

KNOWLEDGE SHARING MOTIVATIONAL FACTORS AMONG ACADEMIC
STAFF IN JORDANIAN PRIVATE UNIVERSITIES

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DEDICATION

I dedicate this dissertation to my beloved family;

To my father soul, may Allah rest his soul in eternal peace

*To my merciful mother, for her encouragement to me and May Allah keep her safe
for me in all time*

To my beloved brothers and sisters for their support during this long journey

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ABSTRACT

Numerous scholars and researchers have claimed that motivation can assist successful knowledge sharing among academic staff. Nonetheless, limited empirical research has been conducted to determine the individual and organizational factors that motivate the academics to share knowledge. Therefore, this study determined the individual and organizational factors that motivate the academics to share knowledge. Moreover, this study examined the relationship between knowledge sharing intention and knowledge sharing behaviour among the academics as well as the mediation effect of knowledge sharing intention on the relationship between individual and organizational factors and knowledge sharing behaviour. In this study, the individual factors were based on Lin model, whereas the organizational factors were based on Herzberg motivation theory. Convenience sampling was used to select 303 academic staff of Jordanian private universities to participate in the study. A cross-sectional survey was carried out using self-administered questionnaire. Exploratory factor analysis and Cronbach's alpha tests using Statistical Package for Social Sciences software were conducted to ensure that the items were significantly valid and reliable. Average variance extracted and composite reliability were also examined to ensure all the constructs have good validity. Structural equation modeling was used to analyze the data. The main finding showed that individual and organizational factors are vital in motivating the academics for knowledge sharing. It was also found that there is a positive relationship between knowledge sharing intention and knowledge sharing behaviour among the staff. Furthermore, knowledge sharing intention was found to fully mediate the relationship between reciprocal benefits, knowledge self-efficacy, enjoyment in helping others, recognition, advancement, responsibility, achievement, university policy and administration, working conditions, interpersonal relations, quality of supervision and knowledge sharing behaviour. This study contributes to broadening the body of knowledge by determining that advancement, responsibility, achievement and interpersonal relation should be used to motivate academic staff for knowledge sharing. Universities must be more concerned on these factors as increasing academic staff's willingness to share knowledge and awareness will lead to better university performance. In addition, universities should provide and implement practical plans and policies to recognize academics' achievements and select a qualified leader to lead them for successful knowledge sharing.

ABSTRAK

Ramai sarjana dan penyelidik menyatakan bahawa motivasi mampu menjayakan perkongsian pengetahuan dalam kalangan kakitangan akademik. Namun demikian, kurang penyelidikan empirikal dijalankan untuk menentukan faktor individu dan organisasi bagi memotivasikan kakitangan akademik untuk berkongsi pengetahuan. Oleh itu, kajian ini bertujuan untuk menentukan faktor-faktor individu dan organisasi yang memotivasikan kakitangan akademik untuk berkongsi pengetahuan. Di samping itu, kajian ini menguji hubungan antara niat untuk berkongsi pengetahuan dengan gelagat perkongsian pengetahuan dalam kalangan kakitangan akademik selain kesan perantaraan niat untuk berkongsi pengetahuan ke atas hubungan antara faktor individu dan organisasi dengan gelagat perkongsian pengetahuan. Dalam kajian ini, faktor individu adalah berasaskan model Lin, manakala faktor organisasi pula berasaskan teori motivasi Herzberg. Pensampelan mudah digunakan bagi memilih 303 kakitangan akademik universiti swasta Jordan untuk mengambil bahagian dalam kajian ini. Sebuah kajian keratan rentas telah dijalankan dengan menggunakan soal selidik yang ditadbir sendiri. Analisis faktor penerokaan dan ujian alfa Cronbach menggunakan perisian *Statistical Package for Social Sciences* telah dilakukan bagi memastikan semua item mempunyai keesahan dan kebolehpercayaan yang signifikan. Purata varian diekstrak dan kebolehpercayaan komposit juga diuji untuk memastikan bahawa kesemua konstruk mempunyai keesahan yang baik. Pemodelan persamaan berstruktur digunakan untuk menganalisis data. Dapatan utama kajian menunjukkan bahawa faktor individu dan organisasi adalah amat penting dalam memotivasikan kakitangan akademik untuk berkongsi pengetahuan. Kajian ini juga mendapati bahawa terdapat hubungan yang positif antara niat untuk berkongsi pengetahuan dengan gelagat perkongsian pengetahuan dalam kalangan kakitangan. Selain itu, niat untuk berkongsi pengetahuan juga didapati bertindak sebagai perantara sepenuhnya ke atas hubungan antara manfaat timbal balik, efikasi sendiri pengetahuan, keseronokan membantu orang lain, pengiktirafan, kemajuan, tanggungjawab, pencapaian, polisi universiti dan pentadbiran, keadaan kerja, hubungan antara perorangan dan kualiti penyeliaan dengan gelagat perkongsian pengetahuan. Kajian ini menyumbang kepada peluasan ilmu pengetahuan dengan menentukan bahawa kemajuan, tanggungjawab, pencapaian dan hubungan interpersonal boleh digunakan untuk menggalakkan kakitangan akademik untuk berkongsi pengetahuan. Pihak universiti haruslah mengambil berat tentang faktor-faktor tersebut kerana peningkatan kesediaan dan kesedaran berkongsi pengetahuan staf akademik akan membawa kepada peningkatan prestasi universiti. Di samping itu, pihak universiti perlu menyediakan dan melaksanakan rancangan praktikal dan polisi yang mengiktiraf pencapaian kakitangan akademik dan memilih pemimpin yang layak untuk mengetuai mereka ke arah perkongsian pengetahuan yang berjaya.

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LIST OF ABBREVIATIONS

AC	-	Achievement
AD	-	Advancement
EH	-	Enjoyment in Helping Others
EOR	-	Expected Organizational Rewards
IR	-	Interpersonal Relations
KS	-	Knowledge Self-efficacy
KSB	-	Knowledge Sharing behaviour
KSI	-	Knowledge Sharing Intention
QS	-	Quality of Supervision
RB	-	Reciprocal Benefit
RE	-	Recognition
RES	-	Responsibility
UPA	-	University Policy and Administration
WC	-	Working Condition

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CHAPTER 1

INTRODUCTION

1.1 Introduction

With the world shifting towards knowledge era, the concept of knowledge is widely recognized as a critical asset to the individual as well as the organization. From the perspective of organizations, knowledge has become a primary source of competitive advantage and critical to the success compared to other sources such as land, labor, money or other tangible resources (Buckley, 2012; Goh & Sandhu, 2014).

Although many employees are delighted to share knowledge with others, the researchers reported that many employees are not pleased to share knowledge with others since they feel doing so threaten their power and status in their respective organization (Hislop, 2009; Hau *et al.*, 2013; Sajeve, 2014). Accordingly, the main challenge for organizations is how to manage employee knowledge and get more benefits from knowledge sharing that takes place among employees.

According to Sharratt and Usoro (2003, p.188), knowledge sharing is a “Process whereby a resource is given by one part and received by another part, and for sharing to occur, there must be an exchange.” Meanwhile, Bircham-Connolly *et al.* (2005, p.1) define knowledge sharing as a “Process of capturing knowledge or moving knowledge from a source unit to a recipient unit.” Accordingly, knowledge

sharing is a process in which individuals share the knowledge acquired or created with others.

Previous studies revealed that knowledge sharing is influenced by different factors. For example; Bock and Kim (2001) claimed that successful knowledge sharing depends on employees' positive attitude that turns to intention leading to real behaviour of knowledge sharing. Meanwhile, Ipe (2003) pointed out that the culture of working environment plays a key role to achieve successful knowledge sharing among employees. Furthermore, Davenport and Prusak (1998) stated that successful knowledge sharing depends on free and informal communication flows inside the organization. Consequently, successful knowledge sharing among employees face many challenges and is not easy to accomplish.

To date, researchers are still concerned with the factors that affect knowledge sharing. The majority of researchers (Riege, 2005; Nonaka *et al.*, 2006; Wang & Noe, 2010; Shanshan, 2014) classified the factors that affect knowledge sharing into three major domains namely: individual factors, organizational factors and technological factors. The individual factors are related to the individual-driven considerations that influence the individual attitude and behavioral intention towards knowledge sharing behaviour. Moreover, the organizational factors are related to the organization context such as the organization culture and environment that support and enhance knowledge sharing. Furthermore, the technological factors are related to applying the right technology that can enhance the communication among employees for knowledge sharing. In addition, Nonaka *et al.* (2006), Wang and Noe (2010) go a step further and classified the interpersonal characteristics and team characteristics as factors for successful knowledge sharing. Recently, motivational factors were reported as factors that can influence successful knowledge sharing among employees (Wang & Noe, 2010; Shanshan, 2014).

Motivation has been recognized as a key determinant of human behaviour and work-related behaviour (Deci & Ryan, 1987; George & Brief, 1996). According to the Theory of Reasoned Action (TRA)(Fishbein & Ajzen 1975), human behaviour is

determined by the behavioural intention. Accordingly, individual behaviour for knowledge sharing is determined by the behavioural intention while the behavioural intention is affected by the motivational factors (Shanshan, 2014; Tan & Ramayah, 2014).

According to Lin (2007), the individual factors that motivate employees for knowledge sharing intention are divided into extrinsic factors (expected organizational rewards and reciprocal benefits) and intrinsic factors (knowledge self-efficacy and enjoyment in helping others). Additionally, few studies have investigated the individual factors that motivate employees for knowledge sharing intention, and the result revealed that individual factors are important to enhance knowledge sharing among employees (Chen *et al.*, 2011; Hau *et al.*, 2013).

Furthermore, Pinder (1998) stated that individual behaviour at work is influenced by different organizational factors. According to Herzberg's motivation theory (1966), human behaviour towards needs at work has two types of factors, intrinsic factors (recognition, advancement, responsibility and achievement) and extrinsic factors (university policy and administration, working condition, interpersonal relation and quality of supervision). Additionally, studies that investigated the influence of organizational factors such as human resource management (HRM), the quality of place and space and academic leadership style on knowledge sharing behaviour have reported that these factors are important to enhance the human interaction for knowledge sharing (Gagne, 2009; Siddique *et al.*, 2011; Akhbar and Musa 2012).

Compared to other organizations, universities are knowledge business organizations, and they tend to rely more on knowledge than other organization (Rowley, 2000). Universities as intensive knowledge environments play a central role in knowledge creation through research, and in knowledge dissemination through publication. They also play a critical role in knowledge transfer through working with businesses and other organizations to support innovation, and social and cultural enterprise, as well as supporting learning through their teaching and

research training programs (Goh & Sandhu, 2013a; Fullwood *et al.*, 2013; Jolaee *et al.*, 2014). Moreover, previous studies have revealed that effective knowledge sharing among academic staff have a positive relationship with overall university performance (Muhammad *et al.*, 2011; Masron *et al.*, 2012). Nevertheless, the unwilling of academic staff to share knowledge among others will decrease the opportunity to achieve successful knowledge sharing, and at the same time, it will affect the university performance. Hence, determining what motivate the academic staff to share his knowledge is an important topic to study. Therefore, this study aims to determine the individual and organizational factors that motivate the academic staff for knowledge sharing intention towards knowledge sharing behaviour.

1.2 Background of the Study

The quest to create “world-class” universities has become a global demand in the past decade as governments across the world have invested in the development of competitive higher education and research systems as a part of their national economic strategies (Salmi, 2009). During the last two decades, Jordan has witnessed an obvious development in the sector of higher education by the increase in the number of both public and private universities. Due to the growing number of universities in Jordan, the Ministry of Higher Education in Jordan have created a special division called the Higher Education Accreditation Commission (HEAC). The purpose of this division is to maintain a better quality of higher education and quality assurance monitoring at both public and private universities to be consistent with the international standards. More specific, Jordanian universities are required to implement different criteria to maintain the quality assurance standards namely strategic planning, academic programs, financial and human resources, social responsibility and scientific research.

Unfortunately, Jordanian private universities are facing challenges and obstacles to meet the criteria developed by HEAC in maintaining a good reputation

for scientific research. A leading study by Al Hammad *et al.* (2009) highlighted that Jordanian universities were facing serious issue of reluctant to share knowledge among their academic staff. This issue have also being re-emphasized in the recent report published by Al Wahadneh (2015), stated that public universities had published 10496 articles. However, the private university has only published 1302 during 2010-2014. This indicates that the Jordanian private universities are still distanced away to achieve one of the quality assurance element that focuses on scientific research. With this given indicator, private universities in Jordan are still facing difficulties in sustaining the scientific research criteria. Hence, the consequences of failing to maintain these criteria will affect the quality of higher education. Recently in a study by Tan (2016) reported that research collaboration among academic staff is strongly influenced by knowledge sharing. Therefore, it is considered an essential step to conduct a study that focuses on improving the scientific research in Jordanian private universities by looking to determine the factors that lead to enhancing the knowledge sharing among academic staff.

The academic staff as a knowledge workers have a wide range of work tasks and roles such as teaching, research, supervision and consultancy and to balance between these different tasks, this seen as a big challenge for the academic staff (Masron *et al.*, 2012). Therefore, numerous researchers have looked to determine the factors that influence the knowledge sharing activity among academic staff (Cho *et al.*, 2007; LiBin, 2008; Cheng *et al.*, 2009; Amin *et al.*, 2011; Howell & Annansingh, 2013). These studies have revealed that successful knowledge sharing among academic is influenced by many factors such as individual and organizational factors (Cheng *et al.*, 2009; Mawoli & Babandako, 2011 Amin *et al.*, 2011b). Nevertheless, academic staff motivation was reported by many researchers as the key to overcoming the effect of these factors and enhance the knowledge sharing (Cheng *et al.*, 2009; Amin *et al.*, 2011b; Zawawi *et al.*, 2011; Fullwood *et al.*, 2013).

The relationship between motivation and knowledge sharing have been studied by several researchers in different organization types and the findings reported that motivation have a positive influence on employee knowledge sharing behaviour

(Cho *et al.*,2007; Lin,2007; Amin *et al.*, 2011; Hung *et al.*,2011; Olatokun and Nwafor,2012; Chen & Hsieh,2015). In the context of universities, previous studies have focused only on the individual factors that motivate the academic staffs' knowledge sharing (Ramayah *et al.*, 2013; Tan & Ramayah, 2014; Mansor & Saparudin, 2015) omitting the organizational factors that motivate the academic staffs' knowledge sharing behaviour. This indicates that there are still limited studies being conducted in this aspect, the influence of both individual and organizational factors that motivate the academic staff for knowledge sharing behaviour in the universities context. Hence, to understand the knowledge sharing behaviour of the academic staff, there is a need to study the effect of both the individual and organizational factors that motivate the academic staff for knowledge sharing. Therefore, to determine the factors that motivate the academic staff for knowledge sharing is an essential area of research to drive the improvement of universities. Therefore, this study aims to determine both the individual and organizational factors that motivate the academic staff for knowledge sharing in Jordanian private universities.

1.3 Statement of the Problem

Effective knowledge sharing is one of the important issues that needs to be highlighted where it brings negative consequences referring to teaching, research and supervision (Masron *et al.*, 2012). Academic staffs' as knowledge workers are the main resource and asset in universities; they depend on their knowledge and knowledge sharing to accomplish their main duties inside the university (Rahab & Wahyuni, Jolae *et al.*, 2014; Tan & Ramayah, 2014; Wei Chong *et al.*, 2014; Mansor & Saparudin, 2015). The sharing of knowledge is recognised as a main and vital component of academic staff daily work task, which requires academics' willingness to exchange and disseminate knowledge among each other's (Seonghee & Boryung, 2008; Sohail & Daud, 2009; Buckley, 2012; Goh & Sandhu, 2014; Fullwood *et al.*, 2013). Many universities still face big challenges to motivate their academic staff to share knowledge (Ramayah *et al.*, 2013; Wei Chong *et al.*, 2014;

Mansor & Saparudin, 2015). Furthermore, still there less of empirical research in the area of motivation and knowledge sharing among the academic staff (Ramayah *et al.*, 2013; Rahab & Wahyuni, 2013; Tan & Ramayah, 2014; Mansor & Saparudin, 2015). This, in turn, can be due to a lack of comprehensive models that address various motivational factors affecting knowledge sharing intention towards knowledge sharing behaviour (Tan & Ramayah, 2014; Mansor & Saparudin, 2015). To fill this gap, there is a need for studies that address motivational factors more comprehensively. Therefore, this study proposes an integrative model of motivational factors that affect knowledge sharing intention towards knowledge sharing behaviour. The model was examined in the context of Jordanian private universities, as less-researched has been conducted in Jordanian universities contexts (Alhammad *et al.*, 2009; Zoubi, 2009; Al-Omari *et al.*, 2013). Major research on knowledge sharing tend to be in the business contexts (Cho *et al.*,2007; Lin ,2007; Amin *et al.*, 2011; Hung *et al.*,2011; Olatokun and Nwafor,2012; Chen & Hsieh ,2015), only a few have studied this phenomenon in academic contexts (Rahab & Wahyuni, 2013; Tan & Ramayah, 2014; Mansor & Saparudin, 2015). Hence, it is important for universities to understand the factors that contribute to enhancing the knowledge sharing among academic staff to prevent their negative impact on the performance of academic staff.

According to the Theory Reasoned Action (TRA), human behaviour is determined by the behavioural intention. Behavioural intention is the indicator of how people willing to involve and how much their effort to perform the behaviour. Earlier, Triandis (1977) have found that both beliefs and attitude are co-determinants of behavioural intentions. However, a decade later Davis *et al.*, (1989) found that attitudes do not fully influence the behavioural intention. Furthermore, Venkatesh and Davis (1996) found that only beliefs have a direct effect on behavioural intention and attitude did not entirely mediate the human belief on the behavioural intention. Recent studies on knowledge sharing have also excluded attitude from their studies (Cho *et al.*, 2007; Bakan *et al.*, 2011; Tseng *et al.*, 2012). In addition, several studies such as Gagne (2009); Amin *et al.*, (2011); Shanshan (2014) have also found that at individual level attitude did not fully influence the knowledge sharing intention towards knowledge sharing behaviour. In the context of universities, recent studies

especially researching on the knowledge sharing behaviour in the related academic contexts (i.e. research information centers) have omitted the individual attitude dimension (Yeon *et al.*, 2015). Although, they did not provide any specific reasons, however rationally it is logical to expect that at a higher level of cognitive thinking, where academic professional are always ready to share their knowledge. Practically, in the nature of their work, academic professions are expected to own the positive attitude towards knowledge sharing. Studies have also found that knowledge sharing attitude already existed among academic staff (Fullwood *et al.*, 2013; Mansor & Saparudin, 2015; Alhammad *et al.*, 2009; Al-Omari *et al.*, 2013; Rahab & Wahyuni, 2013).

Moreover, the knowledge sharing behaviour can be influenced by many factors; however, the ease of sharing is the essence to influence people's willingness to share (Gagne, 2009). Part of the ease of sharing is the motivational aspect of people's willingness to share. The relationship between motivational factors and knowledge sharing was explained using the Theory Reasoned Action (TRA) by different researchers. These studies have been highlighted the relationship between the individual factor that motivated the academic staff for knowledge sharing. For example, a study conducted by Ramayah *et al.* (2013) Rahab & Wahyuni (2013) Tan & Ramayah (2014), Mansor & Saparudin (2015); Tan (2016), these studies revealed that individual factors have a positive influence on knowledge sharing intention among academic staff. More specifically, these studies found that individual factors (trust, knowledge self-efficacy, enjoyment in helping other, reputation enhancement and channel richness, expected organizational rewards, reciprocal benefit and sense of self-worth) have a positive influence on knowledge sharing among academic staff in Malaysian and Indonesian universities. However, these studies have been conducted in Asia Pacific region; this means that their generalization to countries and different national cultures may be questionable. Moreover, these studies have overlooked the role of knowledge sharing intention on the relationship between individual factors and knowledge sharing behaviour. Consequently, this suggests a need to study the individual factors that motivate the academic staff for knowledge sharing intention towards knowledge sharing behaviour among academic staff in different countries.

Furthermore, knowledge sharing behaviour among academic staff was found to be influenced by organizational factors (Cheng *et al.*, 2009; Rahab & Wahyuni, 2013). The result from previous studies have acknowledged that top management in university plays an essential role in enhancing and motivating the knowledge sharing among academic staff (Amin *et al.*, 2011a; Buckley, 2012). This means that organizational factors are essential to enhance knowledge sharing behaviour among academic staff (Ramayah *et al.*, 2013; Chen & Hsieh, 2015). For example, a study by Akhbar & Musa (2012) have found that the quality of place and space inside the university play a role in enhancing the human interaction for knowledge sharing. Moreover, a study by Siddique *et al.* (2011) found that academic leadership plays a role in motivating the faculty member to enhance knowledge sharing. Additionally, many researchers reported that academic staff recognition is the most effective motivating factor that can increase the level of knowledge sharing (Rowley, 1996; Jain *et al.*, 2007; Gagne, 2009; Padilla-Meléndez & Garrido-Moreno, 2012).

Based on the above discussion, the result shows that organizational factors are important to enhance the knowledge sharing among academic staff. Build upon Herzberg motivation theory (1966); there are other organizational factors that need to investigate if the motivate the academic staff for knowledge sharing behaviour such as achievement, responsibility, advancement and interpersonal relation. In addition, most of the previous research that study the influence of organizational factors on knowledge sharing behaviour have overlooked the role of knowledge sharing intention on the relationship between organizational factors and knowledge sharing behaviour (Cheng *et al.*, 2009; Sohail & Daud, 2009; Siddique *et al.*, 2011; Buckley, 2012; Rahab & Wahyuni, 2013; Ramayah *et al.*, 2013). Consequently, this suggests a need for further investigation if these organizational factors have a positive influence on knowledge sharing among academic staff.

Most of the studies found in literature steered their focus toward academic staff motivation for knowledge sharing conducted in countries of Asia Pacific region like Malaysian universities (Ramayah *et al.*, 2013; Tan & Ramayah, 2014; Mansor & Saparudin, 2015; Tan, 2016) and Indonesian universities (Rahab & Wahyuni, 2013).

However, very limited studies have been conducted in Middle East context particularly in Jordanian university context (Alhammad *et al.*, 2009). According to Alhammad *et al.* (2009), Zoubi, (2009); Al-Omari *et al.*, (2013), still there is a lack of literature that shows interest in knowledge sharing throughout Jordanian universities. Additionally, Alhammad *et al.* (2009) reported that academic staff in Jordanian universities should be motivated regarding sharing their knowledge among each other. Therefore, this study aims to fill the gap in the theoretical literature on the factors that motivate the academic staff for knowledge sharing in Jordanian private universities.

1.4 Research Questions

Based on the research problem the following research questions were developed:

1. What are the major individual and organizational factors that motivate the knowledge sharing behaviour among academic staff in Jordanian private universities? Do expected organizational rewards, reciprocal benefits knowledge self-efficacy, enjoyment in helping others, recognition, advancement, responsibility, achievement university policy and administration, working condition, interpersonal relation and quality of supervision influence the knowledge sharing behaviour among academic staff in Jordanian private universities?
2. Is there a relationship between knowledge sharing intention and knowledge sharing behaviour among academic staff in Jordanian private universities?
3. What are the individual factors that motivate the knowledge sharing intention among academic staff in Jordanian private universities? Do expected

organizational rewards, reciprocal benefits knowledge self-efficacy and enjoyment in helping others influence the knowledge sharing intention among academic staff in Jordanian private universities?

4. What are the organizational factors that motivate the knowledge sharing intention among academic staff in Jordanian private universities? Do recognition, advancement, responsibility, achievement university policy and administration, working condition, interpersonal relation and quality of supervision influence the knowledge sharing intention among academic staff in Jordanian private universities?
5. Does knowledge sharing intention mediates the relationship between individual and organizational factors (expected organizational rewards, reciprocal benefits knowledge self-efficacy, enjoyment in helping others, recognition, advancement, responsibility, achievement university policy and administration, working condition, interpersonal relation and quality of supervision) and knowledge sharing behaviour among academic staff in Jordanian private universities.

1.5 Research Objective

The main purpose of this study is to determine the individual and organizational factors that motivate the academic staff for knowledge sharing intention towards knowledge sharing behaviour in Jordanian private universities. More specifically, this study tries to address the following objectives:

1. To identify the major individual and organizational factors (i.e. expected organizational rewards, reciprocal benefits knowledge self-efficacy, enjoyment in helping others, recognition, advancement, responsibility,

achievement university policy and administration, working condition, interpersonal relation and quality of supervision) influencing the knowledge sharing behaviour among academics staff in Jordanian private universities.

2. To determine the relationship between knowledge sharing intention and knowledge sharing behaviour among academic staff in Jordanian private universities.
3. To identify the individual factors (i.e. expected organizational rewards, reciprocal benefits knowledge self-efficacy and enjoyment in helping others) that influence the knowledge sharing intention among academic staff in Jordanian private universities.
4. To identify the organizational factors (i.e. recognition, advancement, responsibility, achievement university policy and administration, working condition, interpersonal relation and quality of supervision) that influence the knowledge sharing intention among academic staff in Jordanian private universities.
5. To investigate the mediation effect of knowledge sharing intention on the relationship between individual and organizational factors (expected organizational rewards, reciprocal benefits knowledge self-efficacy, enjoyment in helping others, recognition, advancement, responsibility, achievement university policy and administration, working condition, interpersonal relation and quality of supervision) and knowledge sharing behaviour among academic staff in Jordanian universities.

1.6 Significance of the Study

This study contributes to the body of knowledge by providing a wider evidence regarding the importance of different kinds of individual and organizational factors that motivate the academic staff for knowledge sharing in Jordanian private universities. This study expected to provide the theoretical and practical contributions to knowledge sharing studies in Jordanian private universities, by determining the individual and organizational factors that motivate the academic staff for knowledge sharing behaviour through integrating the individual and organizational factors with the Theory of Reasoned Action (TRA). The individual factors for knowledge sharing are based on Lin (2007) model. In addition, the organizational factors for this study are based on Herzberg motivation theory. Previous studies have examined the relationship between individual factors and knowledge sharing among academic staff (Rahab & Wahyuni, 2013; Tan & Ramayah, 2014; Mansor & Saparudin, 2015). Thus, this indicates that there is still room for exploration in the area of the factors that motivate the academic staff for knowledge sharing by determining the organizational factors that motivate the academic staff for knowledge sharing behaviour. More specific, by determining both the individual and organizational factors that motivate the academic staff for knowledge sharing intention towards knowledge sharing behaviour in Jordanian private universities.

The finding of this study provide the university management a starting point for evaluating their current strategy and help them to develop new policies and strategies to increase the level of knowledge sharing behaviour among academic staff. This study resulted in helping universities to increase the level of knowledge sharing among academic staff, which led to increasing the university performance. The main aim of this study is to highlight the effective individual and organizational factors that motivate the academic staff for knowledge sharing in Jordanian private universities. This study is valuable in at least five ways.

First, the finding of this study provided the university management with the effective factors so they can develop and create practical plans that have an influence on knowledge sharing. Second, this study determines the relationship between knowledge sharing intention and knowledge sharing behaviour among academic staff in Jordanian private universities. Therefore, top management must focus more on the factors that influence the academic staff knowledge sharing intention to increase the level of knowledge sharing behaviour among the academic staff. Third, it determined the individual factors that motivate the academic staff for knowledge sharing intention. Thus, academic staff leader and top management must provide the activities that enhance the individual intention for knowledge sharing. Fourth, this study also determines the organizational factors that motivate the academic staff for knowledge sharing intention; this expected to help the top management in universities to provide this different kind of factors to enhance the knowledge sharing among the academic staff. Finally, it determined the role of knowledge sharing intention on the relationship between individual and organizational factors and knowledge sharing behaviour among academic staff in Jordanian private universities.

1.7 Scope of the Study

This study focuses on the issue of the factors that motivate the academic staff for knowledge sharing, mainly the effect of individual and organizational factors on knowledge sharing behaviour among academic staff in Jordanian private universities. Specifically, this study looked into the effect of both individual and organizational factors on knowledge sharing intention towards knowledge sharing behaviour among academic staff in Jordanian private universities. The scope of this study is confined to 15 private universities in Jordan, and their active academic staff consisted of approximately 3,000 members. This study contributes to knowledge sharing behaviour among academic staff in Jordanian private universities by defining the effective individual and organizational factors that motivate the academic staff for knowledge sharing intention towards knowledge sharing behaviour.

The individual factors for this study based on Lin (2007) model. Thus, in this study, the individual factors include expected organizational rewards, reciprocal benefits, knowledge self-efficacy and enjoyment in helping others. Meanwhile, the organizational factors in this study based on Herzberg motivation theory, which includes recognition, advancement, responsibility and achievement as intrinsic factors and university policy and administration, working condition, interpersonal relation and quality of supervision as extrinsic factors. The Theory of Reasoned Action (TRA) used in this study for investigating the relationship between the knowledge sharing intention and knowledge sharing behaviour among academic staff in Jordanian private universities context.

1.8 Definition of Key Terms

In this section, key concepts related to the core areas of the research are described. The following interpretation of terms was used throughout the current study.

Knowledge: Knowledge refers to validated information which is used for making decisions and doing actions. It consists of skills, rules and principles. It is in coded forms such as electronic form, books, manuscripts, and databases, and it is in the people's head (Alavi & Leidner, 2001).

Knowledge sharing: defines knowledge sharing as “a set of individual behaviours involving sharing one's work-related knowledge and expertise with other members within one's organization, which can contribute to the ultimate effectiveness of the organization.”(Yi, 2009).

Expected organizational rewards: it is defined as the degree to which one believes that he or she will receive incentives and rewards for knowledge sharing (Lin, 2007).

Reciprocal Benefit: it is defined as the degree to which individuals think that their needs for knowledge in the future can be fulfilled by others in response for knowledge sharing at present (Lin, 2007).

Knowledge self-efficacy: it is defined as to which one believes he or she can perform knowledge sharing behaviour (Lin, 2007).

Enjoyment in helping others: it defined as the degree to which one thinks s/he will derive intrinsic pleasure and satisfaction from knowledge sharing (Lin, 2007).

Recognition: it defined as the degree to which one thinks that he will get praise supplied by one or more superiors, colleagues, management for knowledge sharing (Al-Mekhlafie, 1994).

Advancement: defined as the degree to which individual designates an actual change in job status because of sharing knowledge (Al-Mekhlafie, 1994).

Responsibility: it is defined as the degree to which one thinks that he will be given control of personal work because of sharing knowledge (Al-Mekhlafie, 1994).

Achievement: defined as the degree that individual gets recognition because of the accomplishment of knowledge sharing (Al-Mekhlafie, 1994).

University policy and administration: it is defined as the administrative procedures and policies applied to carry out the knowledge among all academic staff (Al-Mekhlafie, 1994).

Working condition: it is related to the physical environment, the facilities, and the quantity of work that enhance the knowledge sharing activity (Al-Mekhlafie, 1994).

Interpersonal relation: it is related to the relationships involving superiors, subordinates, and peers that help individual to share knowledge (Al-Mekhlafie, 1994).

Quality of supervision: it is related to the academic supervisor's willingness to create a good environment that enhances academic staff interaction for knowledge sharing activity (Al-Mekhlafie, 1994).

Knowledge sharing intention: It is related to the degree which one believes that he/ she are willing to engage in sharing knowledge activity with others (Lin, 2007).

Knowledge Sharing Behaviour: It is related to the degree to which one are actual participates in knowledge sharing (Chennamaneni, 2006).

1.9 Structure of the Thesis

This study is organized into five chapters, and the details of each chapter are discussed below.

Chapter 1 provides an overview and describes the scope of this study. It describes the study background, statement of the problem and research questions and objective of the study, significant and scope of this study. Finally, it highlights the definition of the key term for this study.

Chapter 2 presents a brief review of the previous studies associated with knowledge sharing. This chapter provides overview, definition, types and importance of knowledge. In addition, it provides an overview of definitions and factors that affect successful knowledge sharing. Then, it described knowledge sharing in universities, which includes the development methods, factors, academic staff intention and behaviour of knowledge sharing. Furthermore, this chapter discusses the individual and organizational factors that motivation the knowledge sharing behaviour. Then, the Theory of Reasoned Action (TRA) and Herzberg motivation model are discussed. A theoretical analysis of the individual intention of knowledge sharing and knowledge sharing behaviour is also discussed. Presenting a conceptual model underlying the study illustrates the link between individual and organizational factors (expected organizational rewards, reciprocal benefits, knowledge self-efficacy, enjoyment in helping others, recognition, advancement, responsibility, achievement, university policy and administration, working condition, interpersonal relation and quality of supervision) that form the basis of this study. Finally, hypotheses according to the proposed model are discussed.

Chapter 3 presents an overview of the outline of the research method that had been used in this study. First, the design, population, sampling of this study was described. This study employed the survey method to collect the data required and then the study instrument and the methods of reliability and validity for study instrument are discussed. Finally, data analysis methods used to collected data in this study are described.

Chapter 4 presents data analysis methods, which contain the description, discussion of the analysis results and the result of hypothesis testing. The main analysis of data was made by the Structural Equation Modelling (SEM) technique. In

this study, the researcher uses SPSS and AMOS programs to evaluate the data collected from the survey. The AMOS program was used to test and analyze the measurement and structural model and examine the relationships between latent variables in this study.

Chapter 5 discussed the study objectives based on the hypotheses results obtained from chapter 4. Then both the theoretical and practical implication of this study is also highlighted. Followed by the discussion of the study limitation and recommendation for future research. Finally, the conclusion of this study was discussed.

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