
Knowledge Sharing Practices Among Saudi Academics: A Case Study Of King Abdulaziz University

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K E Y W O R D S: Knowledge sharing, Saudi academics, Universities, Knowledge Sharing Activities, Knowledge Sharing Technologies, Knowledge Sharing Motivators, Attitude, Barriers to Knowledge Sharing.

ABSTRACT: In the current times, universities are amenable to produce, handle and disseminate the knowledge in various organizations, communities, and communities. Therefore, universities should promote the knowledge sharing process between the different academic members. Knowledge sharing is a key love of knowledge management. It is associate degree obligatory issue for various organizations. Generally, the literature shows that there is lack of knowledge sharing in universities as well as lack of knowledge sharing among academics in universities at the most in developing countries. Saudi Arabia is still in the early stages of the knowledge management compared to other countries, such as USA and UK. The purpose of this study is to identify the actual level of knowledge sharing practice among Saudi academic members. The overall findings revealed that knowledge sharing is fundamental to the achievement of knowledge management practices in all organizations, including universities. Successful knowledge sharing among academics is extremely necessary for universities. This study concludes that the academics feel very strongly about the importance of knowledge sharing practices among Saudi academics. The findings revealed that the academics by and large had an inspirational attitude towards knowledge sharing and were mindful of its significance in universities.

Introduction

It has turn into a standard to allude to today's economy as a knowledge-based based economy. In numerous created nations today, competition is not constructing such a great amount in light of expense alone, but rather all the more on the creation and advancement of knowledge based items and administrations (Kamal et al., 2007). Then again, understanding the idea of knowledge has been a pickle in view of the lack of theories on the subject (Willem, 2003). It happens fundamentally on account of its elusive nature, which makes it exceptionally hard to recognize amount. Furthermore, associations can think that it hard to work information successfully. Inside of the by and large knowledge management zone, a critical region that requires more consideration is information sharing. Sharing of information is settled in the learning handling territory where information is created and utilized (Shapira et al., 2005). Effective learning administration most noteworthy results for association's methodologies ought to accentuate the significance of information sharing to accomplish. The writing hitherto pointed proof that the establishment of knowledge management is knowledge sharing.

Knowledge sharing is a vital piece of the arrangement of knowledge management inside an organization (Bojan Krstić, 2012; Hoq & Akter, 2012; Krsti & Petrovic, 2012; Nove & Dyah, 2013; Sohail & Daud, 2009). Knowledge sharing is the primary part in the theme of knowledge management (Fengjie et al., 2004). Knowledge sharing affirms the knowledge is accessible and dispersed just under the wire (Carmen et al., 2011; Hussein & Nassuora, 2011). What's more, by giving element answers for customers, knowledge sharing can spare time and enhance quality (Nooshinfard & Nemati-Anarak, 2012). The knowledge sharing idea is identified with the procedure of changing information and proficient assets joined with experience and abilities into proceeding with worth (Firestone, 2003; Nove & Dyah, 2013). Individuals are joined with the knowledge they require in times when they required it most. The most ideal approach to assemble a sound society of knowledge management is all through i sharing of knowledge (Nassuora, 2010).

literature review

As like to knowledge management, it is hard to define knowledge sharing. Numerous researchers defined it based on their opinions. According to Fengjie et al (2004), sharing of knowledge is the primary part in the subject of Knowledge Management (Fengjie et al., 2004). Ultimately, Lee et al. (2000) defined knowledge sharing as exercises of exchanging or spreading knowledge starting with one individual, gathering or association then onto the next.

According to Hoq and Akter (2012), knowledge sharing is extremely fundamental in organizations in view of learning at universities in light of the fact that most workers are knowledge specialists. Universities play a fundamental role in the creation of knowledge. Implicit knowledge made by academics is coordinated in their personalities and is the breadbasket of the erudite capital of the establishment (Slaets & Bruyninckx, 2011). It is sensible to accept that the sharing of knowledge has to some degree to give in the control of knowledge. The gathering of individuals in universities can be arranged into three gatherings; academics, non-academics, and students. These gatherings of individuals with diverse experience, knowledge, foundations, and aptitudes will team up their endeavors to accomplish the assignments which will then make another knowledge sharing environment.

According to Ranjan and Khalil (2007), the primary purposes behind the usage of knowledge management in universities are:

All colleges have present day database.

In all universities, knowledge sharing among academic staff, non-academic staff, students, courses, programs, placements and administration frequently occurred.

No one ought to be reluctant to post any sort of helpful knowledge in an academic situation. Any colleges are willingly to look forward for good and nonstop evaluations in daily papers and business magazines for competitive advantage.

Every college needs to enhance their level of information and knowledge sharing and inside administration archives.

Universities require new systems to address the developing outer and inside demands.

Nassuora (2010) pointed out that knowledge sharing exercises are planned to give stages to the knowledge sharing, which could be possible inside and remotely inside universities. Since universities are effectively dealing with these exercises, all academics ought to utilize these chances to enhance their dedication to go to, take part and give audits for its commitment to the assortment of knowledge. Nassuora (2010) reported that taking part sharing of knowledge backings numerous profits for organizations particularly for universities. Here are couples:

Sharing the knowledge of boundaries obliteration inside the organization.

Improving the intensity and reaction to research concedes, contracts and business opportunities.

Reducing the time scope of research.

Reducing development assets for managerial undertakings. Verification of past research endeavors and recommendations.

Expansion of valuable outside and inward services

Increasing learning and educating innovations.

Improving choice making process and tackling of issue.

Interdisciplinary syllabuses add to the outline and route crosswise over departmental limits.

Increasing capacity to support the trend towards decentralized strategic planning and decision-making.

Improving the productivity of divided endeavors coordinated right now on staff, academic bolster staff, understudy administrations staff, and understudy issues staff.

Better information leads to better decisions indeed.

Generally, the literature shows that there is lack of knowledge sharing in universities as well as lack of knowledge sharing among academics in universities at most in developing countries (Goh & Sandhu, 2013, pp. 38-48). Moreover, Ramachandran et al. (2013) reported that, in spite of the endeavors made by universities to advance the thought of applying KM in universities, these endeavors ensnared only a percentage of the universities. Saudi Arabia is still in the early stages of the knowledge management contrasted with different nations, for example, USA and UK. The motivation behind this study was to recognize practices of knowledge sharing among Saudi academics. The purpose of this study is to identify the actual level of knowledge sharing practice among Saudi academic members, to knowledge sharing activities for academic, to knowledge sharing technologies, to academics attitude towards knowledge sharing, to knowledge sharing motivators, and to barriers to knowledge sharing.

Research Methodology

The point of this research was to distinguish the knowledge sharing practices among Saudi academics. The study was directed in the first quarter of 2014 by utilizing survey review. It has essentially two segments, A and B. Section A was utilized to assemble demographic data of the respondents, while section B was utilized to quantify the develops in the research show by utilizing a 5- point Likert scale, with alternatives extending from strongly disagree to strongly agree. A large portion of the estimation things were adjusted from past exploration with minor alterations to suit the research setting. The research methodology was built based on surveying study approach and designing a questionnaire, then this questionnaire were circulated among the academics of King Abdulaziz University by utilizing a stratified sampling method. 300 surveys were dispersed to academics at King Abdulaziz University. The sampling was based on convenience and 210 members effectively replied with response rate of 66 %. The investigation of the survey results is displayed based on a valid response of 154 academics of King Abdulaziz University.

Data Analysis And Results

Taking into account the demographics and other individual foundation information got study (refer to figure 1), out of 210 respondents (83.8%) were guys. The majority of the respondents were hitched (79.5%). (58.6%) of the

respondents were 31 to 40 years of age and (21.4%) were 21 to 30 years of age. The vast majority of the respondents were assistant professor position (82.9%), after by Lecturers (9.0 %), Associate Professor (5.2%), and Professor (2.9%). The dominant part of respondents had experienced between 11 to 15 years (37.6%), and (22.9%) of respondents had experienced under 6 years. At long last, the larger part of responders had involvement in knowledge management under one year (55.2%), while (25.2%) did not have involvement in knowledge management. Figure 1 underneath gives an Academic's demographic profile.

On the other hand, the results presented in Figure 2 show that (95.7%) of respondents "strongly agree" or "agree" that the main knowledge sharing activity for academic among the participating academics was "discussing projects with peers within and/or outside organization". In addition, (94.3%) of respondents "strongly agree" or "agree" that the second knowledge sharing activity for academic was "attending / participating in conferences". Finally, "attending /participating in meetings in (university / faculty)" and "sharing teaching materials" were found to be weak in terms of knowledge sharing activities for academic among the participating academics.

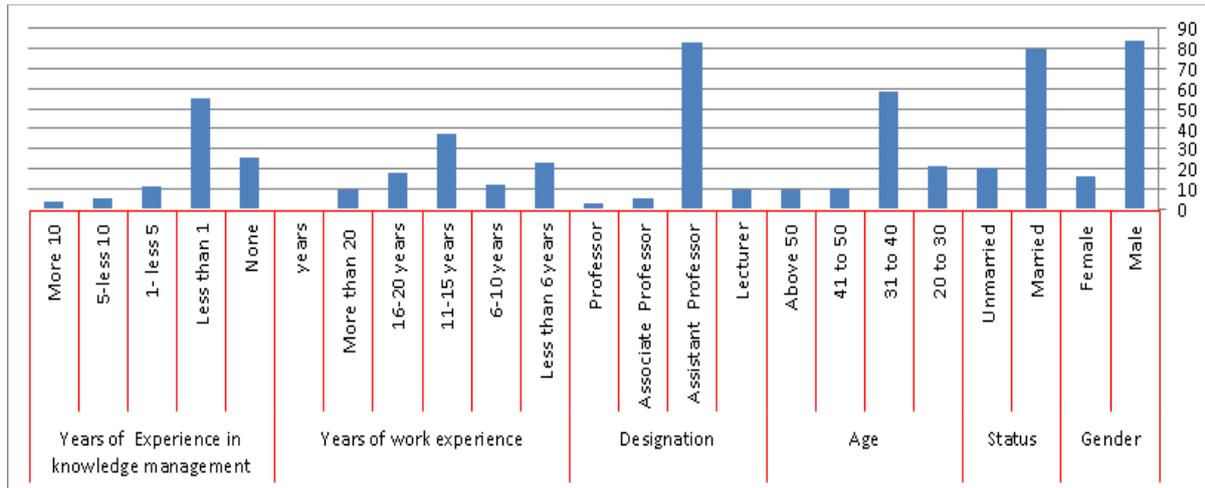


Figure 1. Academic's Demographic Profile

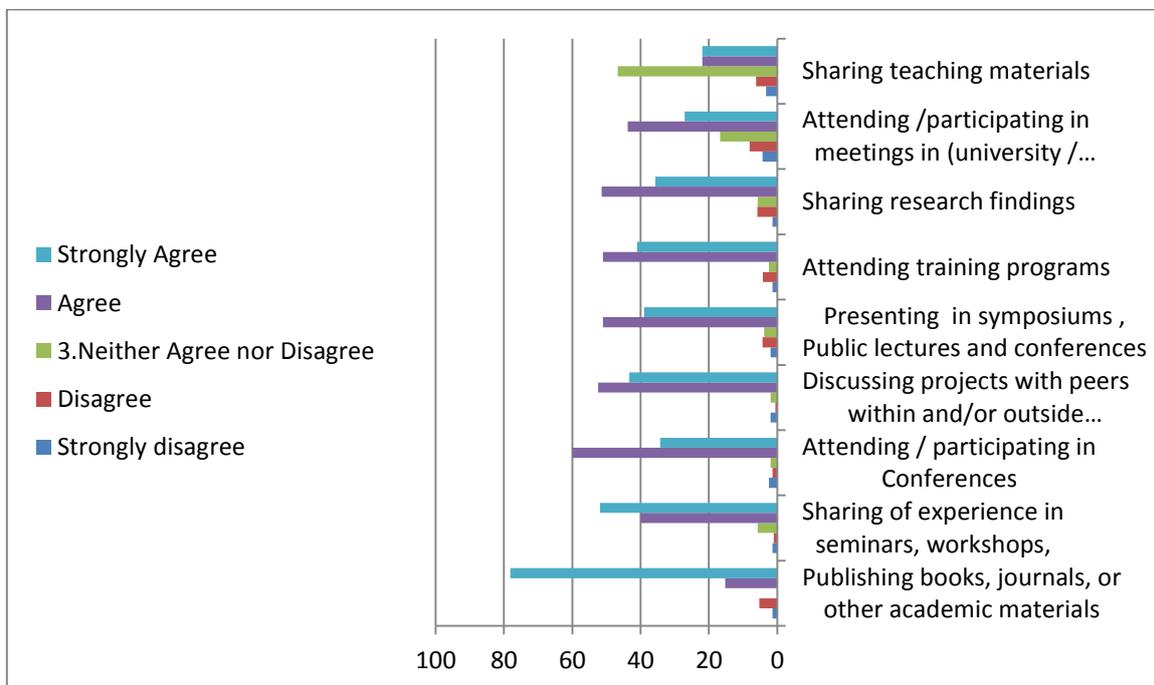


Figure 2. Knowledge Sharing Activities for Academic (Percentage)

On the other hand, the results presented in Figure 3 show that (91%) of respondents "strongly agree" or "agree" that the main knowledge sharing technology for academic among the participating academics was "E-mail". In addition, (81%) of respondents "strongly agree" or "agree" that the second knowledge sharing technology for academic was "Social Media (Facebook, Twitter, Weblogs, Wikis)". Finally, "Short Messaging Service (SMS)" and "Multimedia technologies" were found to be weak in terms of knowledge sharing technologies for academic among the participating academics.

Figure 3 shows the importance of knowledge sharing technologies for academicians by scoring from the low intensity to the highest intensity for to knowledge sharing.

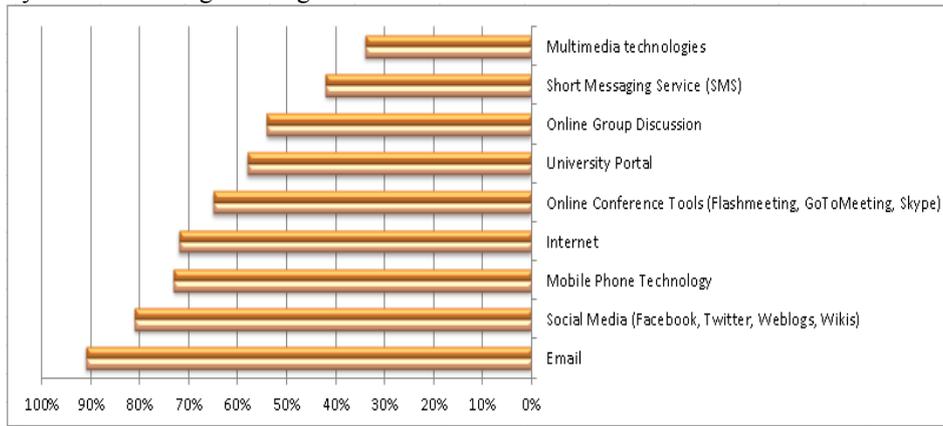


Figure 3. Knowledge Sharing Technologies by Scoring

The respondents were given a mix of positive and negative statements for understanding their general attitude towards knowledge sharing. A big majority of the academics 97.6 % "strongly agree" or "agree" that they think it is important to share knowledge with other academics for the benefit of all (Figure 4). Although a majority of the academics 91.9 % "strongly agree" or "agree" that academics should willingly share their knowledge with colleagues. On the other hand, when they were asked to indicate their opinion on the statement that knowledge sharing seems to be an additional responsibility, only 5.8.1 % of the academics "strongly agree" "agree" to this stance.

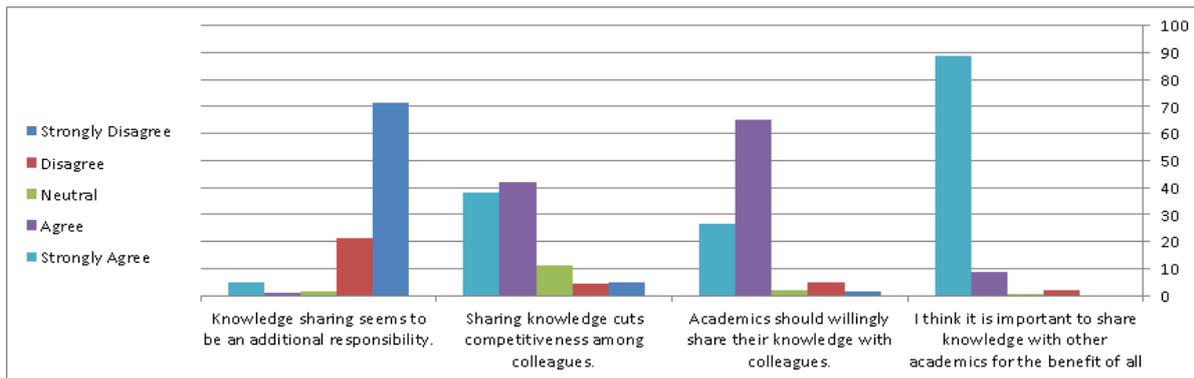


Figure 4. Academics Attitude towards Knowledge Sharing (Percentage)

The findings presented in Fig 5 show that (88.1%) of respondents "strongly agree" or "agree" that the main motivator for knowledge sharing among the participating academics was "self-improvement". Besides, (76.2%) of respondents "strongly agree" or "agree" that the second knowledge sharing motivator was "makes work easier". Finally, "enhance process" and "to obtain reward or recognition" were rated low in terms of Motivators to knowledge sharing.

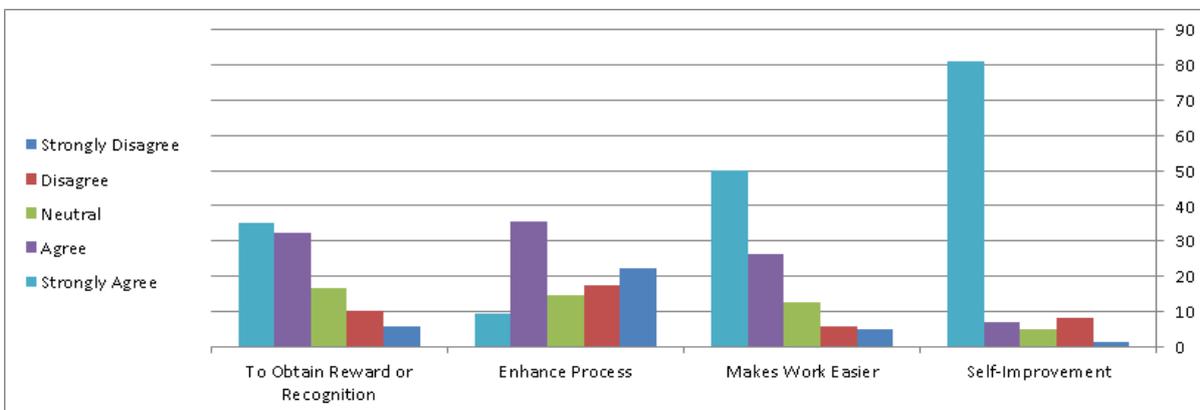


Figure 5. Knowledge Sharing Motivators (Percentage)

The findings presented in Fig 6 show that (82.8%) of respondents "strongly agree" or "agree" that the main barrier for knowledge sharing among the participating academics was "lack of time". Followed by, (67.2%) of respondents "strongly agree" or "agree" that the second knowledge sharing barrier was "personal expectation", and (65.2%) of respondents "strongly agree" or "agree" that the third knowledge sharing barrier was "lack of rewards and recognition systems". In addition, "lack of IT application system" with (29.0%) and "Lack of trust" with (27.7%) were rated low in terms of barriers to knowledge sharing.

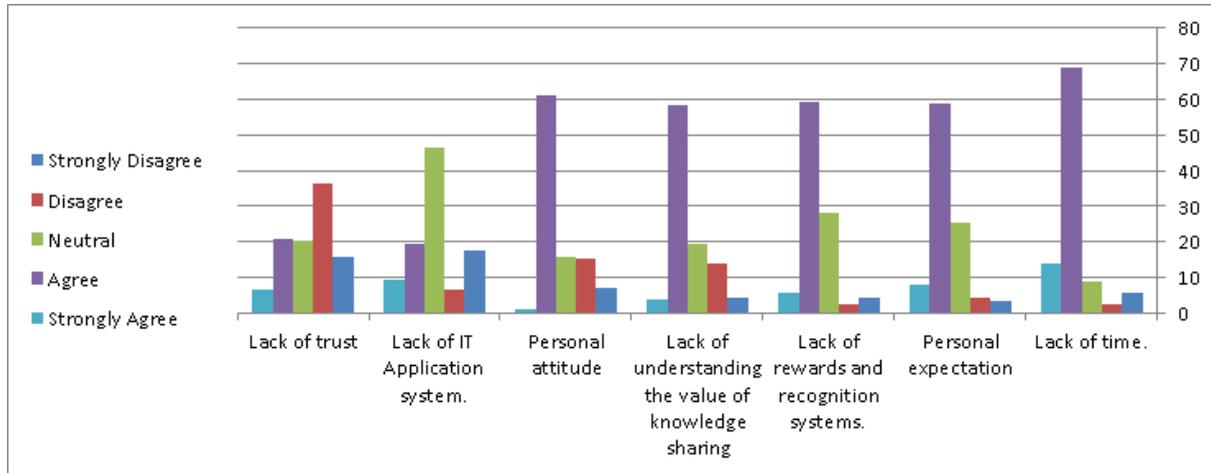


Figure 6. Barriers to Knowledge Sharing

Implications, Conclusions And Limitations

This study aims to recognize the practices of knowledge sharing among Saudi academic members where knowledge sharing is crucial to the accomplishment of knowledge management rehearses in all organizations, including universities. Fruitful knowledge sharing among academics is considered an essential for universities. This distinct study has observed that the academics feel firmly about the significance of knowledge sharing practices among Saudi academics. This outcome is perfect with different studies, for example, (Fullwood et al., 2013, pp. 123-136; Goh & Sandhu, 2013, pp. 38-48).

Huge real action among the taking part academics was discussing projects with peers within and/or outside organization. Few of the taking part academics said that attending /participating in meetings in (university / faculty)" and "sharing teaching materials" were essential for them. In general, it gave the idea that the respondents were persuaded that knowledge sharing activities were useful to all. It was shown that Email was the most vital of advances in creating and picking up Knowledge. Social networking (Facebook, Twitter, Weblogs, and Wikis) could be great innovation for academics to share knowledge. The respondents of most gatherings accepted that "Short Messaging Service (SMS)" and "Multimedia technologies" were less essential contrasted with different technologies. Generally, it created the impression that the respondents were impacted that, knowledge sharing technologies were gainful to all academics.

In addition, a great number of the academics called attention to that they think it is vital to share knowledge to different academics for the profit of all and academics ought to readily impart their knowledge to partners. In general, it was urging to note that the academics by and large had an inspirational attitude towards knowledge sharing and were mindful of its significance in universities. They likewise dismiss a few misperceptions connected with knowledge sharing which mirrored their level of comprehension and development. A large portion of the respondents pointed that the principle helper for knowledge sharing among academics was change toward oneself. A decent number of the academics felt that there is lack of knowledge sharing among academics because of lack of time to share knowledge and individual desire.

Generally, the academics demonstrated an inspirational attitude towards knowledge sharing. They moved here issues oblige further research. Since the review was constrained to one university and made in 2014, the outcomes may not be suitable for all universities. Thus, future exploration ought to consider bigger example from diverse universities. At last, more studies ought to be performed utilizing an alternate philosophy for occasion interviews.

Acknowledgments

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