Afr. J. Lib. Arch. & Inf. Sc. Vol. 24, No. 2 (October 2014) 123-134

Attitude, Perceptions and Motivation towards Knowledge Sharing: Views from Universities in Kwara State, Nigeria

O. W. Bello and Rafiat A. Oyekunle
Department of Information and Communication Science
University of Ilorin
Ilorin, Nigeria
laibello@yahoo.com
ummusumarayya1@yahoo.com

Abstract

Knowledge sharing is envisaged as an important and natural activity in the knowledge-based environment such as a university where knowledge production, distribution and application are ingrained in the institution, signifying the eagerness of academics to share knowledge. The purpose of this paper is to examine the attitude, perceptions and motivation towards knowledge sharing among faculty members in the universities in Kwara State, Nigeria comprising two government and two private owned universities. Another objective is to emphasise the significant role attitude, intention and intrinsic motivation play in knowledge sharing. A survey collection method comprising a 21-item questionnaire was used. The findings revealed, that attitude is significantly associated with intention to share knowledge; intention is significantly associated with knowledge-sharing behaviour; and , intrinsic motivation is significantly associated with knowledge-sharing behaviour. The findings of the study provide insights into faculty members' attitude, intention and motivations towards knowledge sharing and strategies for enhancing knowledge sharing in institutions.

Keywords: Knowledge Sharing, Knowledge Management, Attitude, Perception, Motivation, Intention, Higher Institutions.

Introduction

Knowledge Management (KM) can be described as a collection of practices used by individuals and organisations to identify, create, represent and distribute knowledge (Aamir et al, 2009). To this end KM may be defined as doing what is needed to get the most out of knowledge resources. As economies are now referred to as knowledge based, knowledge is regarded as one of the most important strategic resources in various facets of our day-to-day life. Organisations (commercial and academic) now base their capabilities on the distinct competencies in sharing and integrating information and knowledge. Majority of researchers and practitioners consider sharing knowledge as positively related with the performance of the organisation by increasing organisation's resources and reducing the time wasted in trial and error (Aamir et al, 2009). Sharing of knowledge is considered as one of the cardinal points of knowledge management; and to this end, it is a well, discussed component of knowledge management.

Sohail and Daud (2009) posited that knowledge sharing is a very important unit of the knowledge management system in any organisation. The vast availability of knowledge, especially through the use of information and communication technologies (ICTs), is increasing peoples' value for knowledge and by extension is contributing to the increasing importance of knowledge sharing. It has been identified in the literature that knowledge sharing is an important component of the knowledge management paradigm (Sohail and Daud, 2009). The knowledge-based nature of institutions of higher learning makes knowledge sharing very essential as most players (students, lecturers and administrators) in institutions of higher learning are knowledge workers and knowledge inclined. In the context of universities as a centre of knowledge, knowledge

sharing among knowledge holders may help in improving knowledge status within the university environment, hence the need for this research. The objectives of this study therefore were to:

- understand the attitude and perception of faculty members towards knowledge sharing;
- determine the relationship between attitude and intention of faculties to share knowledge, the relationship between intention and knowledge sharing behaviour, and the relationship between intrinsic motivation and knowledge-sharing behaviour of faculty members.

Literature Review

Knowledge Management Versus Knowledge Sharing

Knowledge management (KM) refers to the overall process of activities affecting knowledge: creating, capturing, identifying, organising, storing, representing, transferring, and reusing knowledge. Several definitions are proposed for knowledge management. According to Basu and Sengupta (2007), knowledge management can create a competitive advantage for academic institutions, if utilised appropriately. This is possible since the knowledge created and stored will serve as the repository to benefit scholars and researchers to advance the knowledge cycle and to distinguish the institution in the academic market place. Knowledge management is also seen as the process through which organisations generate value from their intellectual and knowledge-based assets.

In contrast, "knowledge sharing" according to Allameh and Ahmad (2012) consists of a set of behaviours containing knowledge and information exchange and helping others in this respect. To Zawawi et al (2011), knowledge sharing is the social interaction culture, involving the exchange of knowledge, experience and skills through individuals or the organisation as a whole. The goal of knowledge sharing is to convey the knowledge and experiences of people and keep them as organisational resources and wealth in order to increase and materialise the organisational effectiveness (Allameh and Ahmad 2012). Seonghee and Boryung (2008) see knowledge sharing as a state of being aware of knowledge needs, constructing technical and systematic infrastructure, and making knowledge available to others who need it. In addition, knowledge sharing happens when an individual tends to get help and learn from others to develop new competencies.

Cheng, Ho and Lau (2009) explain that there are two non-exclusive ways of knowledge sharing, i.e. closed-network sharing (person-to-person sharing) and open-network sharing (sharing through a central open repository). In the closed sharing model, an individual has the freedom to decide the mode of sharing and choose partners to share his or her knowledge. This type of interaction allows more personal touch and more directed sharing is expected. Many factors would explain the success of the sharing activity in this model, including personal relationship and trust. On the other hand, the open-network sharing refers to the sharing of knowledge among members of a group through a knowledge management system, typically a central database system. It involves multiple individuals sharing multiple knowledge assets in the system. Knowledge asset in this form of sharing carries the characteristics of a public good, thus insufficient voluntary sharing is anticipated (Müller, Spiliopoulou and Lenz, 2005).

Attitude towards Knowledge-Sharing Behaviour

The Theory of Planned Behaviour (TPB) has been one of the most influential theories in explaining and predicting behaviour, and it has been shown to predict a wide range of behaviours (Sheppard, Hartwick, and Warshaw, 1988). TPB is an extension of the researcher's earlier work... Theory of Reasoned Action (TRA). TPB posits that individual's behaviour is determined by behavioural intention and perceived behavioural control. According to Ajzen (1985), behavioural intention is determined by attitude toward behaviour (ATT), subjective norm (SN), and perceived behavioural control (PBC). Attitude toward behaviour reflects one's favourable/ unfavourable feelings of performing a behaviour. Subjective norm reflects one's perception of relevant others' opinions on whether or not he or she should perform a particular behaviour. Perceived behavioural control reflects one's perceptions of the availability of resources or opportunities necessary for performing a behaviour (Ajzen and Madden, 1986).

Attitude has long been shown to be significant predictors of organisational behavioural intentions, and this relationship has received substantial empirical support. Bock, Zmud, Kim and Lee, (2005) conducted a survey with thirty organisations to test a knowledge sharing model, and the results suggested that attitude toward knowledge sharing positively and significantly influences behavioural intention. Also, based on the theory of reasoned action, Kwok and Gao (2005), investigated the attitude of individuals towards knowledge sharing by examining three variables, namely extrinsic motivation, absorptive capacity and channel richness as influential factors affecting people's attitude towards knowledge sharing. A structural survey was conducted to test the relationships between attitude and the three variables. The results showed that extrinsic motivation imposed no impact on an individual's attitude towards knowledge sharing while the other two factors played a significant part.

Intention to Share Knowledge

Intention has long been found to be significantly associated with actual behaviour (Chen, Chen and Kinshuk, 2009). The theory of planned behaviour by Ajzen (1991) explains that behavioural intentions are motivational factors that capture how hard people are willing to try to perform a behaviour. In addition, Theory of Planned Behaviour suggests that behavioural intention is the most influential predictor of behaviour; after all, a person does what she intends to do (Pavlou and Fygenson, 2006). There is also substantial empirical support that confirms the relationship between the two variables, i.e. intention and behaviour (Pavlou and Fygenson, 2006; (Sheeran and Orbell, 1999).

Intrinsic Motivation for Sharing Knowledge

Ordinarily, individuals engage in an activity when they expect to gain economic benefits such as increased pay, bonuses, job security, or career advancement. As contained in the Economic Exchange Theory, individuals behave based on rational self-interest (Lin, 2007). In knowledge sharing activity, people get back something in exchange for what they have contributed as cost e.g. time, energy, potential loss of ownership and power, and this is referred to as extrinsic motivation. Based on the Economic Exchange Theory, Lin (2007) posits that individuals are willing to transfer their knowledge since they expect benefit. Previous researches in knowledge sharing have identified extrinsic motivators to include organisational rewards, expectations of reciprocity, reputation and loss of knowledge power (Kankanhalli and Kwok, 2005) and intrinsic motivators to be pro-social behaviour, altruism, enjoyment in helping others and community advancement (Wasko and Faraj, 2000). A number of studies found no relationship between extrinsic motivation and knowledge sharing intentions or attitudes toward knowledge sharing (Kwok and Gao, 2005). However, there are studies that have shown that people are willing to share knowledge because they feel satisfied with their immediate needs. They are ideally motivated by achieving their self-defined goals and fulfilling tasks. Lin (2007) states that people who engage in an activity for their own sake, out of interest, or for the pleasure and satisfactions derived from the experience are known as people who are intrinsically motivated.

The 'intrinsic motivation' as a construct is based on the concept of altruism. Altruism exists when people perform a behaviour intending to benefit others without expecting anything in return.

People help others because they draw intrinsic enjoyment from helping others (Kankanhalli and Kwok, 2005). According to Kollock (1999), individuals share knowledge because they believe helping others with challenging problems is interesting and because helping others make them feel good. Thus, by fulfilling their own altruistic and pro-social motives, people derive intrinsic enjoyment. In addition, Welschen, Todorova and Mills (2012) brought together insights from motivational research, Self-Determination Theory and the Theory of Reasoned Action. Their study investigated the links between intrinsic motivators and knowledge sharing. Survey data collected from knowledge workers were analysed using partial least squares, and the results showed that self-efficacy, meaningfulness and impact are important motivators of attitude towards knowledge sharing, which in turn impacts intention to share knowledge.

Based on the theories reviewed from the literature and modified to suit the study for university academics, the research framework designed for the study is presented in Figure 1.

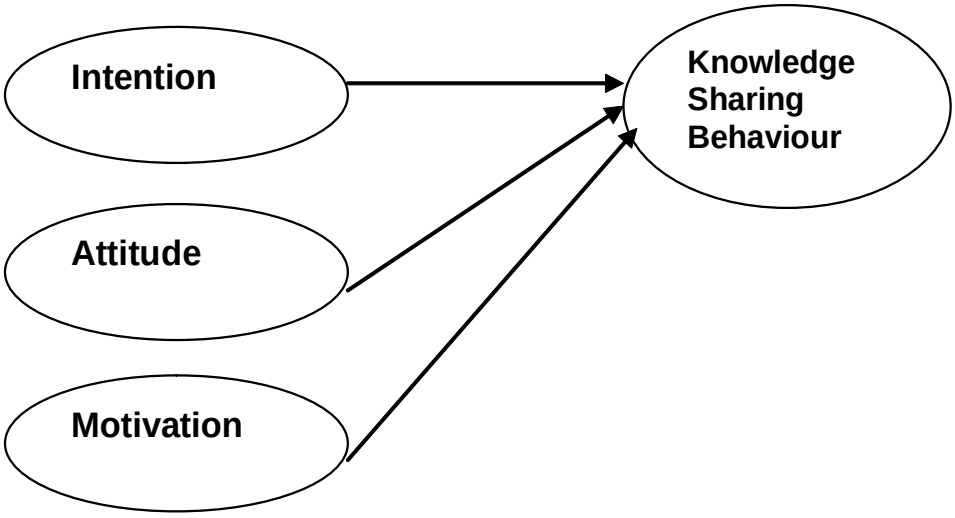

Figure 1: Research Framework

Consequently, three factors were considered as independent variables (attitude, intention and intrinsic motivation) in this study, and the researchers examine the effect of these variables on the dependent variable, which is the knowledge-sharing behaviour of university faculty members. The relationship between attitude and intention of faculties to share knowledge, the relationship between intention and knowledge-sharing behaviour, and the relationship between intrinsic motivation and knowledge-sharing behaviour of faculties are thus examined.

Development of Hypothesis

Following the Theory of Planned Behaviour, attitude towards knowledge sharing is formed from behavioural beliefs and refers to the degree of positive/negative feelings an individual has towards the intention to share knowledge with other members of the organisation. Higher attitudinal disposition towards knowledge sharing should increase knowledge-sharing intention. Thus it is hypothesised that:

> *H1. There is a significant relationship between attitude of faculty members toward knowledge sharing and their intention to share.*

Knowledge-sharing behaviour of an individual is theorised to be collectively determined by his/her intention towards knowledge sharing. Knowledge-sharing behaviour is the degree to which knowledge worker actually shares knowledge with other members of his/her faculty. Intention measures individual's readiness to engage in knowledge sharing. Consistent with TPB, it is expected that favourable intention to share knowledge will lead to greater sharing of knowledge. Thus it is hypothesised that:

> *H2. There is a significant relationship between faculty members' intention to share knowledge and their knowledge-sharing behaviour.*

Behaviour is autonomous to the extent an individual experiences choice and acts with a sense of true volition because of the personal significance of the behaviour. An example of autonomous motivation is intrinsic motivation, for example, when individuals engage in knowledge sharing voluntarily because they find it interesting, they are sharing the knowledge entirely volitionally. Wasko and Faraj (2000) observe that individuals are intrinsically motivated to share knowledge with others because they derive enjoyment in helping others. Participants are motivated to share knowledge with others because they consider helping others and sharing knowledge "is the right thing to do." People feel that they are morally obligated to share knowledge in order to contribute positively to the community

advancement. By fulfilling their own altruistic and pro-social motives, people derive intrinsic enjoyment. The third hypothesis therefore predicts that:

> *H3. Intrinsic motivation of faculty members will significantly affect their knowledge-sharing behaviour.*

Research Methodology

The study employed a survey design. The sample was initially stratified across university type delineated by ownership. In this study, the ownership structure explored was that of government and private. From four Nigerian universities (2 private and 2 public), five hundred faculty members made up of graduate assistants to professors were randomly selected. Employing questionnaire as the data-gathering tool, a total of 500 copies of the questionnaire was administered. Out of the 500 copies of the questionnaire, 388 were returned, giving a response rate of 77.5%.

The questionnaire used as survey instrument for this study was made up of 21 items in 2 different sections. The first part of the questionnaire labelled as section A comprises 5 items. This section was designed to elicit educators' demographic characteristics. Section B of the questionnaire was made up of 3 subsections and 16 items which consisted of multiple choice questions to measure knowledge-sharing behaviour of faculty members in their teaching, research and professional activities. The subsections are: Attitude, Intention and Motivation for knowledge sharing. A Likert scale response pattern was used for the set of questions here. The response options are: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. They were weighted 5, 4, 3, 2, and 1 respectively.

The data collected were analysed using the Z-test of proportion between population and sample means, and Z-test of significant difference between two independent means. All tests were carried out at the 0.05 level of significance. To test the instrument for reliability, the questionnaire was initially circulated to 30 faculty members in the four different universities to determine the understandability of items included in the questionnaire, as well as to incorporate any useful suggestions that the faculty members might offer. Based on the feedback obtained, the instrument was modified for improvement through rephrasing and rewording. The reliability of items in section B of the questionnaire was measured using Cronbach's alpha. Alpha values obtained ranged from 0.71 to 0.85. The results of Cronbach's coefficient alpha are given in table 1 below.

Table 1: Reliability Analysis

Variables	Number of Items	Alpha
Attitude	6	.79
Intention	5	.85
Motivation	5	.71

Presentation and Discussion of Findings

The sections that follow present the findings.

Demographic Information of Respondents

Demographic information of the respondents to the survey was obtained. The result showed that more male (61.6%) faculty members participated in the survey compared to their female counterparts (38.4%). A total of 30 respondents representing 7.7 % had Bachelor's degree as their highest educational qualification; almost half of the respondents (48.5%) had Master's Degree and the rest had doctoral degree. More of the respondents are from faculty members teaching in government-owned universities (63.4%). The number of years of experience varied, but those with 5 to 10 years of experience (30.0%) had the highest percentage.

Table 2: Demographic Information

Variable	Classification	Frequency	Percentage
Gender	Male	239	61.6
	Female	149	38.4
Highest Educational Qualification	Bachelor's Degree	30	7.7
	Master's degree	188	48.5
	Doctoral degree	170	43.8
Status	Graduate Assistant	30	7.7
	Assistant Lecturers	84	21.6
	Lecturer II	63	16.2
	Lecturer I	96	24.8
	Senior Lecturer	85	21.8
	Associate Professor	18	4.6
	Professor	13	3.3
Institution Type	Public	254	65.5
	Private	134	34.5
Teaching Experience (in years)	Above 20 years	47	12.1
	16 – 20 years	90	23.3
	11 – 15 years	75	19.2
	5 – 10 years	117	30.0
	Under 5 years	99	25.4

Knowledge-Sharing Behaviour as a Function of Institution Type

One of the questions this paper seeks to answer is whether there is a significant impact of type of institution on the knowledge-sharing behaviour of faculty members. The researcher is interested in knowing whether there is a significant difference between knowledge-sharing behaviour of faculty members working in public universities and those working in private universities. To answer the question, an independent sample t-test was carried out on the data. Table 3 shows that the mean values of knowledge-sharing behaviour of faculty members working in the two types of universities are closely related. The t-test (table 4) also confirms this insignificance with p-value (0.687) greater than 0.05. The result therefore indicates that there is no significant difference between knowledge-sharing behaviour of faculty members working in public universities and those working in private universities. Going by the findings of Wasko and Faraj (2000) who observed that individuals are intrinsically motivated to share knowledge with others because they derive enjoyment in helping others, the type of institution does not have any impact on knowledge-sharing behaviour.

Table 3: Group Statistics

	Type of University	N	Mean	Std. Deviation	Std. Error Mean
Knowledge-Sharing Behaviour	Public	254	4.0362	.80190	0.0503
	Private	134	4.0690	.84598	0.0731

Table 4: Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig	T	Df	Sig. (2-tailed)
Knowledge Sharing Behaviour	Equal Variances Assumed	.08879	0.7659	-0.2038	384	0.8386

Years of Experiences and Knowledge-Sharing Behaviour

The second research question in this study sought to explore the influence of faculty members' teaching experience on their knowledge-sharing behaviour. A one-way ANOVA was employed for this purpose. Result in table 5 shows that there is a significant difference between knowledge-sharing behaviour of faculty members and different teaching experience (p-value 0.027>0.05).

Table 5: ANOVA Analysis

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	6.910	4	1.727	2.878	.0275
Within Groups	229.849	383	0.600		
Total	236.759	387			

In a bid to explore further where the difference in knowledge-sharing behaviour due to years of experience lies, a Duncan's range test carried out showed no significant difference was observed within groups but significant difference was indicated between groups with regard to knowledge-sharing (table 6). The results show that faculty members having more than 20 years experience and those with less than 5 years experience (group 2) reflect higher degree of knowledge sharing behaviour. The result might be the reflection of the fact that new faculty members are most normally likely to relate more with people they met on ground for the purpose of getting acquainted with their job and wanting to understand their new working environment, among others. For those more than 20 years on the job, they are most likely to be very senior faculty members who are most likely to be in the position to mentor other faculty members. This is the reason why some research has focused on retaining and engaging older workers so that organisations can take advantage of their experience and knowledge.

Table 6: Duncan's Range Test

Teaching Experience (in years)	N	Subset for alpha = .05	
		1	2
16-20	71	1.7893	
5-10	113	1.8826	
11-15	67	1.8858	
More than 20	58		2.3168
Less than 5	79		2.4836
Sig.		.067	.524

Analysis of the Hypotheses

Item analysis with a median of 2.5 was used to explore the degree of consensus on the items of each variable (attitude, intention and intrinsic motivation). Review of the item statements related to the attitude of educators shows that in general most faculty members have a positive attitude towards knowledge sharing (table 7); all respondents expressed their agreement that sharing knowledge can result in professional development and better performance in their job; almost 97% believed that sharing knowledge and experience leads to learning new knowledge and knowledge production. On the other hand, almost one-third of faculty members (29.1%) showed their agreement with the item statement that sharing knowledge and transferring experience provides a condition of misusing knowledge. This may be due to the lack of trust that faculty members might have towards their colleagues in which the latter might be misusing their knowledge, or because of lack of trust in validity and accuracy of their colleague's knowledge. Researchers have placed trust as an important facilitator and determinant in knowledge sharing, as employees require the existence of trust in order to respond openly and to share knowledge (Lin and Tseng, 2005; Bakker, Leenders, Gabbay, Kratzer, and Engelen, 2006).

In terms of the intention to share knowledge (table 8), faculty members across the universities showed high consensus of agreement on the statement "I am willing to share knowledge and experience which I acquired in teaching, research and professional activities" (95.7%) and "When my colleagues face a problem I try to help them as much as I can" (97.9%). Also, about 80% of them disagreed with the statement, "When I take part in meetings and seminars, I don't consider it necessary to tell my colleague about the results." In general, the results showed that most faculty members in this study had the intention to share knowledge with their colleagues. A high majority of faculty members agree on the intrinsic motivation for sharing knowledge, particularly the statements: "I am willing to share knowledge because I believe its outcome is achievement and success" (95.7%) and "I am willing to share knowledge because I enjoy helping others" (90.4%). Also almost 85% of educators like to share knowledge for the sake of solving colleagues' problems. On the other hand, the two item statements that obtained the lowest agreement consensus were, "I am willing to share knowledge because I can obtain reputation" (50.6%) and "I am willing to share knowledge as it makes my colleagues know more

Table 7: Item Analysis of Faculty Members' Attitude towards Knowledge Sharing (N=388)

Aspect	Item Statement	Frequency and Percentage					Mean
		SA	A	N	D	SD	
Attitude towards knowledge sharing	Sharing knowledge in teaching and research is followed with professional development and better performing.	263 (67.7%)	125 (32.3%)				3.19
	Sharing knowledge and experience leads to learning new knowledge and knowledge production.	221 (57%)	254 (39.8%)	8 (2.2%)			
	Sharing teaching materials with colleagues saves time.	192 (49.5%)	167 (39.8%)	25 (6.5%)	4 (1.1%)		
	Sharing knowledge and transferring experience provides a condition of misusing for colleagues.	6 (6.5%)	88 (22.6%)	108 (28.0%)	121 (31.2%)	33 (8.6%)	
	I know the importance of sharing know ledge in teaching and research.	175 (45.2%)	175 (45.2%)	25 (6.5%)			
	In my opinion sharing knowledge has no effect on generating new ideas.	21 (5.4%)	25 (6.5%)	21 (5.4%)	167 (43.0%)	134 (34.4%)	

Table 8: Item Analysis of Faculty Members' Intention to Share Knowledge (#388)

Aspect	Item Statement	Frequency and Percentage					Mean
Intention to share knowledge	I am willing to share knowledge and experience which I acquired in teaching, research and professional activities.	SA **196** (50.5%)	A **175** (45.2%)	N **17** (4.3%)	D	SD	3.24
	I try to participate in discussion groups and workshops to share knowledge.	125 (32.3%)	209 (53.8%)	37 (9.7%)	13 (3.2%)		
	When my colleagues face a problem, I try to help them as much as I can.	238 (61.3%)	142 (36.6%)	14 (1.1%)			
	When I take part in meetings and seminars, I don't consider it necessary to tell my colleagues about the results.	4 (1.1%)	21 (5.4%)	54 (14%)	192 (49.5%)	117 (30.1%)	
	I am willing to share my notes, teaching files and research outcomes with colleagues.	96 (24.7%)	204 (52.7%)	67 (17.2%)	21 (5.4%)		

Table 9: Item Analysis of Faculty Members' Motivation for Knowledge Sharing (N=388)

Aspect	Item Statement	Frequency and Percentage					Mean
Motivation to share knowledge	I am willing to share knowledge because I can obtain reputation.	SA 71 (18.3%)	A 125 (32.3%)	N 129 (33.3%)	D 59 (15.1%)	SD 4 (1.1%)	3.02
	I am willing to share knowledge because I enjoy helping others.	159 (40.9%)	192 (49.5%)	38 (9.7%)			
	I am willing to share knowledge as it makes my colleagues know more about my skills.	62 (16.1%)	163 (41.9%)	104 (26.9%)	59 (15.1%)		
	I am willing to share knowledge to solve my colleagues' problems.	121 (31.2%)	213 (54.8%)	46 (11.8%)	4 (1.1%)		
	I am willing to share knowledge because I believe its outcome is achievement and success.	230 (59.1%)	142 (36.6%)	12 (3.2%)	4 (1.1%)		

about my skills"(58.0%). The results presented in table 9 indicate that intrinsic motivation such as helping colleagues was the most important reason that motivates faculty members to share knowledge, and sharing knowledge to obtain reputation was the least important reason chosen.

Correlation Analysis

Pearson correlation coefficient was used to explore the correlation between (a) attitude and intention to share knowledge (Hypothesis 1), (b) intention and knowledge-sharing behaviour (Hypothesis 2), and (c) correlation between intrinsic motivation and knowledge-sharing behaviour (Hypothesis 3). The results of hypotheses testing are reported in table 10, which shows that all three hypotheses were significantly supported. As hypothesised, attitude is significantly associated with intention to share knowledge; intention is significantly associated with knowledge-sharing behaviour; and similarly, intrinsic motivation is significantly associated with knowledge-sharing behaviour (for all hypotheses, p-value obtained 0.000>0.05); and therefore, hypotheses H1, H2 and H3 are supported.

The findings of this study corroborate that of Shin, Ramayah and Jahani (2008) who tried to explain intention to share knowledge among academics by using Theory of Reasoned Action. Their results showed that there was a strong positive relationship between attitude towards knowledge sharing and the intention to share knowledge. It is also consistent with the previous works of others (Kim and Lee, 1995; Bock, Kim and Lee, 2005) who found that an individual's intention to share knowledge is driven primarily by attitude towards knowledge sharing. Attitude towards knowledge sharing is found to be positively and significantly correlated to the intention to share knowledge.

Table 10: Results of Correlation Analysis (N=388)

Hypotheses	Significance	Correlation Value	Results of Hypotheses Test
H1: There is a significant relationship between faculty members' attitude toward knowledge sharing and their intention to share knowledge.	0.000	0.526	Supported
H2: There is a significant relationship between faculty members' intention to share knowledge and their knowledge sharing behavior.	0.000	0.637	Supported
H3: There is a significant relationship between faculty members' intrinsic motivation for sharing knowledge and their knowledge sharing behavior.	0.000	0.603	Supported

Conclusion

Knowledge plays a key role in today's demanding educational environment and contributes largely towards the sustained improved performance in an information-processing environment. This research has revealed the importance of perception, attitude and motivation in knowledge sharing. In managing the valuable knowledge asset, there is a need for higher institutions to foster organisational culture that encourages individuals to create, store and share because if academics are not willing to share and pass along their knowledge across the institution, the effort of knowledge management will fail, as knowledge sharing is more of a people-process practice than a technology-driven process.

References

Ajzen, I. And Madden, T. J. (1986). Prediction of Goal-Directed Behaviour: Attitudes, Intention and Perceived Behavioural Control. *Journal of Experimental Social Psychology*, 22; 453-474.

Ajzen, I. (1985). From Intentions to Actions: A Theory of Planned Behaviour, Action-Control: From Cognition to Behaviour. Springer: Heidelberg.

Ajzen, I. (1991). The Theory of Planned Behaviour. *Organisational Behaviour and Human Decision Processes*, 50(2): 179-211.

Allameh, S. M. and Ahmad A, (2012). An Analysis of Factors Affecting Staffs Knowledge-Sharing in the Central Library of the University of Isfahan using the Extension of Theory of Reasoned Action *International Journal of Human Resource Studies*, 2(1):158-174.

Bakker, M., Leenders, R. T. A. J., Gabbay, S. M.,Kratzer, J., and Engelen, J. M. L. V. (2006). Is Trust Really Social Capital? Knowledge Sharing in Product Development Projects. *The Learning Organisation*, 13(6): 594-605.

Basu, B. and Sengupta, K. (2007). Accessing Success Factors of Knowledge Management Initiatives of Academic Institutions – A Case of an Indian Business School. *The Electronic Journal of Knowledge Management*, 5(3): 273-282.

Bock, G. W., Zmud, R. W., Kim, Y. G. and Lee, Jae-Nam (2005). Behavioural Intention Formation in Knowledge-Sharing: Examining the Roles of Extrinsic Motivators, Social-Psychological Forces, and Organisational Climate. *MIS Quarterly*, 29(1): 87-111.

Cabrera, A. and Cabrera, E. F. (2002). Knowledge-Sharing Dilemmas. *Organisation Studies*, L (23): 687–710.

Cabrera ,A., Collons, W. and Salgado, J. F. (2006). Determinants of Individual Engagement in Knowledge-Sharing. *International Journal of Human Resource Management*, 17(2):245–264.

Chen, I. Y. L., Chen, N.-S., and Kinshuk (2009). Examining the Factors Influencing Participants Knowledge Sharing Behaviour in Virtual Learning Communities. *Educational Technology & Society*, 12 (1): 134–148.

Cheng M.Y, Ho J, S. Y, and Lau P. M (2009). Knowledge Sharing in Academic Institutions: A Study of Multimedia University Malaysia. *Electronic Journal of Knowledge Management*,. 7 (3): 313 – 324.

Dixon, N. M. (2000). *Common Knowledge: How Companies thrive by Sharing what they Know*. Boston: Harvard Business School Press.

Kang, M. and Kim, Y. (1999). Development of Knowledge Flow Diagram for Intra-Organisational Knowledge-Sharing Enhancement, In: Proceedings of the Conference of Korea Society of Management Information System, (Ed.) Ryu, S. C,. 141–52.

Kankanhalli, T. and Kwok, K. (2005). Contributing Knowledge to Electronic Knowledge Repositories: An Empirical Investigation", *MIS Quarterly*, 29 (1):113-145.

Kim, Y. B. and Lee, B. H. (1995). R & D Project Team Climate and Team Performance in Korea. *R & D Management*, 25 (2):179-196.

Kollock, P. (1999). The Economies of Online Cooperation: Gifts and Public Goods in Cyberspace, In: Communities in Cyberspace. M. Smith and P. Kollock (Eds.), Routledge, New York. Pp. 220-239.

Kwok, S. H. and Gao, S. (2005). Attitude towards Knowledge Sharing Behaviour. *Journal of Computer Information Systems*, 46 (2): 45

Lin, C., and Tseng, S.M. (2005). The Implementation Gaps for the Knowledge Management System. *Industrial Management & Data Systems*, 105 (2): 208-222.

Lin, H. (2007). Effect of Extrinsic and Intrinsic Motivation on Employee Knowledge-Sharing Intentions, *Journal of Information Science*, 33 (2): 135-149.

Müller, R.M., Spiliopoulou, M. and Lenz, Hans-J (2005). The Influence of Incentives and Culture on Knowledge-Sharing. Proceedings of the 38th Hawaii International Conference on System Sciences.

Pavlou, P. A. and Fygenson, M (2006). Understanding and Predicting Electronic Commerce Adoption: An Extension of the Theory of Planned Behaviour. *MIS Quarterly*, 30(1): 115-143.

Seonghee, K. and Boryung, J (2008). An Analysis of Faculty Perceptions: Attitudes toward Knowledge Sharing and Collaboration in an Academic Institution. *Library & Information Science Research*, 30: 282–90.

Sheeran, P. And Orbell, S. (1999). Implementation Intentions and Repeated Behaviour: Augmenting the Predictive Validity of the Theory of Planned Behaviour. *European Journal of Social Psychology,* 29(2): 349-369.

Sheppard, B. H., Hartwick, J. and Warshaw, P. (1988). The Theory of Reasoned Action: A Meta-Analysis of Past Research with Recommendations for Modifications and Future Research. *Journal of Consumer Research*, 15(3): 325-343.

Shin, C. H., Ramayah, T. and Jahani, S (2008). Using Theory of Reasoned Action to Explain Intention to Share Knowledge Among Academics. Www.Apera.Nie.Edu.Sg/Activities/.../APERA08_Day_3_Programme.Pdf. Accessed 10 April 2013.

Sohail, S. M. and Daud, S. (2009). Knowledge-Sharing in Higher Education Institutions: Perspectives from Malaysia. Http:/Www/Emeraldinsight.Com. Accessed 15 July 2012

Wasko, M. M., and Faraj, S. (2000). It is What one Does: Why People Participate and Help Others in Electronic Communities of Practice. *Journal of Strategic Information Systems*, 9 (2-3), 155-173.

Welschen, J., Todorova, N. and Mills. A. M. (2012). An Investigation of the Impact of Intrinsic Motivation on Organisational Knowledge-Sharing. *International Journal of Knowledge Management*, 8 (2):20.

Zawawi, A. A., Zakaria, Z., Kamarunzaman, N. Z., Noordin, N., Sawal, M. M., Junos, N. M., and Najid, N. (2011). The Study of Barrier Factors in Knowledge-Sharing: A Case Study in Public University. *Management Science and Engineering*, 5(1): 59-70.

O. W. Bello is a lecturer in the Department of Information and Communication Science, University of Ilorin, Nigeria and currently undergoing his doctoral studies in information system. He holds postgraduate degrees in Information Science as well as in Business Administration.

Rafiat Ajibade Oyekunle is a lecturer in the Department of Information and Communication Science, University of Ilorin, Nigeria. She holds a B.Sc. degree in Public Administration from Ahmadu Bello University Zaria, Nigeria, M.Inf.Sc. Information Science from the University of Ibadan, Nigeria and she is currently undergoing her doctoral studies.