

CONSTRUCTING THEORY WITH BIG RESULT NOW (BRN): CONTRIBUTION OF TANZANIA TO THE THEORY OF KNOWLEDGE SHARING BEHAVIOUR

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ABSTRACT

Purpose- This paper intends to discourse development of theory in the Tanzania context, based on potentiality of advancing of knowledge sharing theory globally. The aim of this paper is to develop a theoretical framework which essential for studying knowledge sharing behaviour which is critical significant for the organizational changes and national reforms as well for sustaining in tremendous competition. Moreover, the study established the needs to undergo investigation in order to illustrate the degree of performance of theory in the context of Tanzania, which will depict comparison with developed countries.

Methodology- This paper reviewed the theory of planned behaviour and it portrayed TPB as underpinned theory for revising knowledge sharing in the context of Tanzania.

Findings- The study revealed propositions which are fundamental in developing theory of planned behaviour for studying knowledge sharing in Tanzania context.

Limitations of the study- this paper offers suggestions for proposition testing and direction for further studies in knowledge sharing behaviour.

Implication of the study- the paper provides development of theory and practically, the research might provide insight for improving knowledge sharing practices in order to realise organizational development and national reforms(BRN) in the context of Tanzania.

Value- This paper relies on theoretical approaches, particularly on advancement of theory of planned of behaviour under addition of the collectivist culture and interpersonal relation towards knowledge sharing behaviour in Tanzania.

Keywords, knowledge, knowledge sharing, theory of planned behaviour, collectivist culture, interpersonal relationship, Tanzania.

Type of paper- Conceptual paper.

1. Introduction

The government of Tanzania made the different initiatives in eradicating poverty and ensuring better life for all citizens. The major initiative which was done by the government is adoption of “the big fast results” from

Malaysia development model. The intention is to transform the country from less income economy to middle income economy by 2025. This development model was started to be executed at commencement of financial year 2013/2014 (URT, 2013). The intensive execution of the big fast results relying on agriculture, water, education, transportation, resource mobilization, natural gas and energy (URT, 2013).

The big fast results, it is Malaysian development strategy which is relying on assuming of new working methods in specific timeframe for the effective and efficient delivering of required national development vision and mission. The strategy was established in 2009 so as to enhance the country to become high income economy by 2020. It is due to the model and other initiatives, Malaysia is termed as industrialized country and leading country in economic development among Asian countries. Moreover, it is because of successful implantation of model in Malaysia, led Nigeria, Rwanda and Tanzania to adopt it in order to move their economy forward. For Tanzania, on implementation of the big results now, every ministry is required to prepare budget under each five years development plan which should align with these major government initiatives in order to realize vision 2025. In big result model, development plans are not secret issues, since it is involving accommodation of the citizens in learning and sharing knowledge as well as opinions on effectiveness and efficient implementation of development plans to achieve intended development goals (URT, 2013).

It is considered that Tanzania offers an brilliant setting for theorizing which is useful in BRN (Big Fast Results Now) emerging economies. Moreover, it is due to the social economic, political and cultural differences with the developed countries. Therefore, it provides lope hole for carrying an investigation of national matters, especially those related with the highly needs of tremendous change in economy.

The development transition in Tanzania is experiencing serious disruptive and discontinuous due to the limited budget, individual resistance, lack of enough knowledgeable workers and unskilled labour which are hardly witnessed in developed countries (western countries). These challenges lead the Tanzanian government to undergo various reforms such as Arusha declaration, liberalization, and poverty reduction reform (Muganda, 2004). This is significant opportunity for researchers to make further investigation on these challenges in comparison to the developed countries, challenges also reveal contract condition which indicates there is need to reassume, strength and expand the theories (Bamberger & Pratt, 2010).

On how to ensure successive achievement of the big fast results strategies, there is high requirement for knowledge dissemination and absorption. With this scenario, we propose development of theory in Tanzania, as well as to supplement the scope of theory. In this effort, we concentrate on knowledge as most valuable asset for modern institutions as well for world (Connelly et al., 2012; Kakabadse et al., 2001), since, it has ability to develop the competencies (Zahra et al., 2006) and maintain competitive advantage (Dube & Ngulube, 2012). Therefore, knowledge sharing is important for the organization to withstand in the competitive edge (Foss et al., 2010), especially, in economic transition for enduring remarkable situation moves from lower income economy to middle income economy whereby knowledge acquiring and sharing within the government ministries and institutions is significant to establish the competencies which are important for competing (Uhlenbruck et al., 2003).

It is whole world problem, whereby administrators in developing economies experience reluctance from academic workers to acquire and disseminate knowledge within institutions (Hsu, 2006; Tsang et al., 2004). In Tanzania, knowledge management is not carried effectively, since it not regarded as important tool for keeping knowledge available to the community (Jain, 2007; Lwoga, 2011; Reza, 2008). Reluctance to obtain and propagate available new knowledge has undermined organizational learning abilities in Tanzania (Ha et al., 2008; Mushi & Oliver, 2009). Consequently, majority of the institutions in Tanzania have hindered in change inventiveness required for the development reforms. We consider this incident as fundamental hindrances to effective progress to competitiveness in the east Africa region in general, and particularly to the capability of the government organizations in Tanzania to appreciate the potential competition in the region and effect that inherent BRN model.

Despite its significance, rationally slight is known about knowledge sharing behaviour in Tanzania (Yonazi, 2011), there are few empirical studies of knowledge sharing related phenomena which have been conducted in Tanzania. Our intention to propose a theoretical framework including propositions that can emphasis for examining individual knowledge sharing behaviour in Tanzania empirically. The study also comprised with descriptions on the significance for expanding theory and exercise on knowledge sharing and provide fundamental considerations for undertaking research.

2. Knowledge sharing

Knowledge has been defined by different scholars, for Davenport, Prusak, & Webber, (1998) knowledge is information comprised with context that can be understood and experienced. Knowledge is categorized into two types which explicit and tacit knowledge, whereby explicit knowledge is knowledge that can be expressed in language and symbols. While, tacit knowledge which is exist in an individual minds and it is not easy to be codified. Managing tacit and explicit knowledge is an initiative which is recommended to the society (Alavi & Leidner, 2001) Since, knowledge is regarded as the most critical tool for generating wealth and fundamental instrument for business prosperity (Gera, 2012). Moreover, organizational prosperity relies on the ability of the organization to weight knowledge and yield worth from its knowledge assets. Thus, knowledge is considered as the source for remaining and gaining competitive advantage in the modern economy (Ho, 2013; Ikujiro Nonaka & Noboru, 1998). In this era of tremendous competition, shifting of market, and proliferated technologies, the prosperity organizations are the ones which are considering knowledge as intellectual capital. Furthermore, knowledge has been recognized in the theories of economic growth as the significant instrument of the performance of any nation (Bounfour & Edvinsson, 2005). In the countries which are in developing stage like Tanzania, the leveraging of the knowledge of the citizens will enhance these nations' wealth and inversing the descending economic twisting as well as overcoming tremendous reliance of these countries on well developed nations. Hence, developing countries should strive in the empowering people with knowledge through knowledge creation and dissemination to the entire citizens, rather than still begging monetary aid from donors which reduces dependent mind set among developing countries. By leveraging citizens with significant intellectual capital through sharing of knowledge, these countries will be able to stand on their own feet and to compete with industrialized nations in economic and political aspects (Ha et al., 2008)

Knowledge sharing is the process that involves knowledge creation, dissemination, and acquiring learning on shared knowledge. Sharing of knowledge can be taken place by exchanging tacit to tacit knowledge or tacit to explicit as well as explicit to explicit knowledge among community (Nonaka & Takeuchi, 1995). There are current studies that pledged interest on practices of knowledge sharing (Hicks, Dattero, & Galup, 2007). In fact, the importance of knowledge sharing have been portrayed intensively among practitioners and academicians (Sveiby & Simons, 2002). Thus, one of the significant role of knowledge management is to ensure intellectual capitals are existing beyond the organization limits.

It is considered that lacking of awareness on knowledge of other people and replicating projects leads most of the organizations to repeat wasting of the resources included financial resource (Robertson, 2002). In knowledge sharing involves knowledge transferring which is not on way movement of the knowledge, however, it is relying on give and gaining new knowledge from other people. Thus, it is regarded that knowledge transfer as the part of knowledge sharing enhance organizational learning capabilities (Riege, 2007). Moreover, knowledge sharing and knowledge transfer once are implemented effectively, they can facilitate competent development among those involve in transfer and sharing of knowledge, because of the tendency of offering gaining new insights, experts and knowledge. The value of knowledge based on knowledge transfer and sharing beyond organization boundaries (Reza, 2008).

Knowledge is created and shared by various methods, socialization is major method whereby knowledge is created and shared, and it is regarded to form platform on which people can learn from each other and knowledge can be created. And this created platform enriches internalization, externalization as well as knowledge combination. In fact, in all these process knowledge is created and shared. For the effective socialization which involves interaction in knowledge sharing, people should possess common interests. Furthermore, in order to create and share knowledge over socialization, externalization, combination and internalization, members involve in should have different understanding levels on specific part (Donate & Guadamillas, 2011) Since, it allows smooth knowledge movement from parts where knowledge is very rich to the poor knowledge parts (Iqbal, Toulson, & Tweed, 2011). Knowledge is valued when it is created, and shared among members, whereby new ideas and expertness are developed. (Davenport et al., 1998). Thus, by sharing knowledge, enhances members of society to have continues ability to create new knowledge and apply it for the betterment of national development (Lin, 2008; Park, Son, Lee, & Yun, 2009).

3. Theoretical framework for investigating knowledge sharing behaviour

The theory of planned behaviour (TPB) (Ajzen, 1991) is the most popular theory for predicting and explaining particular human behaviour (Ajzen, 2001). TPB is comprised with three categories of beliefs, which are personal beliefs which result conducive and unconducive attitude (beliefs) towards particular behaviour; second is normative beliefs considered as social pressure which produce subjective norms. They are beliefs around on other's expectations about particular behaviour; the last one is control beliefs which enhance perceived behavioural control, the extent to which an individual perceives easiness or difficultness in executing particular behaviour. These three components (attitude, subjective norms and perceived behavioural control) generate intention that results the human behaviour.

The theory of planned has been intensively employed to predict human behaviour, most studies on knowledge sharing intentions relying on information systems have utilised the TPB (Ruth C. May & Jr, 2013). However, there is few studies in knowledge sharing behaviour that utilized the components of TPB (Aktharsha, Ali, & Anisa, 2012; Auh & Menguc, 2013; Kuo & Young, 2008; Lin & Lee, 2004; Suppiah & Sandhu, 2011; Wu & Zhu, 2012; Zhang & Ng, 2012). This study is going to focus on significance of the findings and measurement of the previous studies. According to Lin & Lee, (2004) on their study which focused on managers' perceptions but the study relying on attitude, subjective norms and perceived behavioural control and ignoring intention to share knowledge as the component of the theory. Moreover, there are studies (Bock & Kim, 2002; Bock, Lee, Zmud, & Kim, 2005; Huang, Davison, & Gu, 2008) portrayed attitude, subjective norms and did not focus on perceived behavioural control as one among components of the TPB.

Another study was drawn by, Gagne, (2009) which provided conceptual expansion of the theory of planned behaviour by illustrating human resource management as one antecedent component of TPB model. Minbaeva & Pedersen, (2010) conducted empirical studies by introducing governance mechanisms as antecedents in the theory of planned behaviour. Their studies indicated that positive feedback has relationship with positive subjective norms and internal interaction mechanisms have correlation with higher PBC. On other hands, the external rewards on knowledge sharing have been revealed to have mixed results (Bock & Kim, 2002; Bock et al., 2005) and Chinese MBA students (Huang et al., 2008). Notably, Huang et al., (2008). Thus, it paves the way for extending the studies.

Despite Huang et al., (2008) portrayed relational and cultural considerations in investigating Chinese knowledge sharing, but the study did not displayed expectations in social level on what real enhances knowledge sharing behaviour. In fact, social norms are dominant for acknowledging attitudes and behaviours in the cultures which relaying on collectivism (Triandis, 1989), specifically, knowledge sharing behaviours in china and Tanzania.

Thus, there is creation of limitation on the scope of the conceptualization of the subjective norms element. This situation, it can be illustrated it is why Huang et al., (2008) revealed that subjective norms has no relationship with knowledge sharing intention, this is an encouragement for investigating subjective norms as components of TPB on knowledge sharing behaviour in Tanzania administrative fields for achieving BRN and other reforms. There are weaknesses on the relationship between knowledge owners and knowledge hunters in the knowledge sharing studied utilizing TPB (Ruth C. May & Jr, 2013), it paves the way to extend knowledge sharing theory by considering different cultural setting, as examined by (Foss et al., 2010b; Michailova & Hutchings, 2006), however, need comparative studies employing cross-cultural samples. There are few studies which have been conducted on knowledge sharing example (Jiacheng, Lu, & Francesco, 2010) relying only on subjective norms and attitude as the TPB mechanisms for enhancing intention to share knowledge among US and Chinese employees (Ruth C. May & Jr, 2013). The findings were related to the study carried by Bock et al., (2005) whereby, reciprocal relationship to share knowledge related with positive attitudes on knowledge sharing among Chinese people.

Despite availability of the data from different cultural setting for examining the impact of norms in social level on the intentions to share knowledge, but we question on the validity of findings in the context of the developing countries like Tanzania whereby culture and environment are different to the well developed countries. In the struggle to direct research on knowledge sharing behaviour in Tanzania, and expanding the probability of identifying similarities and differences between developed countries (USA, China, and Russia) and developing countries like Tanzania, we suggest to revise the theory of planned behaviour.

4. Propositions

TPB is considered as propositional theory since, it comprises several particular variables that are regarded to instigate intention and actual behaviour (Whetten, 2009). The theory of planned behaviour tends to stress TRA original theory by guiding in examining various categories of human behaviour, including knowledge sharing behaviour (Ruth C. May & Jr, 2013; Whetten, 2009). However, TPB can be amended and complemented in emphasising and improving the original theory by adding propositions in relation to the context of Tanzania (Ajzen, 1991; Trivedi, Shehata, & Mestelman, 2005).

In addition, the theory of planned behaviour can be adapted for effective examining knowledge sharing behaviour in Tanzania and helping the appreciating knowledge sharing in other cultural contexts and geographical setting. This study studied the model of the TPB and provided propositions on each the component of the theory in order to provide conceptualization.

4.1 Attitude and Knowledge sharing intention

Knowledge sharing behaviour is the situation whereby person tends to share knowledge with the members of the group (Aktharsha et al., 2012; Lin, 2008). It is considered that the concept of knowledge sharing behaviour has not been studied intensively (S. Hansen & Avital, 2005; Kim & Lee, 2013). In the past studies attitudes was illustrated as an indirect antecedent of knowledge sharing (Bock et al., 2005; Bock & Kim, 2002; Jiacheng et al., 2010; Kuo & Young, 2008). However, in the previous literatures indicated that an empirical relationship between attitudes and knowledge sharing behaviour was not exhausted enough. Therefore, there is need for more investigations to indicate the empirical relationship between attitudes and knowledge sharing behaviour. Attitudes refers to the behavioural beliefs which influence on positive or negative perception on the consequences of the particular behaviour (Fishbein & Ajzen, 1975). Attitudes regarded as important component that can influence intention to share knowledge than subjective norms (Zhikun & Fungfai, 2009).

There are number of studies that established empirical relationship between attitudes and intention to share knowledge(Bock et al., 2005;Bock & Kim, 2002; Huang et al., 2008; Kuo & Young, 2008). Therefore, based on this understanding the following is proposition formulated.

P1. There is positive significant relationship between attitudes and intention to share knowledge among Tanzanians.

4.2 Subjective Norms and knowledge sharing intention

Subjective norms refer to the way that we think other people expect us to act(Wei, Stankosky, Calabrese, & Lu, 2008). Subjective norms are considered as perceptions of the social pressure to conform to the expectations others about performing of the behaviour. In fact, subjective norms should influence person to execute particular behaviour(George, 2005). The previous studies indicated that subjective norms are significant tools for determining behaviour intention. Moreover, a positive correlation found between subjective norms and intention on knowledge sharing (Zhikun & Fungfai, 2009). Some of the previous studies which employed TPB (Ajzen, 1991) to establish emperical relationship between subjective norms and intention towards knowledge sharing revealed subjective norms having weak influence on knowledge sharing behaviour and ingeneral depicted mixed results(Bock et al., 2005; Huang et al., 2008; Jiacheng et al., 2010). These findings rising a lot of questions, whether the most of studies on TPB investigation were conducted in western countries which characterised with individualistic culture, whether, due to the issues of analysis or sampling. There is highly requirement to establish more measurement and conceptualization of the subjective norms components of TPB (C. J. Armitage & Conner, 2001). Therefore, there is lope hole for extending of theory in different cultural context and geographical setting (Ajzen & Fishbein, 2005) and we consider that Tanzania obliges as a perfect and appropriate setting for further investigation. Thus, relying on that explanations the following is an established proposition

P 2. There is positive significant relationship between subjective norms and intention to share knowledge among Tanzanians.

4.3 Perceive behavioural control and knowledge sharing intention

Perceived behavioural control (PBC) refers to an individual perception on easiness or difficultness in executing particular behaviour (Ajzen, 1991). Perceived behavioural control has been employed intensively in social cognition models to anticipate health behaviour (Armitage & Conner, 2000). TPB is considered to influence intention and behaviour (Armitage & Conner, 2001). Moreover, there are empirical evidences that indicated perceived behavioural control has significant relationship with knowledge sharing intention (Aktharsha et al., 2012; Jeon, Kim, & Koh, 2011;Lin & Lee, 2004; Shirani, 2012), employees in the oil industry (Tohidinia & Mosakhani, 2010). Furthermore, PBC has been revealed to the knowledge sharing behaviour among employees of construction sectors (Zhang & Ng, 2012). Therefore, basing on these arguments the following is proposition.

P3. There is positive significant relationship between perceived behavioural control and intention to share knowledge among Tanzanian.

4.4 Assessment of knowledge provider and knowledge seeker.

Social cultural norms are emphasized by control beliefs, it is regarded that the relationship between knowledge provider and knowledge seeker can encourage group knowledge sharing in Tanzania. Group refers to the

gathering of people with common interests and to be sympathy and sensitive to each other (Triandis, 1989) group to share knowledge more in group than out group, this is due to the perception of group membership. This creates variation on knowledge sharing between collectivist and individualist cultures (Gelfand, Nishii, & Raver, 2006), whereby people in collectivist culture tend to share knowledge than in individualistic culture (Chow, Deng, & Ho, 2000).

Long-time interactions among members of the organization result relation which latter develops institution trust (Rousseau, Sitkin, & Burt, 1998). Consequently, it leads emerging of faith intentions between knowledge provider and knowledge seeker. Moreover, interactions enhance dependency, and trustworthiness, eventually, result knowledge sharing (Dixon, 2002). However, in the context of the Tanzania depicted there minimal trust among members on the issue of knowledge sharing (Mushi & Oliver, 2009), which necessary for carrying out effective business in struggling economies((Ruth C. May & Jr, 2013) like Tanzania. In fact, interpersonal relationship plays significant role on knowledge sharing (Hutchings & Michailova, 2004). It is developed by shared norms and values (Puffer & McCarthy, 1995).

According to McGuire & Hutchings, (2006) illustrated that knowledge sharing among Chinese and Russians, whereby Chinese tend to share knowledge with members whom they have relationship and not involve in developing new relationship through knowledge sharing (Huang et al., 2008). In the context of Tanzania developing trust among members is considered as means to enhance knowledge sharing (Mushi & Oliver, 2009). Since, it may grow perception of reciprocity. Therefore, getting along with the theory of social exchange(SET) (Blau, 1964) reciprocity among members executes significant mechanism to facilitate knowledge sharing in Tanzania. Huang et al., (2008) depicted that knowledge sharing developed individual image, due to the owning positive attitude towards knowledge sharing in China, though, on other hand can enhance losing of power. Trust among member eliminates all sort of inappropriateness or abused of share knowledge (Mcevil et al., 2003)Revising knowledge sharing behaviour in Tanzania context offers an opportunity to test TPB in different cultural context and geographical setting in order to generalize the findings. This study extend TPB model by proposing interpersonal dependency towards knowledge sharing as emphasises in open performance review appraisal system (OPRAS) for Tanzania. TPB model yet does not contain interpersonal dependency component, it can be justified theoretically in different cultural context, but specifically in Tanzania.

According to Nonaka & Lewin, (1994) emphasised individual awareness on possessing of knowledge and willingness contribute to the knowledge sharing. Though, researchers have established much attention on antecedents of knowledge sharing, little is known about interpersonal dependency and knowledge sharing, particularly in Tanzania. Most of studies relying on dyadic relationships at the place of work (Eberly et al., 2011; Ferris et al., 2009; Hansen et al., 2005)particularly in knowledge sharing context Hansen et al., (2005) in their study revealed that dyadic relationships have significant relationship with knowledge seeking.

Furthermore, people are extreme willingness to involve in knowledge sharing with intimate members (Ford & Staples, 2010), however, distant members are unlikely to share knowledge (Cyr & Choo, 2010). Although there are remarkable recommendations on carrying knowledge sharing studies by considering particularistic approach like Tanzania context. Thus, relying on those discussions the following are propositions.

P4. There is positive relationship between collectivist culture and intentions to share knowledge in Tanzania.

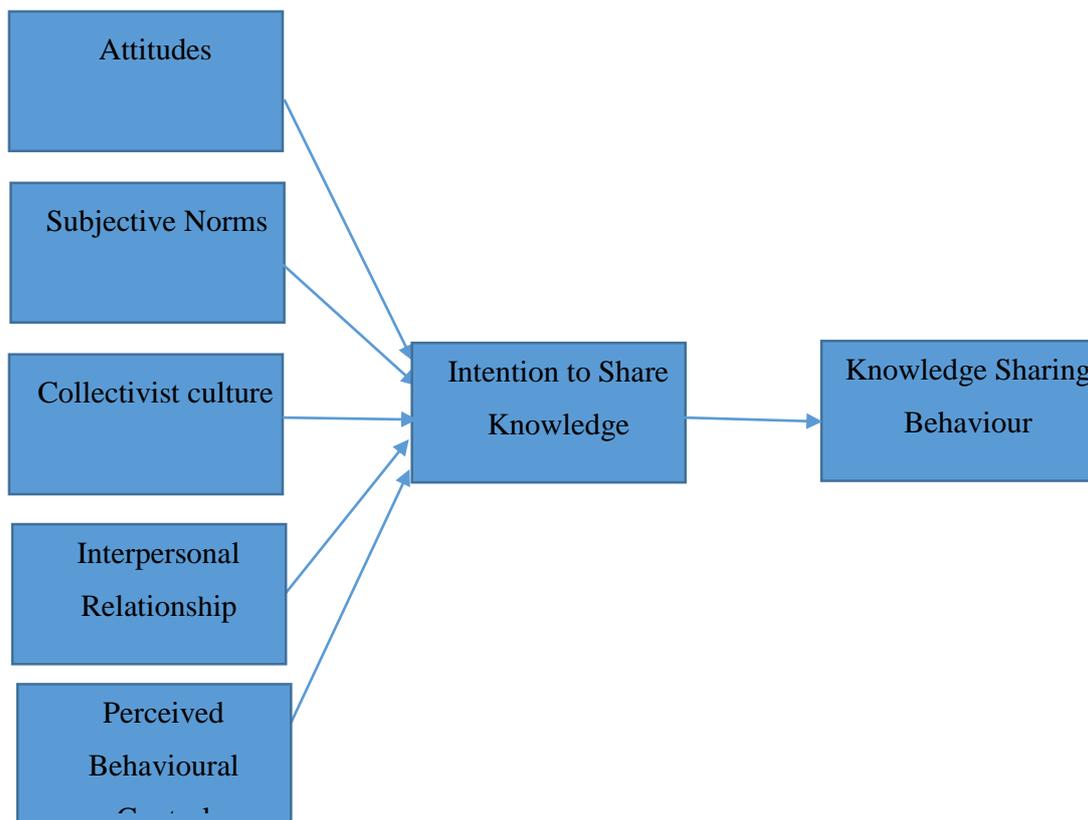
P5. There is positive significant relationship between interpersonal dependency and intentions to share knowledge in Tanzania.

4.5 Intentions and knowledge sharing behaviour.

Intentions refers to the willingness towards knowledge sharing among organizational employees (Alhalhouli, Bin, Hassan, & Abualkishik, 2013).Intentions are regarded to be enhanced by attitudes, subjective norms and

perceived behavioural control the components of TPB (Ajzen, 1991). Intentions are major mechanisms that can predict human behaviour (Albarracín et al., 2001; Armitage & Conner, 2001; Kwok & Gao, 2005; Reychav & Weisberg, 2010). Thus, there are several studies that indicate intentions the components of TPB revealed significant relationship with knowledge sharing behaviour(Bock & Kim, 2002; Chen & Chen, 2009; Ford & Staples, 2010; Huang et al., 2008). Due to the supports from empirical evidence the study is proposing the following proposition as follows:

P6. There is positive significant relationship between intentions and knowledge sharing behaviour in Tanzania.



Source: Ajzen & Fishbein, (2005)

5. Implication and direction for further studies

This study provided suggestions for examining extended propositions, the study first emphasised on revising the components of TPB in relation to the knowledge sharing intentions and actual knowledge sharing behaviour in the context of Tanzania. Then, the study suggests testing of collectivist culture and interpersonal relationship as additional components to the TPB on knowledge sharing intentions.

Moreover, there are significant issues related to market and reform practices in Tanzania, which indicate there is highly knowledge requirement that can be spread through knowledge sharing among actors of the reforms. Thus, it is more suitable to include the use of collective culture and interpersonal relation as the tools for enhancing knowledge sharing among members and to reveal differences on the knowledge sharing practices between western countries and developing countries like Tanzania.

On how to achieve the target of the study, researchers will require contacts within Tanzania in order to protect target sample and will need to ensure anonymity in order to overcome sort of response biases as well to secure

participation. We emphasize on the significance of comparative studies utilizing different culture samples specifically Tanzania context with developed countries. Thus, Tanzania considered as suitable for cross cultural exploration in the studies of knowledge sharing.

The TPB model needs analytic data techniques to enhance testing of the sample to determine knowledge sharing dimensions. The study proposed multi-group structural equation modelling as analytical alternative. The study provided conclusions on propositions testing which reveal significant implication for developing theory, basically on the use of TPB components and additional factors as the foundational elements in influencing knowledge sharing directly and indirectly.

5.1 Implication of the Study and Suggestion for Future Studies

Social norms are major factors that can be considered to influence knowledge sharing intentions among group members, thus, it enhances to study knowledge sharing theoretically and provides potential contribution to established theory. Most studies on established theorist concentrate more on the culture of an organization and paid little emphasis on social culture (Ruth C. May & Jr, 2013). This study on the abandoned link which relying on cultural and historical factors, including personal attitudes interpersonal relationship as well as intentions (DiMaggio & Powell, 1991), notwithstanding of the proof on the influence of knowledge management in different settings (Foss et al., 2010b; Michailova & Hutchings, 2006). Therefore, in addition to potential development of the knowledge sharing theory, there is highly requirement to link established theory in consideration of developing countries like Tanzania, in essence that could assist to illustrate the relationship on knowledge sharing and the consequences. Remarkably, Ajzen, (1991) emphasised addition of new beliefs and other components in TPB in order to indicate capability of explaining intentions and behaviour, due to that study introduced collectivist culture and interpersonal relationship as additional variables in TPB to predict and explain knowledge sharing intention and behaviour in the context of Tanzania. Thus, the addition of collectivist culture and interpersonal relationship factors might strength TPB to influence knowledge sharing behaviour, hence appreciating knowledge sharing.

Furthermore, various characteristics of knowledge considered to be significant, for example, how knowledge is complex and it might be utilised can enhance knowledge sharing (Andrews & Delahaye, 2000), it may be significant in Tanzania than in other contexts, particularly western countries. Additionally, there are various factors that influence knowledge sharing intentions. According to Bock et al., (2005) portrayed organizational climate as critical factor that influence knowledge sharing intentions, but there are questions about the comparative significance of insights and impartial conditions. Ajzen & Fishbein, (2005) debated that, the extent to which perceived behavioural control of individuals is judgement, it may be a substitute for actual control, and helpfully used to forecast behaviour.

Despite the study relied knowledge sharing intentions, (Ajzen & Fishbein, 2005) illustrated that when an individual is not capable to execute necessary control, it leads intentions not to exert actual behaviour. Thus, should be available structural, technological and procedural factors that assist strong control in order to influence intentions to perform knowledge sharing behaviour (Ruth C. May & Jr, 2013).

Appreciating the relationship between knowledge holders and seekers should be emphasized by information management scholars, but in order to reach its complete prospective, the study needs data from various individuals within across organizations and countries to conclude differences at the individual, and organizational levels (D. . Minbaeva, 2007). TPB is considered as most suitable theoretical framework to direct this investigation and inclusion of interpersonal relationship and cultural collectivist as addition elements to TPB which has not been conducted intensively in the current studies. Johns, (2006) contended that situational variables influence variables at analysis levels and (Foss et al.2010) addressed the challenges of knowledge

sharing investigation on individual and organizational levels. Various thoughts offer interesting opportunities for investing knowledge sharing in developed countries and developing countries by focusing individual level and organizational levels.

5.2 Practical Implications of the Study

When propositions in the reviewed TPB model there are significant implications for practice in private and public organizations in context of Tanzania, by focusing on their workforces in order to realise organizational and national goals like BRN. Indication of reluctance on knowledge sharing among subordinates and knowledge holders is considered to be common in Tanzania which challenges towards effective achievement of the reforms. It will be impossible to change Tanzanian management and employees on the ways they communicate and share knowledge in organizations. However, there is need of dramatic change in the mind-set of top management and employees in general in order to enhance knowledge sharing towards successful achievement of BRN strategies in Tanzania.

Moreover, propositions of this have significant implications to the world in general and particularly for the Tanzanian economic reforms, which require more knowledge under knowledge sharing practices. In fact propositions will enable to understand individual beliefs and cultural characteristics towards knowledge sharing behaviour that will act as guidelines for top managers in boosting knowledge sharing among subordinates in order to achieve both organizational and national goals. Therefore, on how to achieve effective knowledge sharing, such factors which are trust, organizational culture and appreciation of personal initiatives are most important considerations which should be kept in mind by top managers (Ruth C. May & Jr, 2013).

Furthermore, for practical approaches in emphasising knowledge sharing among Tanzanian employees, top managers should promote forceful leadership which relying on respecting authority and power as mechanisms for establishing knowledge sharing and stick for those reject to share knowledge with their co-workers (Michailova & Husted, 2003). According to Borges, (2013); Holste & Fields, (2010); May, (2004), advocates that organizations should create strategic teams which comprised with representatives from each department in order to ensure continuous explicit knowledge sharing. In fact, the teams will facilitate creation and sharing of new knowledge among members as an agreement within and across organizational departments. Such formalized practices that will fit Tanzanian collective culture, eventually leads to effective knowledge sharing among organizational members. In addition, organizational should reward by relying group performance in order to promote knowledge sharing among members. Hutchings & Michailova,(2004). Generally, those strategies will enhance effective and efficient releasing of national vision and reforms. Ability of Tanzanian organizations to learn and adapt is connected to the achievement of BRN strategies.

6. Summary and Conclusions

The study started by providing background on Big Result Now (BRN) as an adopted model. It also discussed on the concept of knowledge and knowledge sharing, following with theoretical framework for examining knowledge sharing behaviour. Furthermore, the study illustrated propositions to be tested. Moreover, there are implications of the study. Finally, the direction for future study to extend knowledge sharing theory.

In fact, much will be achieved by studying knowledge sharing behaviour in the Tanzanian context. Developing theory in Tanzania setting is much required, but the theory can stretched through indigenous research in Tanzania that prosperities knowledge sharing and information management theory intensively. Thus, to appreciate Tanzanian assurance, knowledge sharing theory should discourse extensive focus context and BRN.

Tanzania may work as beneficial foundation for developing theory that can contribute to the body of knowledge and enhance superior management practices.

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