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THE INFLUENCE OF AWARENESS, TRUST, AND PERSONALITY ON KNOWLEDGE SHARING QUALITY: A STUDY AT OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS OF UNIVERSITI UTARA MALAYSIA

By

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Master of Human Resource Management

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Abstract

This study was conducted to investigate the influence of awareness, trust, and personality on knowledge sharing quality among Master of Science (MSc.) Management students with active status in Universiti Utara Malaysia (UUM). The main aim of this study was to identify the relationship of awareness, trust, and personality with knowledge sharing quality. The dependent variable used in this study was knowledge sharing quality, whereas the independent variables comprised of awareness, trust, and personality. This study was done through census approach in which questionnaires were used as a medium to collect data. A total of 235 questionnaires were distributed. The results of the study showed positive significant relationships between awareness, trust, and personality and knowledge sharing quality. The results from multiple regression analysis implied that awareness is the strongest predictor of quality of knowledge sharing, followed by trust and personality. The significance of this study has been discussed in which the university, students, researchers and contribution towards body of knowledge are benefited. The study will become a guide for university and students to identify vital factors and personal skills to reinforce knowledge sharing. Whereas, this study can be used as a guide for future study by other researchers. The findings of this study also help to strengthen previous findings in the field of knowledge sharing. Overall, the study concluded the influence of awareness, trust, and personality towards knowledge sharing quality.

Keywords: knowledge sharing quality, awareness, trust, personality

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Abstrak

Kajian ini dijalankan untuk mengkaji pengaruh kesedaran, kepercayaan, dan personaliti terhadap kualiti perkongsian ilmu dalam kalangan pelajar Master of Science (MSc.). Management berstatus aktif di Universiti Utara Malaysia (UUM). Tujuan utama kajian ini adalah untuk mengenalpasti hubungan kesedaran, kepercayaan, dan personaliti dengan kualiti perkongsian ilmu. Pembolehubah bersandar yang digunakan di dalam kajian ini adalah kualiti perkongsian ilmu, manakala, pembolehubah bebas terdiri daripada kesedaran, kepercayaan, dan personaliti. Kajian ini telah dilakukan melalui kaedah bancian di mana borang soal selidik digunakan sebagai perantaraan untuk mengumpul data. Sebanyak 235 borang soal selidik telah diedarkan. Keputusan kajian ini menunjukkan terdapat hubungan positif yang signifikan antara kesedaran, kepercayaan, dan personaliti terhadap perkongsian ilmu. Keputusan analisis regresi menunjukkan bahawa kesedaran merupakan faktor terbesar yang menyumbang terhadap kualiti perkongsian ilmu, diikuti oleh kepercayaan dan personaliti. Kepentingan kajian ini telah dibincangkan di mana universiti, pelajar, pengkaji, dan sumbangan kepada badan ilmu akan mendapat manfaat. Kajian ini juga akan menjadi panduan kepada universiti dan pelajar untuk mengenalpasti faktor penting dan kemahiran peribadi untuk memperkukuh perkongsian ilmu. Selain itu, kajian ini boleh digunakan sebagai panduan kepada pengkaji lain di masa hadapan. Dapatan kajian ini juga membantu mengukuhkan dapatan kajian yang sedia ada mengenai bidang perkongsian ilmu. Secara keseluruhan, kajian ini memutuskan bahawa kesedaran, kepercayaan, dan personaliti mempunyai pengaruh terhadap kualiti perkongsian ilmu.

Kata kunci: kualiti perkongsian ilmu, kesedaran, kepercayaan, dan personaliti

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List of Abbreviations

MSc.	Master of Science
OSA	Objective Self-Awareness
OYAGSB	Othman Yeop Abdullah Graduate School of Business
SPSS	Statistical Package for the Social Science
UUM	Universiti Utara Malaysia

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter discusses the research theme in general. This chapter explains background of the study, research problem, research questions, and research objectives. This chapter also clarifies the scope and significance of the study, as well as providing definitions for the terms used in this study.

1.2 Background of the Study

One part of a country's foundation is education. Malaysia former Deputy Prime Minister, Tan Sri Dato' Haji Muhyiddin bin Yassin, once stated that in order to improve the country's competitiveness, the government's aim is to create quality education as a foundation to nurture creative, innovative, and highly skilled human capital born through our national education system (Mansor, 2014). Datuk Fatimah Abdullah, Sarawak Minister of Welfare, Women and Community Wellbeing said that the government is making efforts to develop the society's education as the government is confident that it would greatly contribute to the country's success (Kaderi, 2012). Acknowledging the importance of education as a foundation to create knowledgeable society, Malaysian government had conducted a full review on Malaysia education system to improve our education standard (Ministry of Education,

2012). This movement is in line with the aspiration to progressing Malaysia into a high-income nation (Kaderi, 2012).

Through education, people acquire knowledge. In 1991, Malaysia former Prime Minister, Tun Dato' Seri Dr. Mahathir Mohamad, highlighted the importance of knowledge (Noor & Salim, 2011). He emphasized the need to transform the nation's economy towards knowledge-based economy. The move towards knowledge-based economy is part of the bigger plan to attain Vision 2020 objectives (Mustapha & Abdullah, 2004). Our recent Prime Minister, Dato' Sri Mohd Najib bin Tun Abdul Razak, also acknowledged the importance of knowledge. He stressed on the importance of knowledge management to upgrade public service delivery at the International Conference of Increasing e-Governance through Knowledge Management (EG2KM) (Noor & Salim, 2011). A part of implementing knowledge management involves knowledge sharing, in which knowledge is distributed.

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Knowledge sharing has become a crucial process in any organization nowadays (Ferede & Mathew, 2015). It is important to create smooth communication and making improvement because knowledge is an important tool to enhance organizational performance (Riege, 2005). Through knowledge, individual's capabilities are well-enhanced. Therefore, referring back to Tun Dato' Seri Dr. Mahathir Mohamad's urge, incorporating knowledge in our daily lives is important to transform Malaysia.

In order to achieve a knowledge-based society, knowledge must be cultivated in our lives (Majid & Ting, 2006). This starts with the individual himself (Kathiravelu,

Mansor, & Kenny, 2013). An individual possessing knowledge may decide to keep the knowledge to them or share it with their colleagues (Shaari, Rahman, & Rajab, 2014). The question on the value of the knowledge shared is also stressed on because the knowledge provider can choose the way they want to deliver the knowledge and the comprehensiveness of the information (Kathiravelu, Mansor, & Kenny, 2013). If a person shares his knowledge voluntarily, he will do his best to ensure the audience or recipients can fully understand his point (Levin, Cross, Abrams, & Lesser, 2002). On the other side, trust must be present between the provider and recipient to ensure effective absorption of knowledge transferred (Levin et. al., 2002). Lastly, personality plays a role in determining knowledge sharing behavior. An extrovert person is more likely to initiate knowledge sharing due to their self-confidence and attitude (Awad & Ghaziri, 2004).

The research intensely involves human behavior characteristics which affects knowledge sharing. Everyone has interest in human behavior (Sartain, North, Strange, & Chapman, 1958). The curiosity of investigating the relationships sparks interest for researcher to explore personal factors that lead to high-quality knowledge sharing. This study aims to investigate the relationship between individual factors and knowledge sharing quality. This research focused on the individual factors that influence knowledge sharing quality among Master of Science (MSc.) Management active students in Universiti Utara Malaysia (UUM). The dimensions of individual factors include awareness, trust and personality. All these three dimensions are proposed to have significant relationship with knowledge sharing quality.

1.3 Research Problem

Knowledge sharing has become a crucial process in any organizations nowadays because knowledge is a primary commodity (Ferede & Mathew, 2015). However, it has been observed that knowledge sharing can be hindered due to it being linked with power and promotion (Liebowitz & Chen, 2003). For some people, "knowledge is power". Due to this statement, knowledge sharing can be hindered due to perceived loss of power when someone shares his knowledge (Yiu & Law, 2012). Other studies had revealed that people can be reluctant to share knowledge which include fear of job security, lack of awareness, poor communication, mistrust due to fear people may exploit knowledge, lack of trust in knowledge credibility, and demographic differences (Riege, 2005). Thus, knowledge sharing depends on the intention of an individual.

Knowledge sharing is an intentional behavior (Gagne, 2009). Intentions are assumed to capture the motivational factors that influence behavior (Ajzen, 1991). Gagne (2009) identified three factors of intentions which include attitude, social norms and beliefs. Bandura (1982) found that they are the same as the concepts of self-efficacy. Self-efficacy is an individual belief that he is able to perform a certain act (Shaari, Rahman, & Rajab, 2014). Positive attitude towards knowledge sharing forms the motivation towards knowledge sharing (Mahmood, Qureshi & Shahbaz, 2011). Thus, in order to establish positive perception towards knowledge sharing, a person's motivation is essential to initiate knowledge sharing. According to Chiu and Wang (2007), the quality of knowledge is part of knowledge sharing outcomes. Through sharing process, new knowledge is created. The quality of the knowledge shared relies

on the sharing process. Hence, knowledge sharing quality comes in question as how it is affected by individual factors.

It is a problem to reinforce knowledge sharing among people because knowledge comes from individuals and they are the ones controlling the decision to share (Kathiravelu, Mansor, & Kenny, 2013). The problem that people are not likely to practice knowledge sharing is due to lack of awareness about its importance which cause barrier to it being widely practiced (Riege, 2005). Among students, it is a general problem to share because they fear of providing wrong information as well as afraid of being thought of as show off (Chikoore & Ragsdell, 2013). This is true especially without awareness, people become fear of being criticized or commented for sharing incorrect information instead of realizing that they could learn new things to correct their information (Díaz & Canals, 2003). Lee and Al-Hawamdeh (2002) stressed that individual factors affect knowledge sharing due to level of awareness about knowledge sharing, communication skills, motivation and reputation. It was supported by Hadi (2005) that awareness encourages participation in discussions and removes the fear of making mistakes during learning process.

Other than that, the problem with knowledge sharing can arise from lack of trust. Trust is an element that supports knowledge sharing culture. According to findings by Renzl, Matzler, and Mader (2005), trust significantly influence group knowledge sharing. It was also supported by Ling (2011) that trust plays a role in nurturing knowledge sharing practice. Khesal, Samadi, Musram, and Zohoori (2013), trust is an important aspect that impact knowledge sharing because it provides transparency of the use of knowledge. If trust is absent, knowledge sharing process will be disrupted

because the knowledge delivered would be inaccurate, incomprehensible, and cannot be transferred timely (Lucas, 2005). According to Majid and Ting (2006), it was found that students refuse to share knowledge because they feel competitive with their classmates. They fear that their friends will outperform them (Majid & Ting, 2006). This restricts knowledge sharing due to low mutual trust that information will be used for good. Levin et. al. (2002) supported that without trust, knowledge recipient will not pay attention and do not feel eager to learn. In order to encourage a success knowledge sharing, trust must exist between knowledge sharer and recipient as it creates openness to collaborate (Choi, Kang, & Lee, 2008; Tan, Lim, & Ng, 2009).

Personality can also pose problem in knowledge sharing. Personality traits affect willingness to share knowledge (Cabrera, Collins, & Salgado, 2006). It was observed that students differ in knowledge sharing behaviors where some students voluntarily share knowledge with friends while some are not interested (Teh, Yong, Chong, & Yew, 2011). The different attitudes are influenced by the students' individual personality. Previous research findings show that extrovert people are open to knowledge sharing compared to introverts due to their self-confident nature (Awad & Ghaziri, 2004; Fang & Liu, 2010; Teh, Yong, Chong, & Yew, 2011; Lotfi, Muktar, Ologbo, & Chiemeke, 2016). Other researches linked introverts with unwillingness to share knowledge because they are self-centered, cautious, and less communicative (Lebowitz, 1989; McCrae & John, 1992). Differences between extroversion and introversion personalities determine success of knowledge sharing and a person's willingness to share knowledge.

Although knowledge sharing is popular in other countries, according to Syed-Ikhsan and Rowland (2004), the information and data regarding knowledge sharing in Malaysia is not widely known to researchers. Therefore, it is essential that an extensive study is done to develop understanding and encourage knowledge sharing culture in Malaysia. Al-Hawamdeh (2003), suggested that instead of organizational and technological, future researchers should emphasize on the individual aspects concerning knowledge sharing. According to Ismail and Yusof (2010), a person's individual factors determine the quality of knowledge shared. Thus, following these statements, this study is essential to investigate the relationship between individual aspects that impact knowledge sharing quality among MSc. Management active students.

It has been heard from several students when they discussed among them about classmates not showing responses during class. Sometimes when they share opinions in class, some classmates do not have the desire to give feedbacks. This problem had been continuously heard several times among students of the graduate school. Besides, there are also lecturers at the graduate school who discussed with their colleagues about students not giving responses during class discussions. They complained that the situation makes discussions in class cannot advance. Meanwhile, the reseacher's observation identified differences among students of MSc. Management where only certain students give good responses towards discussions in class by openly sharing their opinions and experience, whereas, there are students who stay quiet throughout the class.

1.3.1 Research Questions

Based on the purpose of this study, the research questions are:

i. Is there any relationship between awareness and knowledge sharing quality?

ii. Is there any relationship between trust and knowledge sharing quality?

iii. Is there any relationship between personality and knowledge sharing quality?

1.4 Research Objectives

The general objective of this research is to identify the relationship between individual factors and knowledge sharing quality. The research objectives are then broken down into these three purposes:

i. To identify the relationship between awareness and knowledge sharing quality.

ii. To identify the relationship between trust and knowledge sharing quality.

iii. To identify the relationship between personality and knowledge sharing quality.

1.5 Scope of the Study

The focus of this study is to investigate knowledge sharing quality of active students of MSc. Management in UUM. Several students had been heard discussing about

some of their classmates being unresponsive during class discussions. They also complained that their classmates are too quiet making class discussions not interactive. This situation sparks the intention for researcher to do the study. The study focused on individual factors that influence knowledge sharing quality. There are three individual factors that affect knowledge sharing quality which are awareness, trust, and personality (Ismail & Yusof, 2010). The question of this study is whether there are any relationships between awareness, trust, and personality with knowledge sharing quality. The respondents of this study are MSc. Management students who currently have active status in UUM. According to Majid (2015), postgraduate students are more matured and more likely to take part in class discussions, analyzing case studies, undertake group projects and doing other collaborative activities such as writing articles.

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1.6 Significance of the Study

The significance of the study is of importance to the following parties:

University or Institution

This study is important to identify the extent to which individual factors can affect knowledge sharing quality. Individual factors are fairly contributed by self-motivation. From the study, the factors that encourage knowledge sharing are recognized. The results of the study can be of importance to the university in planning a better organizational strategy and learning approach for supporting knowledge sharing among students.

Students

Students make up the important segment of society and will be the main drive for the future (Majid & Ting, 2006). Therefore, they need to infuse knowledge sharing habit in their daily lives. Understanding the causes that support knowledge sharing quality will help them improve individual skill to communicate with their colleagues in order to transfer knowledge.

Researchers

This research will benefit as a guide for future researchers to study this topic. The findings from this study may be used as reference data for future researches and provides a background or overview of individual factors that affect knowledge sharing quality. The future researches will add up to the development of this research.

Body of Knowledge

This study helps to investigate individual factors and knowledge sharing among MSc. Management active students at graduate schools in UUM. This study will help to strengthen previous findings in the field of knowledge sharing. Based on the findings, the most significant individual factor influencing knowledge sharing quality of UUM MSc. Management active students can be identified. Finally, readers may also gain better understanding on knowledge sharing quality which is determined by individual factors.

1.7 Definition of Terms

Knowledge is defined as truths and beliefs, perspectives and concepts, judgments and expectations, methodologies and know-hows (Brooking, 1996). Baardsen (2011), described knowledge as information possessed in a person's mind related to facts, procedures, concepts, ideas, and judgments. Hence, knowledge can be termed as personalized information that consists of beliefs, concepts, procedures, ideas, judgments, expectations, and methodologies.

Knowledge management can be defined as the process of capturing, storing, sharing and using knowledge (Davenport & Prusak, 1998). Knowledge management can also be explained as activities to administer, produce, improve, and raise the merit and worthiness of intellectual resources (Valaei & Aziz, 2012). Therefore, knowledge management is any activities that involve acquisition, hoarding, distributing, and utilizing information into valuable resources.

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Knowledge sharing is the process of transferring knowledge from one person to another (Park & Im, 2003). Shaari et. al. (2014) defined knowledge sharing as the behavior of distributing one's acquired knowledge with other people to facilitate problem solving. Therefore, knowledge sharing can be described as an action of transferring one's knowledge to other people to ease problem solving.

Knowledge sharing quality can be defined as the sharing of knowledge which will improve an individual. Mahmood et al. (2011), defined the quality of knowledge sharing as knowledge that is timely, accurate, complete, consistent and relevant.

According to Inkpen and Pien (2006), for knowledge to be useful, it must be accurate, comprehensive and timely. Thus, valuable knowledge is the knowledge that is accurate, comprehensive, consistent and relevant which is delivered timely.

Awareness is a state of being conscious of a situation. Self-awareness is defined as the state of directing attention towards environment or to oneself (Duval & Wicklund, 1972). Bukowitz and Williams (1999), explained awareness as the state of being alert of the knowledge available. The person possessing the knowledge is aware of the knowledge he has and makes use of it.

Trust can be described as the expectation resulting from commonly shared norms by the members of a community (Fukuyama, 1996). Trust is usually built on honesty and cooperation between the members in a community. According to Mayer (1995), trust is the willingness to be vulnerable based on the confidence that the other party will perform a particular action important to the trustor. Trust exists when one party feels secured to depend on another party even though there are chances of negative consequences.

Personality can be illustrated as a person's behavior made up of a pattern of permanent traits and unique characteristics (Feist & Feist, 2008). Maddi and Costa (2007), defined that personality is composed of psychological behavior either common or different as possessed by one person to another that is continuous and not easily comprehend as the only result of the social and biological pressures of the moment (as cited in Berens & Nardi, 1999, p. 1). As explained by Burger (2011),

personality is a consistent pattern of behavior and interpersonal processes of an individual.

1.8 Organization of the Thesis

This study is arranged into five chapters. The first chapter is the introduction. This chapter briefly discusses the whole research theme. This chapter is made up of background of the study, research problem, research questions, research objectives, scope of the study, significance of the study, and definition of terms used in this study.

The second chapter summarizes literature review of previous studies and relevant secondary sources regarding the research topic. This chapter begins with discussion on the dependent variable as found in other literatures. Discussion regarding independent variables is also done in this chapter.

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Next, the third chapter discusses research methodology applied to conduct the study. The chapter explains on research design, research framework, research hypotheses, population, measurement and scaling, data collection process, and the techniques used for data analysis.

It is then followed by the fourth chapter that discusses interpretation of research findings. This chapter explains the questionnaire return rate, reliability analysis on questionnaire items, frequency measurement on respondents demographic data, correlation analysis, and multiple regression analysis. The results from data analysis are also represented into tables for improved comprehension.

Lastly, the study is concluded in chapter five which further the discussions from the overall thesis. This chapter also provides limitations of the study, recommendations, and suggestions for future research. The thesis ends with conclusion of the study.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses previous and relevant literature regarding the study from various sources. The review summarizes relevant literature on the topic of awareness, trust, and personality correlations with knowledge sharing quality among active MSc. Management students in UUM.

2.2 Knowledge Sharing Quality

2.2.1 Knowledge

Knowledge is an immaterial resource, when combined with other resources such as financial and physical resources it creates capabilities for a firm (Grant, 2013). Generally, knowledge is categorized into two categories, either as tacit knowledge or explicit knowledge (Massingham, 2014). Polanyi (1967) defined tacit knowledge as the knowledge that is in an individual's head. Meanwhile, explicit knowledge is knowledge that can be transferred through formal and systematic language such as via reports and databases (Nonaka & Takeuchi, 1995). Both types of knowledge are important as one is needed to utilize the other. Peter Drucker claimed that knowledge is the only meaningful asset nowadays (Kegel, 2006). It is also one of the most important assets for an organization to create values. The key resource to develop "knowledge society"

is knowledge. In organizations, knowledge management is usually used to control knowledge resources.

2.2.2 Knowledge Management

Knowledge management is process of identifying, organizing, and managing knowledge resources (Al-Hawamdeh, 2003). Knowledge management is important in our current context of technology-dominated world (Tatar, 2011). Among various definitions of knowledge management, one of it is to create, capture and utilize knowledge, both tacit and explicit, to achieve goals and to distribute as well as storing the information for future usage (Isika, Ismail, & Ahmad-Khan, 2013). Compared to working institutions, knowledge management is not typically applied much in educational institutions (Kim & Ju, 2008). Liebowitz (2001) also claimed that educational institutions do not apply much knowledge management. Kim and Ju (2008) stated that part of knowledge management which is knowledge sharing could be promoted in campus through scholarly activities or through public-access repositories.

2.2.3 Knowledge Sharing

Knowledge sharing is a process of communication involving two or more parties. It is a process that facilitates the transfer of knowledge instructed by a party, followed by the interpretation of the communication by one or more receivers (Usoro, Sharratt, Tsui & Shekhar, 2007). The outcome of the process is the creation of a new knowledge. Thus, knowledge sharing is a process whereby knowledge is transmitted and acquired. There are three components of knowledge sharing, which include quantity (frequency), quality (usefulness

or value), and focus (the degree of engagement with knowledge sharing) (Usoro et al., 2007).

2.2.4 Knowledge Sharing Quality

Quality is defined as conformance to requirement (Crosby, 1979). According to Garvin (1987), there are eight dimensions of quality:

i. Performance according to a product's primary operating characteristics.
ii. Features that supplement a product's basic functioning.
iii. Reliability.
iv. Conformance to standards.
v. Durability.
vi. Serviceability.
vii. Aesthetics.
viii. Perceived quality.

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As investigated by Tongchuay and Praneetpolgrang (2008), the most important criteria for quality of knowledge include timeliness, accuracy, completeness, consistency and relevancy. Therefore, a good quality of knowledge can be described as knowledge that is timely, accurate, complete, consistent and relevant. The findings are similar to that from Mahmood et al. (2011).

Despite the popularity of knowledge sharing in other countries, there are limited facts known to researchers regarding knowledge sharing culture in Malaysia (Syed-Ikhsan & Rowland, 2004). This may be due to the lack of research done in regards to the field. Therefore, a more extensive study should be done to enhance understanding and improving the knowledge sharing culture in Malaysia. This is in line with Tun Dr. Mahathir's aspiration to develop a knowledge-based nation by 2020.

Consequently, it is also important to identify the factors contributing to knowledge sharing. Even though knowledge sharing has become a norm, it is still essential to ensure the quality of knowledge shared (Ismail & Yusof, 2010). Knowledge can be divided into tacit form or explicit form (Nonaka, 2006). Nevertheless, the quality of the knowledge is still vital to ensure that it is useful and can improve a certain condition or even develop an employee's or organization's productivity. According to Mahmood et. al. (2011), quality of knowledge sharing is necessary to solve problems. In order to satisfy the dimensions of knowledge quality, the knowledge provider has to be motivated to deliver useful knowledge. The motivation is partly contributed from the individual factors of the knowledge sharer. Based on Lee and Al-Hawamdeh (2002) findings, individual factors that affect knowledge sharing practice comprise of awareness on the importance of the practice, ability to communicate, motivation, and reputation. Findings by Ismail and Yusof (2010), suggested that the factors of individual motivation towards knowledge sharing are awareness, trust and personality based on the combination of theories consisting of self-awareness, social exchange and personality. Levin

and Cross (2004) proposed that trust has a mediating role in effective knowledge transfer. According to Okyere-Kwakye and Nor (2011) trust influence motivation to share knowledge. In addition, Awad and Ghaziri (2004) found that, individual factors such as personality and attitude of an individual also influence knowledge sharing. These findings are supported by a research done by Islam and Khan (2014), in which the personality of a person encourages knowledge sharing. Subsequently, all these variables are categorized into similar concepts. Conclusively, the three dimensions of individual factors, awareness, trust and personality, are chosen for further investigation in this study.

2.3 Awareness

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Cabrera and Canrera (2002) stated that people do not share knowledge because they are not aware of knowledge sharing reasons and not sure of the things they supposed to do to share. Garfield (2006) also provided that people do not know how to share knowledge and they refrain from it because they think there are something else that is more important. Looking into one of the earliest practice in knowledge sharing, Alison Tucker from Buckman laboratories claimed that knowledge sharing is human nurture and based on the people, thus require organizations to motivate knowledge sharing culture (Laycock, 2005; Shaari et. al., 2014). Therefore, to cultivate positive attitude towards knowledge sharing, awareness about it have to be nurtured. However, it is difficult since tacit knowledge is shared based on individual factor (Shaari et al., 2014). Thus, facilitating knowledge sharing requires individual motivation. Shaari et

al. (2014) describes awareness towards knowledge sharing as the "voluntariness" to share knowledge. Differences in people's behavior affect willingness to share.

Awareness can be explained through the theory of Objective Self-Awareness (OSA). Duval and Wicklund (1972), described OSA as being conscious about an individual by focusing attention to oneself. OSA suggested that the external environment or one's internal environment is either involved when attention is directed (Duval & Wicklund, 1972). When attention is directed towards oneself, the person is considered as the object of its own attention. Eventually, the person can observe his own characteristics. This condition is known as being in the state of self-aware (Duval & Wicklund, 1972). OSA also hypothesized that after self-awareness, there comes self-evaluation and self-criticism (Silvia & Duval, 2001). People maintain standards of values for various behaviors or self-dimensions. After a person becomes the focus of its own, he will evaluate himself by comparing his actual self-aspect observed and the ideal representation of the similar self-aspect (Silva & Duval, 2001). Then, self-criticism determines if there is negative or positive gap between standard and actual behavior (Bandura, 1989). Being in the state of awareness, people will be encouraged to collaborate and engage in knowledge sharing process (Daneshgar, 2001).

Shaari et al. (2014) explained self-efficacy which leads to awareness. Relating OSA with self-efficacy, self-efficacy determines someone's actions based on the perspective to anticipate, have purpose and self-evaluate. Bandura's social cognitive theory supported that people reflect on their efficacy which will form intentions that include plans and strategies to realize them (Bandura, 1989). Bandura (1989) rationalize that people make self-judgments on their capabilities to determine how

they behave, thought patterns, and emotional reactions accounting from the self-reflection. This is caused to the potential consequences that can come from misjudgments which either appraise their capabilities or otherwise. Therefore, awareness comes from personal desire to act due to belief that they are able to do something.

Awareness, as being part of individual's motivation is essential to facilitate knowledge sharing (Shaari et al., 2014). Individual's motivation initiates our willingness to share knowledge. Knowledge sharing is closely linked to motivational aspect and is a nurtured process. No one can force another person to share knowledge. Hence, people should be encouraged to understand the need to share knowledge (Ardichvili, Page & Wentling, 2003). Our consciousness on our ability and the knowledge we possess, we had established a motivational aspect of knowledge sharing. This will determine knowledge sharing within a situation. In order to facilitate people's willingness to share knowledge, individual's positive attitude is required. Thus, awareness is a key to drive a culture of knowledge sharing and collaboration (Daneshgar, 2001).

The main component for successful knowledge sharing is to raise awareness among personnel (Ismail & Yusof, 2010). The idea of knowledge sharing should be promoted to everyone in order to encourage awareness of the benefits of knowledge sharing (Noor & Salim, 2011). When a culture of knowledge sharing exists, barriers towards knowledge sharing can be eliminated by adjusting the attitude and behavior of employees (Cong & Pandya, 2003). This is because people share knowledge due to expectancy to gain something in return, for their own reputation and prestige, and

sometimes for selfless reasons (Zhang, 2014). In order for people to engage in the transfer of knowledge, the understanding on the benefits and value of the activity can encourage people to share information (Díaz & Canals, 2003). Díaz & Canals (2003) found that people are more likely to share their expertise and interest if they are more aware that others' comments and ideas can benefit them. Through sharing of know-how and other information with people, we can enrich our own knowledge through people's added point of view and knowledge (Hadi, 2005). Thus, a main component of knowledge sharing is to instill awareness among employees regardless of levels. If people's awareness is improved, they will learn to appreciate the importance of knowledge sharing.

Awareness is also essential for an organization as a whole. Since knowledge is essential in contributing to organization's competitiveness, appreciation towards knowledge as an important weapon should be instilled in mind (Ismail & Yusof, 2010; Lee & Al-Hawamdeh, 2002). According to Hadi (2005), awareness of knowledge sharing motivates people to engage in discussions and be creative thinkers as well as encourage risk taking behavior and thus eliminates fear of making mistakes in order to learn. In addition, from previous research done by Ismail and Yusof (2010), it had been found that awareness has a positive influence towards knowledge sharing. Therefore, it could be deduced that awareness towards knowledge sharing is contributed by the understanding of the knowledge sharing concept itself and the appreciation of its importance towards the usefulness of knowledge shared.

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2.4 Trust

Trust can be described as the expectation that is formed within a group of people sharing regular, honest and cooperative behavior that is built on mutual norms (Fukuyama, 1996). Trust is the feeling of confidence when an exchange takes place between two parties without the fear of risk and consequence through the action of each party (Jones & George, 1998). People felt encouraged to share tacit knowledge when they recognized that the recipients are honest, trustworthy, and reliable (Okyere-Kwakye, Nor, & Ologbo, 2012). Higher trust improves perception of positive consequences from knowledge sharing process. Okyere-Kwakye et al. (2012), claimed trust as a "magic ingredient" that is essential for a successful knowledge sharing. Levin et. al. (2002) divided trust into two types; benevolence-based trust and competence-based trust. Benevolence-based trust exists when an individual is able to share and seek knowledge without fearing the risk of harm to them (Abrams, Cross, Lesser, & Levin, 2003). Meanwhile, competence-based trust is found to be the more significant role in knowledge sharing (Levin et al., 2002). Competence-based trust describes a relationship in which an individual believes that another person is knowledgeable about a given subject area.

In order to evaluate trustworthiness of a knowledge source, Levin et. al. (2003) had discussed four factors that may influence the decision of an individual to trust a knowledge seeker or knowledge source. These factors include demographic similarity, organizational similarity, social capital, and knowledge source. These factors are summarized into the table as follow:

Table 2.1
Attributes that influence the decision to trust

Factor	Rationale	Attributes examined
Demographic similarity	Many business and communication experts highlighted the importance of similar characteristics in fostering communication and the development of trust	• Gender • Age
Organizational similarity	Elements of organization design, such as formal structure, HR practices and governance are likely to have direct effect on trust in organizations	• Similar job function • Close physical proximity • Worked on same project • Relative position in hierarchy
Social capital	Previous studies have suggested that trust exists when there is interpersonal relationship between parties involved (Eckert, 2001; Levin, Cross, & Abrams, 2003; Levin & Cross, 2004)	• Strong relationship between the knowledge sharer and recipient • Shared vision and goals • Shared language and terminology
Knowledge source	People decide to trust a person based on his actions which shows his credibility as an appropriate knowledge sharer or recipient	• Availability (Do either party have time to commit to knowledge sharing process?) • Discretion (Is the person able to keep confidentiality?) • Receptivity (Is the person a good listener?)

Source: Levin et al. (2003)

Previous research, has found that trust can be created through social interaction. Face to face meetings is the most effective social interaction to mediate trust. The foundation of trust is important in social process to facilitate cooperation. As higher levels of trust are achieved, the exchange of resources would become easier (Tsai & Ghoshal, 1998). Among all other determinants of knowledge sharing, trust has been

established as important in the delivery of useful knowledge (Levin et al., 2002). When a person perceived another as trustworthy, they would pay more attention and eager to learn from that person. This will subsequently promote absorption of the knowledge shared. The importance of trust has been stressed in previous research. The table below shows findings from previous researches regarding trust and knowledge sharing.

Table 2.2
Findings from previous researches regarding trust and knowledge sharing

Authors	Objective	Methodology	Results/Conclusions
Renzl, Matzler, & Mader (2005)	To analyze the impact of trust on knowledge sharing within and across work groups	Questionnaires were distributed to 665 employees to a company in Austria	Trust has significant relationship with both external and intragroup knowledge sharing
Ling (2011)	To explore the roles of trust and culture in fostering knowledge sharing	The researcher did literature reviews by using secondary data based to collect data	Knowledge sharing can be encouraged by creating a culture that inspires trust in the workplace
Okyere-Kwakye, Nor, & Ologbo (2012)	To investigate the influence of mutual reciprocity, trust, and perceived enjoyment on knowledge sharing	Two hundred questionnaires were distributed to non-academic officers in a Malaysian public University	Two constructs that significantly influence knowledge sharing are trust and perceived enjoyment with trust being the most significant factor
Khesal, Samadi, Musram, & Zohoori (2013)	To show important aspects of trust that affect knowledge sharing	Review of literature using secondary data	Trust provides transparency of knowledge usage and utilization. Four dimensions of trust found are care, guidance and support, long-term relationships, and confidence

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Trust improves openness in knowledge sharing, which consequently promotes collaboration and joint problem solving (Tan, Lim & Ng, 2009). Trust is an individual factor that determines the willingness to share personal knowledge (Choi, Kang & Lee, 2008). If trust is absent, the transferred knowledge may become inaccurate, not easily comprehend or not timely. According to Lucas (2005), trust creates a situation for increased knowledge transfer and ensures useful transfer of knowledge. Trust helps to overcome the fear to take risk in knowledge sharing. With trust, people will believe that knowledge sharing is beneficial to them and they will not be exploited.

2.5 Personality

The Five-Factor Model's Big Five Personality Dimensions is generally used to explain and describes personality. Amayah (2011) identified five personality dimensions that describe variance in personality. These differences are listed as neuroticism, extroversion, openness to experience, agreeableness, and conscientiousness. Identified traits associated for each dimension are listed as in the table below. For each dimension, if a person scored a high score for certain dimension, that person is likely to possess specified traits as in the table.

Table 2.3
Big Five Personality Dimensions

Personality dimension	People with a high score on this dimension tend to be more;
Conscientiousness	Careful, dependable, self-disciplined
Agreeableness	Courteous, good-natured, empathetic, caring

Table 2.3 continued

Personality dimension	People with a high score on this dimension tend to be more;
Neuroticism	Anxious, hostile, depressed
Openness to experience	Imaginative, creative, curious, sensitive
Extroversion	Outgoing, talkative, sociable, assertive

Source: McShane & Glinow (2009)

Individuals with high conscientiousness are said to be dependable, dutiful, organized, responsible, high-achiever and hardworking (Barrick & Mount, 1991). Conscientious people are expected to display favor to knowledge sharing due to their trait of taking initiative to solve problems (Agyemang, Dzandu, Boateng, 2016). The second personality dimension, agreeableness represents individuals that are helpful, good natured, forgiving, generous, cheerful, courteous and cooperative (Barrick & Mount, 1991).

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The third dimension talks about neuroticism. Neuroticism is closely associated with anxiety, sadness, and nervousness (Benet-Martinez & John, 1998). Gupta (2008) said that people who are neurotic display depression, anger, fear, and insecurity moods. According to Lotfi, Muktar, Ologbo, and Chiemeke (2016), this condition affects their participation in knowledge sharing activities. Borges (2013) found that neuroticism lowers self-confidence and emotional stability which makes it harder for neurotic people to engage knowledge sharing behavior.

Next dimension included in the big five is openness to experience. This dimension is associated with people who are flexible in their thoughts, highly receptive towards new ideas, have various interests, and adores inventiveness (Bozionelos, 2004). It is arguable that people that are open to new experience have active imagination would most likely participate in knowledge sharing (Lotfi, Muktar, Ologbo, & Reihani, 2015).

Extroversion can be defined as tendency to be outgoing, talkative, sociable, and assertive (McShane & Glinow, 2009). Some studies found significant correlation between being extrovert and willingness to share knowledge (Lotfi et al., 2015). People who are extrovert tend to participate in knowledge sharing due to their sociable and expressive nature.

Out of all the five dimensions, three are found to be important for knowledge sharing behavior. These three dimensions consist of openness to experience, extroversion, and conscientiousness (Lotfi, Muktar, Ologbo, & Chiemeke, 2016). However, the findings are not in-line with Teh et al. (2011), in which openness to experience is proven otherwise. Teh et al. (2011) found that extroversion and neuroticism as significant influence on knowledge sharing behavior. On the other hand, Fang and Liu (2010) denied the involvement of neuroticism trait on knowledge sharing intentions.

Cabrera, Collins and Salgado (2006), suggests that the difference in personality traits determines motivation to share knowledge. Various studies have been conducted to examine the correlation between personality and intention for knowledge sharing.

According to Cabrera et al. (2006), extroversion has a positive impact on knowledge sharing. Extroverted individuals are more likely to be selfless in sharing knowledge, even when they are not rewarded for it (Wang, Noe & Wang, 2011). Meanwhile, according to Jung (1971), personality is divided into two types, extrovert and introvert. As explained by Jung, a person with an extrovert personality is a person that is more influenced by their environment compared to their intrapersonal (as cited in Feist & Feist, 2008, p.122). According to Awad and Ghaziri (2004), an extrovert person tends to share knowledge due to their self-confidence and sense of security. This may be contributed by the traits that extroverts possessed.

Previous researchers had linked extroversion with being assertive, sociable, friendly, active and surrounded by positive emotions (Costa & McCrae, 1995; Olakitan, 2011). McCrae & John (1992), identified extroverts people are more talkative and expressive in their communication. Lebowitz (1989), found that introverts is less communicative compared to extroverts. The degree of extroversion and introversion determines how well they communicate with others. The willingness and success in delivering knowledge to other people is directly influenced by personality. Awad and Ghaziri (2004) stressed that personality is a factor of knowledge sharing. People with higher degree of extroversion are of higher chance to share knowledge compared to people with tendency of introversion (Ismail & Yusof, 2010). Therefore, it can be said that the quality of knowledge shared can be associated with personality.

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CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology applied to conduct the study. This chapter elaborates on the research framework and hypotheses. At the same time, this chapter also further discusses on the target population, measurement of variables, as well as data collection method. Lastly, this chapter explains about the techniques that are used for data analysis.

3.2 Research Design

This research is conducted using non-experimental quantitative approach in which survey was used. This research is a census study in which the whole population is involved. The research applied data collection by distributing questionnaires to respondents as a method to obtain quantifiable information about a certain research topic. The purpose of survey research is to study a population and simplify the findings regarding a population and the results are used to describe trends, attitudes, or opinions. The results for this type of research are presented in numerical forms in which the data are analyzed using statistics techniques. According to Sekaran (2013), this type of research design is cost-efficient and enables researchers to collect all responses within a reasonable time range.

3.3 Research Framework

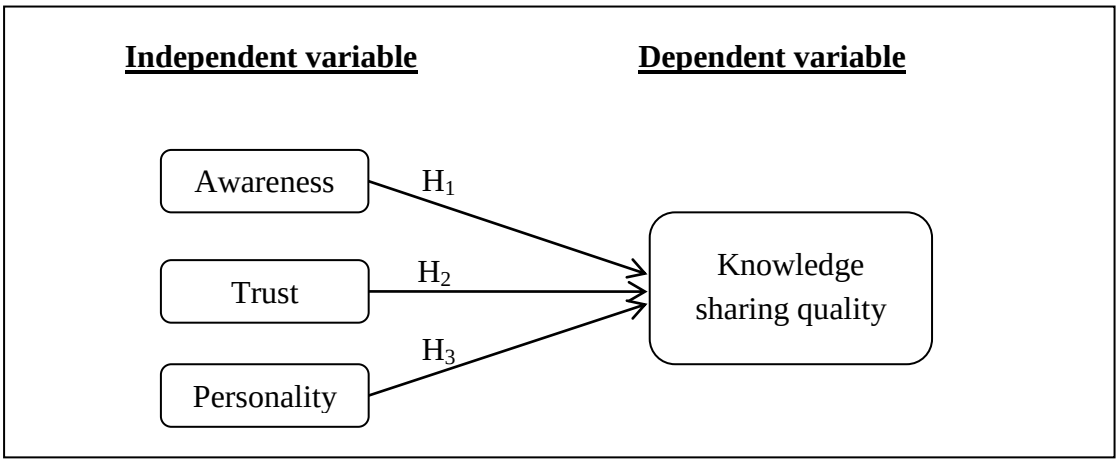

Figure 3.1
The relationship between independent variables and dependent variable
Source: Ismail & Yusof (2010)

The research is done based on the theoretical framework adopted from Ismail and Yusof (2010). The dependent variable which is of primary interest to the researcher is presented by knowledge sharing quality. The independent variables are presented by awareness, trust and personality. It is mainly stressed in this study that the quality of knowledge shared is important to ensure that valuable outcome from the process will benefit the people involved in the transfer process of knowledge. The three independent variables are the predictors in determining knowledge sharing quality. From the research framework, it can be observed that awareness, trust, and personality affect knowledge sharing quality. Thus, it can be said that awareness, trust and personality of an individual employee are associated with knowledge sharing quality.

3.4 Research Hypotheses

There are three hypotheses to be tested in the study whether they are accepted or rejected. For the first hypothesis, according to Argani (2007), in ensuring knowledge sharing success, awareness should exist at all levels of employees. Lee and Al-Hawamdeh (2002) concurred that awareness on the importance of knowledge sharing will initiate knowledge sharing. Ismail and Yusof (2010) stated that appreciation and understanding of knowledge sharing practice does affect knowledge sharing quality. Thus, we can hypothesize that:

H_1 : There is a positive relationship between awareness and knowledge sharing quality.

Trust is a vital part of knowledge sharing. Pan and Scarbrough (1998) emphasized that a surrounding of trust is required for a culture of knowledge sharing. Besides, trust creates openness for communication among employees to share information (Krogh, 1998). In the presence of trust, people will likely to share knowledge since they believe it would be useful to them and the information will not be exploited (Ismail & Yusof, 2010). Hence, the second hypothesis to be tested in this study is:

H_2 : There is a positive relationship between trust and knowledge sharing quality.

According to Awad and Ghaziri (2004), personality can influence knowledge sharing. This is supported by Lebowitz (1989), that people with an extrovert personality is more willingly to share knowledge and they usually perform better in delivering the information towards the audience due to better communication skills (Riege, 2005). Therefore, the third proposed hypothesis is as follows:

H_3 : There is a positive relationship between personality and knowledge sharing quality.

3.5 Target Population

The population chosen for this study consists of active students of MSc. Management in UUM. In order to complete the study within one semester to fulfill the university's requirement, it was inconvenient and costly for students to collect data from far places. The university allows non-PhD level students to choose and collect data from nearest places to finish the master program within limited time. Therefore, the effects of individual factors on knowledge sharing quality are investigated among MSc. Management active students. Given the scarcity of time resources, the representation is used to collect data within the provided time frame. Other than that, being postgraduate students, they are believed to be more matured and are likely more exposed to collaborative works (Majid, 2015). Thus, they are able to provide relevant responses for the purposes of this study. According to UUM's Department of Academic Affairs, there are 235 active students of MSc. Management. Since survey

research includes all element fo a population, therefore, 235 questionnaires has been distributed to the population.

3.6 Operational Definition

Before measurement for variables are established, it is important to operationalized the variables. Sekaran and Bougie (2013) stated that abstract concepts should be reduced to observable characteristics so that they can be measured in a tangible way. Thus, the operational definitions for each variable were obtained to establish a set of measureable behavior.

3.6.1 Awareness

Awareness in this study refers to the degree in which an individual understand the concept of knowledge management, appreciates the benefit of knowledge sharing, feel voluntary to share knowledge, and have self-esteem on knowledge delivered (Ismail & Yusof, 2010; Shaari et. al., 2014).

3.6.2 Trust

Trust can be operationalized as belief that knowledge will not be exploited or misused, confidence in capability and reliability of knowledge sharer or recipient, and the degree to which knowledge sharing will benefit a sharer (Levin et. al., 2003; Ling, 2011).

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3.6.3 Personality

In this study, personality refers to extroversion of a person which consist of having high self-confidence, outgoing, assertive, being optimistic, loves excitement and being emotionally positive (Ismail & Yusof, 2010; Teh et. al., 2011; Agyemang et. al., 2016).

3.6.4 Knowledge Sharing Quality

The variable knowledge sharing quality in this study refers to knowledge which is shared timely, accurate, complete, consistent, relevant, reliable, easy to understand, and useful to improve individual (Ismail & Yusof, 2010; Mahmood et. al., 2011).

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3.7 Measurement and Scaling

The questionnaire used was adopted and adapted from previous researches as stated in Table 3.1 below. In order to measure independent variables, eight items were used for each variable. Thus, to measure independent variables, 24 items were used. As for knowledge sharing quality, the responses were evaluated with eight items in terms of accuracy, reliability, timeliness, comprehensiveness, completeness, relevancy, usefulness and objective. Rating scale was used to record the responses for the instrument. All of the responses from respondents were measured using five Likert scales (1=strongly disagree and 5=strongly agree). The measurement of variables can be summarized as in Table 3.1.

Table 3.1
Sources of instruments

Section	Items	Questions	Sources
B (Awareness)	8	1. Based on the definition given, I understand the meaning of knowledge sharing. 2. Based on the definition given, I understand the meaning of knowledge management. 3. I am aware of the importance of knowledge sharing in daily lives.	Ismail & Yusof (2010)
		4. I share knowledge when I am asked/required. 5. I think the benefits of knowledge sharing are valuable compared to the effort exerted. 6. I share my knowledge because I think my knowledge is important.	Ali (2012)
		7. I share knowledge voluntarily. 8. I share my knowledge with anyone.	Shaari, Rahman, & Rajab (2014)
B (Trust)	8	1. I fully trust the expertise that my colleagues have. 2. I trust the help given by my colleagues while having problems in doing my assignments. 3. I believe that my colleagues will not exploit information for their own interest.	Ismail & Yusof (2010)
		4. I assumed that my colleagues would always look out for my interests. 5. I assumed that my colleagues would go out of their way to make sure I was not damaged or harmed. 6. I feel like my colleagues cared about what happened to me. 7. I feel confident with my colleagues' skills. 8. I feel that my colleagues are very capable of in performing their assignments.	Levin, Cross, & Abrams (2003)

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Table 3.1 continued

Section	Items	Questions	Sources
B (Personality)	8	1. I have high self-confidence. 2. I am an extrovert type of person (I like to know what is happening, socialize and open-minded). 3. I am always cautious.	Ismail & Yusof (2010)
		4. I see myself as someone talkative. 5. I see myself as someone who is full of energy. 6. I generate a lot of enthusiasm. 7. I have assertive personality (I speak my own mind). 8. I am optimistic.	Agyemang, Dzandu, & Boateng (2016)
C (Knowledge Sharing Quality)	8	1. Knowledge that I share with my colleagues in my class is accurate. 2. Knowledge that I share with my colleagues in my class is reliable. 3. Knowledge that I share with my colleagues in my class is timely. 4. Knowledge that I share with my colleagues in my class is easy to understand. 5. Knowledge that I share with my colleagues in my class is complete. 6. Knowledge that I share with my colleagues in my class is relevant for my study.	Ismail & Yusof (2010)
		7. Knowledge that I share with my colleagues in my class is useful. 8. Knowledge that I share with my colleagues in my class is objective.	Neurink (2013)

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3.8 Data Collection

Both primary and secondary data are used to obtain information for this research. As for primary data, questionnaire is the sole instrument used to draw information from

respondents. The active students of MSc. Management from Othman Yeop Abdullah Graduate School of Business are chosen to be the respondents for this study. The time taken to distribute and collect the questionnaires is within a week. Questionnaires are used for this research because it provides the best alternative for collecting information from a large number of respondents within a limited period of time. Table 3.2 below displays the process of data collection.

Table 3.2
Data collection process

Date	Procedures
25 October 2016	Construct the questionnaire
14 November 2016	Obtained approval from supervisor
14 November 2016	Distribute and collect questionnaires for pilot study
15 November 2016	Actual questionnaire distribution and data collection. 235 questionnaires are distributed to 235 students of MSc. Management in UUM where they are given a week to answer the questionnaires and the questionnaires are collected during their next class the following week.
20 November 2016	Completed questionnaire distribution and received returned questionnaires

As for secondary data, additional data and supportive material are gathered from combinations of published and unpublished materials. Secondary data is truly beneficial as they already established a certain degree of validity and reliability for the basis of work conducted by current researchers. The secondary data can be accessed from library or the internet. Most data obtained for this research came from sources such as textbooks, journal articles and the World Wide Web. Information gathering of the journals about similar studies done in the past is useful to create an applicable knowledge. Important information from the previous studies helps in understanding the related terms that are often used in regards to this study.

3.8.1 Questionnaire Design

The questionnaires used in this research consist of three sections namely Section A, Section B, and Section C. Section A is used to collect demographic data of the respondents. There are five items used in Section A to collect information regarding respondents' gender, age group, current semester, working experience, and working sector. Category scale is used to get a single response for each question. The respondents were provided with multiple choice answers for every question in this section. The second section, Section B, is intended for gathering information for independent variable. Each variable is measured with three items. Since there are three independent variables to be examined, Section B contained 24 items. Lastly, Section C is designed to measure dependent variable. In this section, 8 items were used. Both of these sections used Likert scales to measure the responses from respondents.

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3.8.2 Pilot Test

A pilot test is carried out to examine the questionnaires used in this research. According to Malhotra (2008), the appropriate size of respondents is typically small which ranges from 15 to 30 participants. Hence, in line with the suggestion, 30 questionnaires are handed out to refine the research questionnaire. Any adjustments and corrections will be done if necessary after a pilot test to ensure that the questionnaires are able to give significant information. The questionnaires are distributed to students of Master of Human Resource Management and the questionnares are returned back to the researcher on the same day. Reliability test has been done and the results

shown good reliability of items, thus, the questionaires are used for actual distribution without any items being removed. The results of the reliability test are explained in Chapter Four of this thesis.

3.9 Data Analysis

The data collected through questionnaires are analyzed using the Statistical Package for the Social Science (SPSS) version 24.0. This statistical software is widely used for the purpose of analyzing data as well as performing presentation functions to illustrate the raw data into tabulated forms. Besides, it can also be used to facilitate hypotheses testing.

3.9.1 Reliability Test

Reliability test is conducted to determine whether a research instrument is consistent in measuring a concept it is intended to measure (Sekaran & Bougie, 2013). The consistency of an instrument can be indicated by identifying to which extent it is free of bias and error. By measuring the consistency and stability of the instrument, the goodness of the measure can be assessed.

3.9.2 Frequency Measurement

Frequency analysis is made to analyze the rate of occurrence for the subcategories of an event. The percentage of the occurrence can be then obtained to assess the profile of the respondents in this study. The results from the frequency analysis are presented in the form of table and pie charts throughout the research.

3.9.3 Correlation

Correlation is used to test the strength of association between the independent variables and dependent variable. A +1.0 correlation shows a perfect correlation between the variables. Meanwhile, a -1.0 correlation shows a perfect negative correlation between the variables. The various range of relationship strength can be displayed as below:

Table 3.3
Coefficient range table

Range	Strength of correlation
Greater than ±0.60	Strong
± 0.31 to ± 0.60	Moderate
Less than 0.30	Weak

Source: Gerber & Finn (2006)

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3.9.4 Multiple Regressions

Multiple regression model is used to test the hypotheses of the research. This technique is often used to validate the relationship between dependent variable and independent variables. The type of relationship, either positively related or negatively related, between the variables can be determined using this statistical tool. Significant value of less than 0.05 determines that the variables are positively linked, whereas, greater significant value of more than 0.05 shows negative relationship between the variables.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter will discuss the findings of the research in depth. A reliability test is done for pilot testing prior to distributing the actual questionnaires to ensure that the questionnaire is fit to measure its intended purpose. After the actual questionnaires had been distributed and collected, the data from the questionnaires were transferred into statistical analysis software. The results of the study has been explained according to the analysis done using Statistical Programs for Social Sciences (SPSS) version 24.0. The analyses done include reliability test, frequency measurement, correlations and multiple regression analyses.

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4.2 Questionnaire Return Rate

There were 235 questionnaires distributed to active MSc. Management students in UUM. The questionnaires were self-administered and enumerators were also assigned to help distribute the questionnaires. Respondents were given a week to finish the questionnaires and the collection of the questionnaires were done during their next class one week after. Anyhow, only 135 respondents or 57.44% answered the questionnaires and 135 questionnaires were submitted to the researcher. According to Babbie (2007), a response rate of more than 50% is adequate for analysis and reporting. There are several reasons questionnaires were not returned to the researcher.

Several follow-ups and reminders had been done to notify the respondents to finish and return the questionnaires. However, most postgraduate students only have classes once a week, thus, they are not often present in UUM. Besides, the respondents sometimes go on lunch breaks and there are also respondents that did not come to class. The enumerator assigned to assist in questionnaires distribution had also done follow-ups and reminders to notify the respondents. Due to deadlines, since there are not much time left, the researcher used the data that are available for the analysis. The returned questionnaires are analyzed by computing data into SPSS.

4.3 Goodness of Measure

Reliability tests are carried out to examine the consistency of the items in the questionnaire in measuring a concept. A reliability test is useful in evaluating the "goodness" of a measure. In order to analyze the consistency of the items used, Cronbach's coefficient alpha was used. The Cronbach's Alpha evaluates the inter-item consistency reliability.

As proposed by Sekaran and Bougie (2013), a good measuring instrument is indicated by high coefficients. An acceptable value of Cronbach's Alpha should be more than 0.6 (Sekaran & Bougie, 2013). Sekaran and Bougie (2013), proposed that a Cronbach's Alpha that is closer to 1.0 indicates a higher internal consistency reliability. Meanwhile, a Cronbach's Alpha within the range of 0.70 to 0.80 is considered good and acceptable. George and Mallery (2003), established the rule-of-thumb in determining the inter-item correlations. The following rule-of-thumb can also be used to determine the reliability of measurement:

Table 4.1
The rule-of-thumb for Cronbach's Alpha

Range of Cronbach's Alpha	Goodness of Measure
0.9 – 1.00	Excellent
0.8 – 0.89	Good
0.7 – 0.79	Acceptable
0.6 – 0.69	Questionable
0.5 – 0.59	Poor
Less than 0.5	Unacceptable

Source: George & Mallery (2003)

4.3.1 Reliability Test for Independent and Dependent Variables

Table 4.2
Reliability test results for independent and dependent variables

Variables	No. of items	Cronbach's Alpha
Awareness	8	0.754
Trust	8	0.821
Personality	8	0.715
Knowledge sharing quality	8	0.840

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Table 4.2 shows the results for reliability test done to examine the questionnaire items for independent and dependent variables. A pilot test was done by distributing 30 sets of questionnaires and a reliability test is done to ensure the internal consistency of instrument. Based on the reliability test results, the Cronbach's Alpha for awareness is 0.754. For trust, the alpha value is 0.821. Meanwhile, the internal consistency for personality is 0.715 alpha values. On the other hand, knowledge sharing quality scored 0.840 for alpha

value. Overall, the internal consistency for the independent and dependent variables is within 0.7 to 0.9. By referring to the Cronbach's Alpha rule-of-thumb by George and Mallery (2003), items for trust and knowledge sharing quality have good internal consistency since the alpha range is within 0.8 to 0.89. Meanwhile, items for awareness and personality show acceptable internal consistency. Therefore, the items used in the questionnaire are good and acceptable to measure the independent and dependent variables. The SPSS output for the items of each variable can be referred in Appendix B.

4.4 Frequency Measurement for Demographic Items

Frequencies can be defined as the rate of occurrence for various subcategories. Using the rate of occurrence, the percentage and cumulative percentage can be calculated. The demographic items used in the questionnaire are analyzed to classify the amount of respondents according to certain categories. There are 5 items used to collect respondents' demographic data.

4.4.1 Gender

Table 4.3 below shows the frequency distribution of the respondents according to gender. There are 135 respondents in total. The dominant respondents were represented by females with 57.8% whereas the males were represented by a valid 42.2% out of 100%. The frequency for female respondents is 78 students. Male respondents are represented by 57 students.

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Table 4.3
Respondents frequency distribution by gender

	Frequency	Percent (%)
Male	57	42.2
Female	78	57.8
Total	135	100.0

4.4.2 Age Group

Table 4.4 shows the frequency distribution of respondents according to age group. There are 100 respondents aged between 21 to 30 years old which makes up to 74.0%. Meanwhile, there are 25 respondents of 31 to 40 years of age (17.8%). Next, for age 41 to 50 years old, there are seven respondents (5.2%). Lastly, the lowest portion of the total respondents consists of the age 51 and above (3.0%). From the data, most respondents in this research consist of students ranging from 21 to 30 years old.

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Table 4.4
Respondents frequency distribution by age group

	Frequency	Percent (%)
21-30 years	100	74.1
31-40 years	24	17.8
41-50 years	7	5.2
More than 51 years	4	3.0
Total	135	100.0

4.4.3 Current Semester

The respondents comprised of different current semesters. The majority of respondents are currently in fourth semester which made up of 34 respondents (25.2%). Meanwhile, there are 15 respondents doing first semester with percentage of 11.1%. Other than that, there are 24 respondents in second semester (17.8%). The data also shows that 29 respondents are from third semester (21.5%). Lastly, there are only 33 respondents currently doing fifth or more than five semesters (24.4%). The data described above are represented by the Table 4.5 below.

Table 4.5
Respondents frequency distribution by current semester

	Frequency	Percent (%)
1st semester	15	11.1
2nd semester	24	17.8
3rd semester	29	21.5
4th semester	34	25.2
5th semester and above	33	24.4
Total	135	100.0

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4.4.4 Working Experience

As shown in Table 4.6, there are 71 respondents who are of less than two years of working experience (52.6%). This number is the highest which makes majority of the respondents have work experience of less than two years. Next highest is between two to four years of experience which consists of 24

respondents (17.8%). There are also respondents with five to six years of experience which consist of 16 respondents (11.9%). Respondents with seven to eight years are of 10 (7.4%). Lastly, respondents with work experience more than eight years are 14 (10.4%). The data described here are represented in Table 4.6.

Table 4.6
Respondents frequency distribution by working experience

	Frequency	Percent (%)
Less than 2 years	71	52.6
2-4 years	24	17.8
5-6 years	16	11.9
7-8 years	10	7.4
More than 8 years	14	10.4
Total	135	100.0

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4.4.5 Work Sector

As observed in Table 4.7, majority of the respondents are students which made up of 77 respondents (57.0%). There are 14 respondents working in the public sector (10.4%). Meanwhile, for respondents working in private sector, there are 25 respondents (18.5%). There are also self-employed respondents consisted of 19 respondents (14.1%).

Table 4.7
Respondents frequency distribution by work sector

	Frequency	Percent (%)
Public sector	14	10.4
Private sector	25	18.5
Self-employed	19	14.1
Student	77	57.0
Total	135	100.0

4.5 Correlations

Pearson correlations analysis is carried out to test the relationship between dependent and independent variables. For this research, the independent variables of awareness, trust and personality are tested against the dependent variable of knowledge sharing quality. A correlations analysis is helpful for testing proposed hypotheses. The strength, significance and direction of the relationship between variables can be shown using a correlations analysis.

According to Sekaran and Bougie (2013), the correlations coefficients can range from a perfect negative – 1.0 to a perfect positive +1.0. A positive value means that there is a direct relationship whereas a negative value indicates an inverse relationship. However, if the coefficient is zero, it is said that there is no relationship or zero correlation between the variables.

As stated by Gerber and Finn (2006), a rule-of-thumb that can be used to determine the strength of correlations can be demonstrated in Table 4.8.

Table 4.8
Correlation strength

Range	Strength of correlation
Greater than ±0.60	Strong
± 0.31 to ± 0.60	Moderate
Less than 0.30	Weak

Source: Gerber & Finn (2006)

While there is a correlation between variables, determining the significance of the relationship is also important. An acceptable level of significance is when $p < 0.05$ (Sekaran & Bougie, 2013). This level is broadly accepted in the field of social science study. A significance level less than 0.05 means that the possibility of the relationship is not true are lower than 5 per cent.

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4.5.1 Correlations between Awareness and Knowledge Sharing Quality

Table 4.9
Correlations between awareness and knowledge sharing quality

		Awareness	Knowledge Sharing Quality
Awareness	Pearson Correlation	1	.547**
	Sig. (2-tailed)		.000
	N	135	135
Knowledge Sharing Quality	Pearson Correlation	.547**	1
	Sig. (2-tailed)	.000	
	N	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

As observed in Table 4.9, the correlation between knowledge sharing quality and awareness shows a positive moderate relationship with coefficient of 0.547. The relationship between awareness and knowledge sharing quality is significant with $p < 0.05$. Therefore, there is a positive relationship between awareness and knowledge sharing quality. The result supports hypothesis 1 (H_1), hence, the hypothesis is accepted.

4.5.2 Correlations between Trust and Knowledge Sharing Quality

Table 4.10
Correlations between trust and knowledge sharing quality

		Trust	Knowledge Sharing Quality
Trust	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	135	135
Knowledge Sharing Quality	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

For the next independent variable, trust, the correlation between knowledge sharing quality and trust is positively moderate at 0.473 as shown in Table 4.10. The relationship between these two variables is significant in which the p value is less than 0.05. Therefore, there is a positive relationship between trust and knowledge sharing quality. The result supports hypothesis 2 (H_2), hence, the hypothesis is accepted.

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4.5.3 Correlations between Personality and Knowledge Sharing Quality

Table 4.11
Correlations between personality and knowledge sharing quality

		Personality	Knowledge Sharing Quality
Personality	Pearson Correlation	1	.358**
	Sig. (2-tailed)		.000
	N	135	135
Knowledge Sharing Quality	Pearson Correlation	.358**	1
	Sig. (2-tailed)	.000	
	N	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 4.11, the last independent variable, personality, has a positive correlation of 0.358 with the dependent variable. This shows a positive moderate strength of association. The relationship between personality and knowledge sharing quality is significant with p value less than 0.05. Thus, there is a positive relationship between personality and knowledge sharing quality. The result supports hypothesis 3 (H_3), hence, the hypothesis is accepted. In general, all of the independent variables are significantly correlated with the dependent variable. The SPSS output for correlations analysis can be found in Appendix C.

4.6 Multiple Regressions

A multiple regression analysis is conducted to explain the variance caused by independent variables towards dependent variables (Sekaran & Bougie, 2013). It is useful in determining which independent variable has the strongest impact on the dependent variable.

For multiple regression analysis, the results are displayed as in Table 4.12. As observed in Table 4.12, the independent variables explain 43.1% of the variance in knowledge sharing quality. The R square (R^2) value shows that the independent variables are able to make prediction on knowledge sharing quality. At the same time, the value is significant ($p < 0.05$) with F-value at 33.107.

Table 4.12
Multiple regressions between independent variables and dependent variable

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657[a]	.431	.418	3.07772

a. Predictors: (Constant), Personality, Trust, Awareness

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	940.821	3	313.607	33.107	.000[b]
	Residual	1240.883	131	9.472		
	Total	2181.704	134			

a. Dependent Variable: Knowledge Sharing Quality
b. Predictors: (Constant), Personality, Trust, Awareness

Based on the multiple regression analysis, the independent variable that has the strongest influence can be observed by comparing the standardized beta coefficients. Table 4.13 shows the coefficients between independent variables and dependent variable. Based on this table, it can be concluded that awareness is the strongest predictor of knowledge sharing quality ($\beta = 0.385$). The second strongest predictor is trust ($\beta = 0.336$) and the least strong predictor is personality ($\beta = 0.172$). All three independent variables are significant predictor in which the p values are less than 0.05. The SPSS output for multiple regressions analysis can be referred to in Appendix D.

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Table 4.13
Coefficients between independent variables and dependent variable

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.618	3.020		1.198	.233
	Awareness	.450	.086	.385	5.242	.000
	Trust	.312	.064	.336	4.871	.000
	Personality	.134	.055	.172	2.421	.017

a. Dependent Variable: Knowledge Sharing Quality

4.7 Summary

Table 4.14 displays the results of whether hypotheses are supported or rejected based on the data analysis. Analysis on correlations indicated that the three independent variables (awareness, trust, and personality) have positive significant influence on knowledge sharing quality. Based on multiple regression analysis, among the independent variables, awareness had been found to be the strongest predictor of knowledge sharing quality. The predictor strength is then followed by trust and personality.

Table 4.14
Hypotheses summary

Hypothesis	**Supported / Rejected**
Hypothesis 1	
H_1: There is a positive relationship between awareness and knowledge sharing quality	Supported

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Table 4.14 continued

Hypothesis	Supported / Rejected
Hypothesis 2	
H_2: There is a positive relationship between trust and knowledge sharing quality	Supported
Hypothesis 3	
H_3: There is a positive relationship between personality and knowledge sharing quality	Supported

Based on the findings of the current study, awareness has been shown to have a positive significant correlation with knowledge sharing quality. The correlation coefficient score for awareness is 0.547 which falls within the moderate range of ±0.31 to ±0.60. According to Gerber and Finn (2006), the correlation is moderate between the two variables. Thus, the hypothesis (H_1) that suggests the existence of relationship between awareness and knowledge sharing quality is accepted.

The results also illustrate a positive significant relationship between trust and knowledge sharing quality. The correlation coefficient score between these two variables is 0.473. This shows a moderate link between trust and knowledge sharing quality since the score is within ±0.31 to ±0.60 as proposed by Gerber and Finn (2006). Hence, the hypothesis (H_2) suggesting that there is a relationship between trust and knowledge sharing quality is accepted.

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Finally, the outcomes of the study also reveal that there is a positive significant association between personality and knowledge sharing quality. The association can be identified by the moderate correlation score of 0.358 which falls within the range of ±0.31 to ±0.60 of Gerber and Finn (2006) rule-of-thumb. Therefore, the third hypothesis (H_3) proposing that there is a relationship between personality and knowledge sharing quality is accepted. Overall, all three hypotheses are accepted

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CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the research done on the influence of awareness, trust, and personality with knowledge sharing quality among active MSc. Management students in UUM. This chapter summarizes the findings and discuss about limitations of the study, recommendations for the university, students, and lecturers, as well as suggestions for future researches that will be done regarding this topic.

5.2 Discussion

The study focused on investigating the influence of awareness, trust, and personality towards knowledge sharing quality among active MSc. Management students in UUM. The findings of the study answered the following research questions:

i. **Is there any relationship between awareness and knowledge sharing quality?**

   Based on the results in Chapter 4, awareness was found to have a positive significant relationship with knowledge sharing quality. The relationship is significant with $p < 0.05$ and correlation of 0.547. This finding confirmed the correlation between awareness and knowledge sharing quality. The results are in line with previous studies that support

the association of awareness with knowledge sharing quality (Daneshgar, 2001; Ismail & Yusof, 2010; Noor & Salim, 2011). Thus, it can be said that awareness affects knowledge sharing quality. Awareness of knowledge sharing benefit encourages students to share their valuable knowledge to support learning. The results answered the research question that there is a relationship between awareness and knowledge sharing quality. Hence, independent variable and dependent variable support hypothesis 1 (H_1).

ii. Is there any relationship between trust and knowledge sharing quality?

The results from Chapter 4 also confirmed that there is a relationship between trust and knowledge sharing quality. Trust has positive significant relationship with knowledge sharing quality as it has significant correlation of 0.473 ($p < 0.05$). This shows that trust significantly influences knowledge sharing quality. This finding is consistent with the findings in previous studies (Renzl, Matzler, & Mader, 2005; Ling, 2011; Khesal, Samadi, Musram, & Zohoori, 2013). Students should trust their classmates and value them as learning partners as they can share ideas during class and assignment completion. The research question is answered that trust do have a relationship with knowledge sharing quality. Therefore, hypothesis 2 (H_2) is supported by the independent and dependent variable.

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iii. Is there any relationship between personality and knowledge sharing quality?

The data analysis concluded that there is a relationship between personality and knowledge sharing quality. It was found that personality has significant correlation of 0.358 with knowledge sharing quality with p value less than 0.05. It can be said that personality does impact knowledge sharing quality. Previous studies had also found that personality does have impact on knowledge sharing quality (Fang & Liu, 2010; Lotfi, Muktar, Ologbo, & Reihani, 2015; Agyemang, Dzandu, & Boateng, 2016). People who possess extrovert traits are more inclined to share knowledge. Thus, hypothesis 3 (H3) is supported by the independent and dependent variable.

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5.3 Limitations of the Study

There are several constraints of this study. The major limitation is the population size. This study only focuses on the relationship of awareness, trust, and personality with knowledge sharing quality among MSc. Management students. Since the accessibility to population is restricted due to time constraints, the resulting population size is small compared to the whole graduate school. Thus, the results of this research are not as precise to generalize the population. Hence, large population size is recommended for generalization of the results.

Other than that, since the sole instrument for this study is using questionnaire, the information may be inadequate and depend on the honesty of the respondents. Thus,

results are not easily confirmed. It is suggested that other qualitative approach is to be used alongside questionnaires to supplement the findings. Open-ended interview can be used to obtain results that are not accessible through questionnaires.

5.4 Recommendations

The following recommendations are provided based on the results of this study:

University and academic institutions

Academic institutions hold the authority to create conducive environment that supports knowledge sharing. They should be able to create a policy that provides sufficient opportunities for students to create more collaborative assignments and develop friendly relationships among colleagues to promote mutual trust and respect. Group activities can be structured into learning syllabus. More assignments that include intensive collaboration would encourage and improve their need to share knowledge with each other so that they can achieve their course requirements. Improved relationships with their classmates mean increasing trust presence, they will be able to regard their classmates as learning partners instead of competitors and would likely be willing to share knowledge frequently. Improved relationships with their colleagues will also help them to overcome personality hindrances especially among introvert students.

Students

Students must realize that knowledge sharing would be beneficial to them as the process would enhance communication, problem-solving skills, and improve decision

making. These skills are important as industries nowadays are moving towards learning organizations (Syed-Ikhsan & Rowland, 2004). A simple activity such as sharing notes, articles, and study materials can do as much as to kickstart a knowledge sharing culture among students. Other than that, students should actively participate in class such as responding to questions raised by instructor and ask questions. Such actions can produce an environment that encourages other students to share their opinions, thus, initiate knowledge sharing.

Lecturers

Lecturers as class instructors has significant role that facilitates knowledge sharing. They have influence that can control the environment of the class conducted. Classes conducted should include in-class group work often to encourage students to sit together and discuss their ideas. For example, weekly assignments can be handed out which require them to solve a case study. The frequent group work will subsequently increase their awareness to share knowledge with their colleagues to finish a task. Other than that, lecturers can also include activities that could tackle introvert students to be more outgoing and overcome their anxiety to communicate in a group. This is essential as they have lesser tendency to initiate knowledge sharing process. Activities such that encourage them to stand out such as giving speech, presentation, and group performance can eventually help them to deal with anxiety and uncomfortable feeling of being in a group of people.

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5.5 Future Research

The results from this study are useful for its contribution towards the body of knowledge regarding knowledge sharing. Therefore, the outcomes of the study can be used to formulate a basis of knowledge sharing culture. This study only includes awareness, trust, and personality. In order to achieve a better understanding on this topic research, future researchers are suggested to extend the scope of the study to investigate other individual aspects such as altruism, mutual reciprocity, and self-efficacy, that could contribute to knowledge sharing (Okyere-Kwakye & Nor, 2011). Other than that, since this research was only done at one graduate school, future research may focus on other graduate schools in UUM. Future studies can also extend those studies by making a comparative study to compare knowledge sharing practice between three graduate schools in UUM.

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5.6 Conclusion

The study was conducted in UUM due to several causes. First, the environment was suitable as academic institutions are knowledge-centered. Second, due to time and monetary constraints, UUM is chosen due to its location. The study was conducted to measure the relationship between awareness, trust, and personality with knowledge sharing quality. As discussed in the findings, this study confirmed the influence of awareness, trust, and personality on knowledge sharing quality. The results fulfilled the aim of this study. This is in line with previous studies that suggested the relatedness of the three independent variables with knowledge sharing quality. The study had found that awareness, trust, and personality have important relationships

with knowledge sharing quality with awareness being the strongest predictor followed by trust and personality. The students must be aware that knowledge sharing is beneficial to support their learning in class as knowledge sharing would contribute to development of ideas during class discussions. They must also build trust with their classmates and need to see them as learning partners instead of competitors. Besides, in terms of personality, extrovert students can be more helpful and approach their introvert colleagues to promote communication to overcome their friends' timidness. In conclusion, it is proven that part of knowledge sharing quality is contributed by awareness, trust, and personality.

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Appendix A
Questionnaire

Questionnaire

"The Influence of Awareness, Trust, and Personality on Knowledge Sharing Quality: A Study at Graduate Schools of Universiti Utara Malaysia"

Dear Sir/Madam,

I am a Master of Human Resource Management (MHRM) student from Universiti Utara Malaysia. This is a research I am conducting regarding the title above to fulfill my academic requirement for the final year's course. Thus, I would like to attain your kindness to fulfill this questionnaire. The questionnaire is divided into three (3) sections; A, B and C. I assure you that your responses will be held in confidential and would only be used for the mean of this research. Thank you for your co-operation.

Tuan/Puan,

Saya merupakan pelajar Sarjana Pengurusan Sumber Manusia (MHRM) dari Universiti Utara Malaysia. Saya sedang menjalankan kajian berkenaan tajuk di atas untuk memenuhi syarat keperluan akademik bagi kursus tahun akhir. Justeru itu, saya mohon jasa baik tuan/puan untuk mengisi borang soal selidik ini. Borang ini terdiri daripada tiga bahagian iaitu bahagian A, B, dan C. Segala maklumat yang pihak tuan/puan berikan akan dianggap sulit dan digunakan hanya untuk tujuan kajian. Segala kerjasama tuan/puan dalam membantu kajian ini saya dahului dengan ucapan ribuan terima kasih.

Alia Amanina binti Abdul Halim (818821)
Master in Human Resource Management
Othman Yeop Abdullah Graduate School of Business, UUM

DEFINITION OF KEY TERMS

Definisi kata kunci

KNOWLEDGE

Knowledge is truths and beliefs, perspectives and concepts, judgments and expectations, methodologies and know how (Brooking, 1996). Knowledge is classified into tacit (intangible) and explicit (tangible).

KNOWLEDGE MANAGEMENT

The process of capturing, storing, sharing and using knowledge (Davenport & Prusak, 1998)

KNOWLEDGE SHARING

An act where knowledge is transferred that makes the knowledge reusable by other people (Lee & Al- Hawamdeh, 2002)

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SECTION A (DEMOGRAPHIC)

Please tick ☑ the relevant boxes.

1) GENDER

☐ Male ☐ Female

2) AGE GROUP

☐ 21 – 30 years ☐ 41 – 50 years

☐ 31 – 40 years ☐ More than 51 years

3) CURRENT SEMESTER

☐ 1st semester ☐ 4th semester

☐ 2nd semester ☐ 5th semester

☐ 3rd semester

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4) WORKING EXPERIENCE

☐ Less than 2 years ☐ 7 – 8 years

☐ 2 – 4 years ☐ More than 8 years

☐ 5 – 6 years

5) WORK SECTOR

☐ Public sector

☐ Private sector

☐ Self-employed

☐ Student

SECTION B (FACTORS INFLUENCING)
For each statement below, please **circle** the number that is the truest to yourself.

i. Awareness

		Strongly disagree	*Disagree*	*Uncertain*	*Agree*	*Strongly agree*
1	Based on the definition given, I understand the meaning of knowledge sharing. (Please refer to page 2)	1	2	3	4	5
2	Based on the definition given, I understand the meaning of knowledge management. (Please refer to page 2)	1	2	3	4	5
3	I am aware of the importance of knowledge sharing in daily lives.	1	2	3	4	5
4	I share knowledge when I am asked/required.	1	2	3	4	5
5	I think the benefits of knowledge sharing are valuable compared to the effort exerted	1	2	3	4	5
6	I share my knowledge because I think my knowledge is important.	1	2	3	4	5
7	I share knowledge voluntarily.	1	2	3	4	5
8	I share my knowledge with anyone.	1	2	3	4	5

i. Trust

		Strongly disagree	*Disagree*	*Uncertain*	*Agree*	*Strongly agree*
1	I fully trust the expertise that my colleagues have.	1	2	3	4	5
2	I trust the help given by my colleagues while having problem in doing my assignments.	1	2	3	4	5

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3	I believe that my colleagues will not exploit information for their own interest.	1	2	3	4	5
4	I assumed that my colleagues would always look out for my interests.	1	2	3	4	5
5	I assumed that my colleagues would go out of their way to make sure I was not damaged or harmed.	1	2	3	4	5
6	I feel like my colleagues cared about what happened to me.	1	2	3	4	5
7	I feel confident with my colleagues' skills.	1	2	3	4	5
8	I feel that my colleagues are very capable of in performing their assignments.	1	2	3	4	5

i. Personality

		Strongly disagree	***Disagree***	***Uncertain***	***Agree***	***Strongly agree***
1	I have high self-confidence.	1	2	3	4	5
2	I am an extrovert type of person (I like to know what is happening, socialize and open-minded)	1	2	3	4	5
3	I am always cautious.	1	2	3	4	5
4	I see myself as someone talkative.	1	2	3	4	5
5	I see myself as someone who is full of energy.	1	2	3	4	5
6	I generate a lot of enthusiasm.	1	2	3	4	5

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7	I have assertive personality (I speak my own mind)	1	2	3	4	5
8	I am optimistic	1	2	3	4	5

SECTION C (KNOWLEDGE SHARING QUALITY)
For each statement below, please **circle** the number that is the truest to yourself.

		Strongly disagree	***Disagree***	***Uncertain***	***Agree***	***Strongly agree***
1	Knowledge that I share with my colleagues in my class is accurate.	1	2	3	4	5
2	Knowledge that I share with my colleagues in my class is reliable.	1	2	3	4	5
3	Knowledge that I share with my colleagues in my class is timely.	1	2	3	4	5
4	Knowledge that I share with my colleagues in my class is easy to understand.	1	2	3	4	5
5	Knowledge that I share with my colleagues in my class is complete.	1	2	3	4	5
6	Knowledge that I share with my colleagues in my class is relevant for my study.	1	2	3	4	5
7	Knowledge that I share with my colleagues in my class is useful.	1	2	3	4	5
8	Knowledge that I share with my colleagues in my class is objective.	1	2	3	4	5

Your time and co-operation are sincerely appreciated.

Please check to make sure no questions are skipped inadvertently.

Thank you for your participation.

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Appendix B

SPSS Output for Reliability Test

Reliability of Items for Awareness

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.754	8

Reliability of Items for Trust

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	8

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Reliability of Items for Personality

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.715	8

Reliability of Items for Knowledge Sharing Quality

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.840	8

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Appendix C

SPSS Output for Correlations Analysis

Correlations

		Awareness	Trust	Personality	Knowledge Sharing Quality
Awareness	Pearson Correlation	1	.295**	.366**	.547**
	Sig. (2-tailed)		.001	.000	.000
	N	135	135	135	135
Trust	Pearson Correlation	.295**	1	.136	.473**
	Sig. (2-tailed)	.001		.116	.000
	N	135	135	135	135
Personality	Pearson Correlation	.366**	.136	1	.358**
	Sig. (2-tailed)	.000	.116		.000
	N	135	135	135	135
Knowledge Sharing Quality	Pearson Correlation	.547**	.473**	.358**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	135	135	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

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Appendix D

SPSS Output for Regression Analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Personality, Trust, Awareness[b]	.	Enter

a. Dependent Variable: Knowledge Sharing Quality

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657[a]	.431	.418	3.07772

a. Predictors: (Constant), Personality, Trust, Awareness

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	940.821	3	313.607	33.107	.000[b]
	Residual	1240.883	131	9.472		
	Total	2181.704	134			

a. Dependent Variable: Knowledge Sharing Quality

b. Predictors: (Constant), Personality, Trust, Awareness

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.618	3.020		1.198	.233
	Awareness	.450	.086	.385	5.242	.000
	Trust	.312	.064	.336	4.871	.000
	Personality	.134	.055	.172	2.421	.017

a. Dependent Variable: Knowledge Sharing Quality

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