Surveys Knowledge Sharing in Teachers of Private and Government high school

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ABSTRACT

In this modern age of ours the teachers are getting more explicit knowledge and new specializations but this knowledge is not useful until they apply or use it after which they gain some experience in that specific field; they develop some tacit knowledge in that particular area and for that they have to guide other teachers about it and this chain of knowledge-sharing would continue to help not only other teachers but the mankind would also benefit which is the primary objective. In this study we take the intentions of the teachers towards knowledge-sharing as a dependent variable and their attitude towards knowledge-sharing, viz a viz subjective norms and perceived behavioural control as independent variable. In order to measure the knowledge-sharing intentions in the teachers and to test their relationship we distributed a questioner having various questions amongst 120 teachers; half of the questioners were distributed in private high school while the remaining half was distributed in government high school. In order to calculate the impact we used regression as a statistical tool in SPSS15 software and found that the attitude towards knowledge-sharing, subjective norms and perceived behavioural control are significantly related to the teachers’ intention to knowledge-sharing.

INTRODUCTION

Sharing knowledge has always been accepted as an encouraging strength for the existence as well as for the development of a business. So far, aspects that uphold or depress knowledge-sharing activities in the administrative perspective are misinterpreted. Identification of features that persuade people to share knowledge for the advantage of others has been considered as a great precedence for firms, whereas the reasons which negate knowledge-sharing activities for workforces have their own reasons. It is thus crucial that we cautiously inspect the essential precursors of sharing knowledge so as to enhance its significance to all but specially to the physicians.

As it is Knowledge based era, knowledge is the most valuable property [5]. Knowledge sharing creates prospects to make the most of organization aptitude to full fill wants and produces results as well as productivities which gives an organization a competitive advantage over others. Organization those who are knowledge-intensive, have presented knowledge management systems in order to use the knowledge reserve more successfully and capably [8]. There are two assistances of knowledge sharing if the associates in association share their knowledge.

Primarily, esteemed information will propagate efficiently as well as capably within the business complete procedure of sharing knowledge. Secondly, aptitude of workers information to identify value of knowledge, assimilate knowledge, as well as put on knowledge in marketable completion, properly surge by sharing knowledge between organizations employees [10]. Knowledge sharing system helps to increase performance. Lot of studies shows that knowledge sharing help to increase invention presentation and decrease rubbish knowledge struggles and duplication of work so it is essential as it make organization capable of doing so. However obstacles for sharing knowledge are fatal as knowledge sharing is an unnatural process. People feel fear and unwilling to share their knowledge with other as they think they can lose incentives and knowledge power [14]. That’s why knowledge sharing is difficult task in an organization.

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Little experimental investigation is present in what surroundings as well as instruments remain advantageous to sharing knowledge. Truncated experimental exploration is existent in deeper specific problems that figure persons opinions, approaches and purposes, and manners in sharing knowledge. The sharing of knowledge in the Education Department is very important but the barrier which restricts this knowledge-sharing in this Department or any related organization is the philosophy of intended performance. The main reason behind this is the threat perception in the mind of the individual of losing or giving away something belonging to him. It is basically a planned action on the part of an individual. In this research paper we are going to study the teachers of Private high school as well as those in the Government high school of in order to find their mind set towards knowledge-sharing.

**Literature review:**

Complexity of knowledge concept has created different theories about it. Huber [12] and Nonaka has defined knowledge as a belief which leads to increase in potential power of phenomena for effective actions and decision making. Davenport & Prusack [8] consider knowledge as a flexible and deformable combination of experiences, values and significant information which presents a framework for evaluating and integrating new information and experiences.

Blackler [4] has defined knowledge as a multi-layered, complex, dynamic and abstract subject in human mind and another practitioner considers it as information with processes like deep thinking and exchange in mind of individuals and groups. Therefore, information is raw material for creating knowledge and May embedded in books, reports and computer files [1].

Knowledge management is process for discovering, acquiring, developing, sharing, maintaining, evaluating and using suitable knowledge in right time for right individual in organization which is done through creating link between human resources, information and communication technology and creating suitable structure for achieving organizational goals [2]. Knowledge management is a process through which organization can produce intellectual property.

**Principles for knowledge management:**

- Knowledge management principles are [8]:
  - Knowledge is stemmed from individuals’ thoughts and is embedded in their thoughts.
  - Sharing and adopting knowledge is not inherent and needs enough motivation and trust.
  - Knowledge management has solid connection with organization culture.
  - Knowledge-sharing should be encouraged and rewarded.
  - Technology provides new knowledge behaviors.
  - Knowledge management did not gain meaning only using information management. In other words, knowledge management needs investment. This investment is in employment, education and motivation line for employees and resolving barriers for creating and exchanging knowledge.

Cranfield Management Faculty has conducted a research for measuring and evaluating condition of organization in knowledge management which Bre and Smith (2001) presented a comprehensive description from it. They designed a 2-dimensional matrix which shows factors related to knowledge. Related factors to knowledge management are: knowledge-based culture, knowledge transfer, lack of focus in affairs and operation of organization. Each of these factors is shown with a certain sign. Each organization must specify importance of factors and how management has considered them. Organization ranking in each cell of matrix has especial concept and provides guidelines for improving organization in knowledge management [3].
These models evaluate knowledge management in wide scope and besides knowledge management process, evaluate organizational capabilities; in addition, adopting each model for evaluating knowledge management needs matching it with organization condition. Besides these models, researches have conducted which concerned importance of knowledge management teaching in universities. For example, Lee, Lee and Kang [13] in a study titled "performance measurement for knowledge management" emphasize on necessity of using knowledge management performance index as a reasonable function. In this study, five items knowledge creation, accumulation, sharing, adoption and internalization are called knowledge cycle and it is claimed that when efficiency increases in your organization, this index has developed and makes organization knowledge-oriented. Result of this study showed that efficiency of knowledge cycle includes knowledge creation, accumulation, sharing, adoption and internalization [13].

Knowledge management needs knowledge managers who can identify hidden knowledge of employees, validate it and provides grounds for transforming it to obvious knowledge.

Knowledge is a very important organizational resource which provides a long term advantage to the organization in an active and a competitive market. In the competitive markets, organizations must know how to transfer knowledge / expertise to people who need it. When viewed in this manner it is realized that the sharing of knowledge between people is one of the key features to active processing as well as to progression of knowledge. Knowledge-sharing helps the people to do their work in a better way and also to achieve goals and objectives of the organizations efficiently and effectively. Different researchers have been checking the effects of knowledge-sharing in different organizations and industries in different perspectives. Some of these researches are stated as below:

Elham Aliakbar, Nik Hasnna Nik Mahmood and Rosman Bin Md Yusoff [9] has considered the determinant of knowledge sharing behaviour, knowledge sharing, subjective norms to measure knowledge sharing intention. They survey was based on 50 large organizations of Taiwan and questioners was filled by 172 employees attitudes towards knowledge sharing and subjective norms are significantly related to intention to knowledge sharing.

M Rufki Nazar has shown the knowledge sharing intention through the social media. His sample size was 234 correspondences who were bachelor degree students. The data was collected through questionnaires. In this study attitude toward sharing knowledge, perceived behavioural control and subjective norms expressively linked with knowledge sharing.

Anitha Chennam aneni (2006) has checked the determents of KS behaviour developing & testing and integrated theoretical model. The data was collected by floating the 225 questionnaires in senior level classes of MBA, out of which 213 individual complete the questionnaires and 12 responses were discarded. She conclude that subjective norms, attitude, perceived behavior and significantly related to knowledge sharing.

Hilmi Anlawi, Iman Sudirman, Kadarsah Suryadi, Rajesri govinddragu [11] communicates knowledge sharing behaviour precursor and their impression on the individual invention aptitude. They conduct their research through survey questionnaires from 125 employees in a telecommunication company of Indonesia and they established that knowledge sharing behaviour give constructive impression on individual improvement skill. Team work, trust, support of senior management and self-efficiency are found as knowledge activators who are very positive in forming employee’s knowledge sharing behaviour.

Fig. 1: Conceptual model of the study (researcher-made).

Research hypothesis:
1. H₁: Attitude towards sharing knowledge is related to teachers knowledge sharing intentions.
2. H₀: Attitude towards knowledge sharing is not related to teachers knowledge sharing intentions.
H0: Subjective norm is not related to teachers knowledge sharing intentions.
3. H1: Perceived behavioural control is related to teachers knowledge sharing intentions.
H0: Perceived behavioural control is not related to teachers knowledge sharing intentions.

Methodology:
We categorize the private and government high schools and we distribute the questioners to the teachers related to our dependent and independent variables. Four constructs were measured subjective norms towards sharing knowledge, attitudes towards sharing knowledge, perceived behavioural control related with sharing knowledge and knowledge sharing intentions. Multiple items were used to measure the five constructs. All survey items were measured on five point likert scale starting from 1= strongly disagree to 5= strongly agree. Scales for measuring attitude towards sharing knowledge, subjective norms regarding sharing knowledge and perceived behavioural control related to sharing knowledge were adapted from the study of Lin and Lee [13] having four items each construct. Finally knowledge sharing intentions construct was measured by using five items based on the work of Chatzoglou and Efthicia Vraimaki (2009). We distribute 120 questioners out of which 60 questioners is distributed among the teachers of 5 government high schools and the other 60 questioners is distributed among the doctors of 7 private high schools. In our research we collect the data through cross sectional data collection because we collect the data once from the primary sources which are teachers.

Analysis:
Data was tested through regression analysis to evaluate the strength of connection of both the variables independent and dependent and also for hypothesis testing in which teachers intentions to knowledge sharing was dependent variable and attitude towards sharing knowledge, subjective norms and perceived behavioural control are predictors to check the positive or negative significance of the hypothesis.
1. H1: Attitude towards sharing knowledge is related to teachers knowledge sharing intentions.
H0: Attitude towards knowledge sharing is not related to teachers knowledge sharing intentions.

Table 1: Model Summary for Attitude Towards Knowledge Sharing.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.910²</td>
<td>0.819</td>
<td>0.770</td>
<td>0.007984</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Attitude towards Knowledge Sharing

Table 2: Coefficients a for Attitude towards Knowledge Sharing

<table>
<thead>
<tr>
<th>Model</th>
<th>Un-standardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>76.368</td>
<td>0.000</td>
</tr>
<tr>
<td>Attitude towards Knowledge Sharing</td>
<td>0.062</td>
<td>0.012</td>
<td>0.904</td>
<td>4.703</td>
</tr>
</tbody>
</table>

a. Dependent Variable: teachers intentions to Knowledge Sharing

The independent variable Attitude towards knowledge sharing is contribute positively to teachers intentions to knowledge sharing. The coefficient of determination adjusted R-square is 0.819 as exposed in (table1) is close by its extreme value which is 1. This authenticates that 82% of the time, statistics fits appropriately to the model and level of significance (P-value =0.005<=0.05, 0.10) is significant at 5% and 10%.

So agreeing to the facts that H1 hypothesis is accepted and H0 Hypothesis is rejected that Attitude towards knowledge sharing is significantly influenced by teachers intentions to knowledge sharing.

2. H1: The subjective norm is related to teacher’s intentions to knowledge sharing.
H0: The subjective norm is not related to teacher’s intentions to knowledge sharing.

Table 3: Model Summary for Subjective Norms

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.889²</td>
<td>0.810</td>
<td>0.688</td>
<td>0.009753</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Subjective Norms

Table 4: Coefficients a for Subjective Norms

<table>
<thead>
<tr>
<th>Model</th>
<th>Un-standardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>78.717</td>
<td>0.000</td>
</tr>
<tr>
<td>(Constant)</td>
<td>3.016</td>
<td>0.054</td>
<td>0.845</td>
<td>-5.652</td>
</tr>
</tbody>
</table>

Subjective Norms | -0.065 | 0.026 | -0.845 | -3.652 | 0.012 |

a. Dependent Variable: teachers intentions to Knowledge Sharing
The independent variable of subjective norms is contributing negatively to teachers intentions to knowledge sharing. The coefficient of determination adjusted R-square is 0.810 as exposed in (table 3) is near by its extreme value which is 1. This authenticates that 75% of the time, statistics fits appropriately to the model and level of significance (P-value = 0.014 < 0.05, 0.10) is significant at 5% and 10%.

So agreeing to the facts that H1 hypothesis is accepted and H0 Hypothesis is rejected that subjective norms is significantly influenced by teachers intentions to knowledge sharing.

3. H1: Perceived behavioural control is related to teachers knowledge sharing intentions.

H0: Perceived behavioural control is not related to teachers knowledge sharing intentions.

<table>
<thead>
<tr>
<th>Table 5: Model Summary Perceived Control Behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Perceived Behaviour Control

<table>
<thead>
<tr>
<th>Table 6: Coefficients a Perceived Control Behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>(Constant)</td>
</tr>
<tr>
<td>Perceived Behaviour Control</td>
</tr>
</tbody>
</table>

a. Dependent Variable: teachers Intention to Knowledge Sharing

The independent variable Perceived Behaviour Control is contribute positively to teachers intentions to knowledge sharing. The coefficient of determination adjusted R-square is 0.720 as exposed in (table 5) is close by its extreme value which is 1. This authenticates that 70% of the time, statistics fits appropriately to the model and level of significance (P-value = 0.016 < 0.05, 0.10) is significant at 5% and 10%.

So agreeing to the facts that H1 hypothesis is accepted and H0 Hypothesis is rejected that Perceived Behaviour Control is significantly influenced by teachers intentions to knowledge sharing.

Conclusion:

This study has been based on recording the views on knowledge-sharing of the teachers of various government and private high school.

Results from the study throw light on several aspects on the intentions of the teachers towards knowledge-sharing.

First and foremost finding of the study reveals that their attitude towards knowledge-sharing is very positive as they feel that it is very essential because of the fact that it may help others and this attitude is very encouraging towards the intentions of the teachers.

Secondly the subjective norms to the intention through attitude are significant as the study on unethical behaviour. Additionally the young teachers are found to cherish the opinion of senior teachers by sharing their knowledge. But this is not consistent with the previous research on education acceptance of teachers in which professional nature may influence unimportant things of subjective norms on behavioural intent. It is possible that the behavioural domain is different and teachers have been changed from authoritative and autonomous profession to organizational context-oriented and flexible to the changing social environment.

Thirdly, the research has the merits of showing a knowledge sharing exploration in a real-world healthcare department that intricate individual teacher who has major role in education in high school. From an administrative viewpoint, our results recommend that perceived behavioural control of significant members and teacher's motivation to comply as well as positive attitude for sharing knowledge is important for fostering teachers’ knowledge-sharing behaviour. Therefore, the management should put strong attention to create positive context and attitudes for the individual knowledge sharing of teachers.

REFERENCES


