

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARATION	ii
	DEDICATION	iii
	ACKNOWLEDGEMENTS	iv
	ABSTRACT	v
	ABSTRAK	vi
	TABLE OF CONTENTS	vii
	LIST OF TABLES	x
	LIST OF FIGURES	xiii
	LIST OF ABBREVIATIONS	xv
	LIST OF APPENDICES	xvi
1	INTRODUCTION	1
	1.1 Introduction	1
	1.2 Background of the Research	10
	1.3 Problem Statement	13
	1.4 Research Questions	14
	1.5 Research Objectives	15
	1.6 Research Hypotheses	15
	1.7 Conceptual Framework of the Research	16

1.8	Scope of the Research	18
1.9	Significance of the Research	19
1.10	Operational Definition	19
1.11	Structure of the Thesis	21
2	LITERATURE REVIEW	25
2.1	Introduction	25
2.2	Knowledge Sharing perspective	27
2.3	HRD practices in Knowledge Sharing	40
2.4	Theoretical foundation and development of hypothesis	46
2.5	Conclusion	61
3	RESEARCH METHODOLOGY	64
3.1	Introduction	64
3.2	The Paradigm of Inquiry	65
3.3	Research Design	71
3.4	Conclusion	87
4	THE DEVELOPMENT OF RESEARCH INSTRUMENT	89
4.1	Introduction	89
4.2	The Preliminary Study	90
4.3	The Construct Measurement	97
4.4	Pilot Study	103
4.5	Conclusion	107
5	QUANTITATIVE ANALYSIS OF THE SURVEY	108
5.1	Introduction	108
5.2	Analysis on the KS Level	109
5.3	Analysis on the Hypothesis Testing	135

5.4	Conclusion	149
6	QUALITATIVE ANALYSIS OF THE SURVEY AND INTERVIEW	151
6.1	Introduction	151
6.2	Analysis on the KSP Issues and Challenges	153
6.3	Analysis on the HRD Perspectives to Foster KSP among Academicians	173
6.4	Conclusion	190
7	CONCLUSIONS	195
7.1	Introduction	195
7.2	Synthesis	196
7.3	Contributions	216
7.4	Limitations and Recommendations for future research	219
7.5	Concluding Remarks	221
	REFERENCES	223
	Appendices A - E	242 - 254

LIST OF TABLES

TABLE NO.	TITLE	PAGE
2.1	HRD in relation to KM/S	43
2.2	Summary o MPF component for KS Factors and KS Practices	61
2.3	Overview of concepts and theories in relation to KS perspectives	62
2.4	Overview of concepts and theories in relation to HRD perspectives	63
2.5	Overview of concepts and theories in relation to development of conceptual framework	63
3.1	Basic assumption about the nature of social science	67
3.2	Summary on the research questions and methodological design	73
3.3	Participants for interview	79
3.4	The categorization of level used in this study	84
3.5	Example of identifying themes/dimension in coding	86
4.1	Instrument development for preliminary interview	92
4.2	The description on KSP level	99
4.3	Summary on construct measurement	100
4.4	Survey instrumentation	101
4.5	Interview instrumentation	102
4.6	Reliability analysis	104

4.7	The factor analysis result on KS awareness	104
5.1	Demographic of the Respondents	111
5.2	The overall level of knowledge sharing among academicians in MPU	112
5.3	The level of KS awareness among academicians in MPU	113
5.4	Mean difference between gender and KS awareness	115
5.5	Mean difference between designation and KS awareness	116
5.6	Mean difference between working experience and KS awareness	117
5.7	Mean difference between academic field and KS awareness	118
5.8	The level of KSP among academicians in MPU	120
5.9	The level of technology factors that influence KS among academicians	121
5.10	The finding on the work environment dimension	123
5.11	The finding on the immediate superior dimension	123
5.12	The finding on social interaction dimension	124
5.13	The finding on attitude towards KSP	125
5.14	The finding on the degree of enjoyment in helping others	126
5.15	Mean difference between age group and personal factors	128
5.16	Mean difference between designation and personal factors	129
5.17	Mean difference between working experience and personal factors	131
5.18	Mean difference between academic field and personal factors	132
5.19	Guilford's rule of thumb	136
5.20	Correlation coefficient between technology, organizational, personal factors and KSP	139

5.21	The estimate of model coefficient	140
5.22	The ANOVA table	141
5.23	The effect of KS awareness on the relationship between technology factors and KSP	146
5.24	The effect of KS awareness on the relationship between organizational factors and KSP	147
5.25	The effect of KS awareness on the relationship between personal factors and KSP	148
5.26	Summary on the Quantitative Results	149
6.1	Findings on open-ended questionnaire about KSP issues and challenges	154
6.2	Interview analysis on KSP issues and challenges	159
6.3	Analysis on DVCA and HOD response on current HRD practices	174
6.4	Analysis on HRDA response on current HRD practices	183
6.5	Summary on Qualitative findings	193
7.1	Summary on hypothesis testing	203

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
1.1	Organization of Chapter 1	2
1.2	Conceptual framework of the research	17
1.3	Organization of the thesis	23
2.1	Organization of Chapter 2	26
2.2	Explicit knowledge is just tip of the iceberg	29
2.3	Tacit to explicit knowledge	32
2.4	Four types of <i>Ba</i>	34
2.5	Sequences of experience leading to positive learning outcomes for students who express need for help	36
2.6	Competencies required by new economy workers	41
2.7	Managerial competencies required for people development in the new economy	41
2.8	The Relationship between HRD and KS practices	46
2.9	The HRD model	53
3.1	Organization of Chapter 3	65
3.2	The deductive type of mixed-methods design	75
3.3	The operational framework	88
4.1	Organization of Chapter 4	87
5.1	Organization of Chapter 5	108
5.2	Scatterplot graph of linearity test	138

5.3	Normal p-p plot of regression standardized residual	142
5.4	Scatterplot of studentized deleted residuals vs. standardized predicted values	143
6.1	Organization of Chapter 6	152
6.2	Themes analyzed for KSP issues and challenges	172
6.3	Example of staff portal application	187
6.4	Example of group box application	187
6.5	Example of virtual class	188
6.6	Themes analyzed for current HRD practices	191
6.7	A Rich picture of KSP in MPU context	192
7.1	Organization of Chapter 7	196
7.2	The partial KSP framework (result after the survey)	207
7.3	The gap of HRD practice for KSP among Academicians in MPU	213
7.4	The framework of HRD and KS practices among academicians in MPU	215

LIST OF ABBREVIATIONS

ANOVA	-	analysis of variance
HEI	-	higher education institution
MPU	-	Malaysian Public Universities
ICT	-	information and communication technology
MOHE	-	Ministry of Higher Education Malaysia
IS	-	information systems
KM	-	knowledge management
KS	-	knowledge sharing
KSP	-	knowledge sharing practices
TOP	-	technology, organizational and personal
HRD	-	human resource development
HRDA	-	Human Resource Development (Academic)
DVCA	-	Deputy Vice Chancellor (Academic)
HOD	-	head of department
CoP	-	community of practice
T&L	-	teaching and learning
S&T	-	science and technology
KPI	-	key performance index
DOE	-	directory of experts
RU	-	research university

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Survey questionnaire on knowledge sharing	242
B	Semi-structured interview questions	246
C	Interview Protocol	251
D	Profile of participant in interview	252
E	Approval letter from MOHE	254