



# **Knowledge sharing among academic staff in the Higher Education Institution**

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## INTRODUCTION

- The concept of knowledge is currently gaining significant attention among practitioners and scholars alike despite the fact that it has always been an indispensable resource in organizations.
- knowledge is regarded as the organization's primary source of competitive advantage (Stewart 2015) which is critical to the long-term sustainability and success of organizations (Nonaka and Takeuchi 2009).
- To say that KS is crucial merely in commercial organizations is very much a fallacy.
- KS is vital not only in the business world but for organizations of every sector, including higher education (Prahalad and Hamel 1990).
- With the emergence of new knowledge markets and the entrance of new market players, universities today realize that KS is becoming a vital competitive weapon in order to thrive and stay relevant in a knowledge economy (Loh et al. 2010).

# INTRODUCTION

- Kim and Ju (2018) expressed concern about the fact that academicians seemed to place a higher priority on individual scholarly achievement and teaching than on sharing common visions toward university goals and objectives.
- There seems to be a tendency for academicians to be independent, individualistic, and autonomous while maintaining an objective distance from the work of their peers (Koppi et al. 2019).
- The low desire or willingness to share knowledge appears to be a prevailing problem in academia.
- The purpose of this study is to examine the impact of Attitude, Subjective norm, and perceived behavioral control on KS among academic staff at private universities in Erbil.

# Knowledge Sharing

- Knowledge sharing has been defined as the process of capturing knowledge or moving knowledge from a source unit to a recipient unit (Bircham-Connolly et al. 2015).
- Sharratt and Usoro (2003) stated that for sharing to occur, there must be some form of exchange between both the source unit and the recipient unit.
- In short, knowledge sharing can be referred to as the exchange of knowledge between at least two parties in a reciprocal process allowing reshaping and sense-making of the knowledge in the new context.

## Knowledge Sharing in Higher Education

- It is a fact commonly acknowledged that the university is the ideal place for knowledge creation (Cronin 2000).
- Universities As a knowledge-creating entity, it is the best place for practicing the knowledge management system.
- Universities are expected to be places where knowledge is shared freely among academicians.
- knowledge sharing within universities would be of a place where academicians acknowledge the importance of knowledge sharing and commonly exchange knowledge with colleagues in their day-to-day activities.
- the reality demonstrates that knowledge sharing is **scarcely** present within universities these days (Ridzuan et al. 2008).

# Subjective Norm

- Subjective norm is “the perceived social pressure to perform or not to perform the behaviour” (Ajzen, 1991, p.188).
- The more academicians feel they are pressured by those people around them, particularly their superiors (e.g. Vice-Chancellor and Dean) and colleagues, to share knowledge, the higher the tendency for them to do so.
- Academics would share when others have high expectation for them to do it. As a noble job as perceived by the society, teaching as a way of sharing academics knowledge are seem as the routine job.
- To normal society, it seem as a betrayal to the profession when academics are not sharing, when they are expected and supposed to. Therefore, subjective norm would have positive effect on academics KS intention.

# Attitude

- Attitude towards knowledge sharing refers to the degree of one's positive feelings about sharing one's knowledge.
- Every individual has different attitude and behaviour towards knowledge sharing. The feelings and beliefs of the individual's benefits or losses cause from execution of the behaviour.
- attitude of sharing is the procedure where persons share their ideas in peers for the construction of new awareness or to resolve problems.

# Perceived behavioural control

- Perceived behavioural control is defined as “the anticipated ease or hindrance in carrying out particular the behaviour and it is assumed to reflect previous experience as well as anticipated hindrance or obstacles” (Ajzen, 1991).
- In short, it refers to people’s appraisals of their ability to perform a particular behaviour (Sheeran et al. 2002).
- posits that the greater an individual’s perceived behavioral control, the more likely it is that the individual will intend to perform the behaviour.
- PBC is depending on individual control beliefs where, beliefs of the existence of factors that can possibly facilitate or deter a behavior a person supposed to perform (Wu and Zhu, 2012). PBC stimulate academics intention, as a person will be motivated to execute task that they think they might succeed.



# CONCLUSION

- This research results showed that attitude, subjective norm, and PBC significantly impact academics KS. Academic is a career in which everyone should be willing to communicate understanding without any limitations or prejudices.
- This research has several theoretical implications. The research includes extensive determinants for academics KS classified into Attitude, subjective norm, and PBC. All these factors help to understand the reasons leading to KS in Iraqi higher education.
- the universities should support academics and establish innovative climates and norms to develop positive attitudes in the organization to enable university staff to share their knowledge.

Thank You