3
	Degree	140	46.7

Descriptive

Table 3 shows the social media used by respondents to share knowledge. The most popular social media used by respondents to share knowledge was Instagram with (35.3% or N = 106). Then followed by Twitter and WhatsApp with the same total value (25.7% or N = 77). Next, respondents who used Facebook social media to share knowledge were as many (8.7% or N = 26) then followed by Telegram social media with (3.3% or N = 10). Finally, social media that is less used by respondents to share knowledge is Blog and TikTok social media with the same value (0.7% or N = 2).

Table 3. Social Media Engagement

Item	Frequency	%
Instagram	106	35.3
Facebook	26	8.7
Twitter	77	25.7
Blog	2	0.7
WhatsApp	77	25.7
Telegram	10	3.3
TIkTok	2	0.7

Table 4 shows the descriptive analysis for culture. The mean for CU1 (M=5, STD=0.60) is 4.60. Next, the mean for CU2 (M=5, STD=0.64) is 4.61. The mean for CU3 (M=5, STD=0.69) is 4.55 while for CU4 the mean is (M=4, STD=0.71) is 4.52. And lastly, the mean for CU5 (M=4, STD=0.76) is 4.55. In short, this shows a positive result.

Table 4. Culture

Item	Sub-Items	Mean	Std. Dev.
CU1	I believe value sharing knowledge.	4.60	0.60
CU2	I believe in helping others.	4.61	0.64
CU3	I believe cooperation is important.	4.55	0.69
CU4	I believe knowledge sharing are driven by a desire to learn new things.	4.52	0.71
CU5	I believe knowledge sharing can improve communication.	4.55	0.76

Table 5 shows the descriptive analysis for technology. The mean for TE1 (M=4, STD=0.93) is 4.08. Next, the mean for TE2 (M=4, STD=0.86) is 4.19. The mean for TE3 (M=4, STD=0.81) is 4.26. And lastly, the mean for TE4 (M=4, STD=0.82) is 4.24. In short, this shows a positive result.

Table 5. Technology

Item	Sub-Items	Mean	Std. Dev.
TE1	I enjoy sharing my knowledge with others through social media.	4.08	0.93
TE2	I enjoy helping others by sharing my knowledge through social media.	4.19	0.86
TE3	It feels good to help someone else by sharing my knowledge through social media.	4.26	0.81
TE4	Sharing my knowledge with others through social gives me pleasure.	4.24	0.82

Table 6 shows the descriptive analysis for behaviours. The mean for BE 1 (M=4, STD=0.98) is 3.99. Next, the mean for BE2 (M=4, STD=0.81) is 4.27. The mean for BE3 (M=4, STD=1.07) is 3.73 while for BE4 the mean is (M=3, STD=1.27) is 3.30. And lastly, the mean for BE5 (M=3, STD=1.23) is 3.40. In short, this shows a moderate result towards positive responses.

Table 6. Behaviour

Item	Sub-Items	Mean	Std. Dev.
BE1	I spend some time on my social media to update new information.	3.99	0.98
BE2	I frequently visit other social media to get information.	4.27	0.81
BE3	I frequently share my knowledge with other social media user.	3.73	1.07
BE4	I frequently leave my comments on other social media.	3.30	1.27
BE5	I update my social media regularly.	3.40	1.23

Table 7 shows the descriptive analysis for knowledge sharing. The mean for KS1 (M=4, STD=0.70) is 4.35. Next, the mean for KS2 (M=4, STD=0.73) is 4.37. The mean for KS3 (M=4, STD=0.76) is 4.35 while for KS4 the mean is (M=4, STD=0.76) is 4.35. And lastly, the mean for KS5 (M=4, STD=0.73) is 4.40. In short, this shows a positive result.

Table 7. Knowledge Sharing Intention

Item	Sub-Items	Mean	Std. Dev.
KS1	My knowledge sharing would help my study's working progress.	4.35	0.70
KS2	My knowledge sharing with other student is an enjoyable experience.	4.37	0.73
KS3	My knowledge sharing would help other members to solve problems.	4.35	0.76
KS4	My knowledge sharing with other students is valuable to me.	4.35	0.76
KS5	My knowledge sharing among students shall benefit all.	4.40	0.73

Correlation

To investigate the corelation between variables of the study, a Pearson's Correlation analysis was conducted. The test was conducted on four variables: culture, technology, behaviour and knowledge sharing intentions. The results of the Pearson's Correlation of this study are interpreted as follow: (1) there is a positive and strong correlation between culture and knowledge sharing intention ($r = 0.67$, $n = 300$, $p = 0.00$), (2) there is a positive and moderate correlation between technology and knowledge sharing intention ($r = 0.560$, $n = 300$, $p = 0.00$), and (2) there is a positive and strong correlation between behaviour and knowledge sharing intention ($r = 0.560$, $n = 300$, $p = 0.00$).

Multiple Regression

To determine the predictive power of independent variables on the dependent variable, a multiple regression analysis was conducted using SPSS version 26. Table 8 shows the result of the multiple regression analysis. The result shows that 2 hypotheses of the study were also supported. The adjusted R Square of 0.62 indicated that the model can explain approximately 62% of the total variances.

Table 8. Multiple Regression

Hypothesis	Path	Coefficient	t-value	p-value	Result
H1	Culture → Knowledge Sharing Intention	0.048	11.88	< 0.01	Supported
H2	Technology → Knowledge Sharing Intention	0.050	10.47	< 0.01	Supported
H3	Behaviour → Knowledge Sharing Intention	0.032	-0.991	> 0.01	Not Supported

Discussion and Conclusion

For the discussion, based on the finding, the result of multiple regression shows that only two hypotheses H1 and H2 were supported while H3 were not supported. Next, for Cronbach's Alpha, the finding shows that all is positive. The value between 0.780 to 0.89 indicated that the instrument surpassed the minimum value of 0.7 as suggested by [12], indicating that the instrument is reliable for the study. Furthermore, for Harmann Single Factor Test, the finding shows that a value of 38.11, which does not constitute a source of bias because it does not represent for more than half (50%) of the total variables. This indicates that there is no tendency of bias with the study instrument.

In addition, for demographic analysis which is for gender, age, education level, and social media show that there is no missing value. It is because all the respondents answer the questionnaire. Lastly for descriptive analysis, based on the finding shows that all is positive.

In conclusion, this study gained insight into how undergraduate students at UiTM Kelantan share their knowledge with others. It also knows about the culture, behaviour, and technology of knowledge sharing during their learning process. As a result, it gives a general overview of the information sharing intention of undergraduate students on social media.

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