Knowledge Sharing Behaviour among PhD Students

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Abstract. Deal with challenges, require radical changes in the organizations roles , especially in the field of knowledge sharing in order to ensure access to competitive advantage among other organizations , The Department of Knowledge Management at King Abdulaziz University has been selected as a society for this study , This study aimed to measure the impact of organizational factors on the behaviour of knowledge sharing among PH.D students at KAU in Jeddah , the study focused on organizational factors :organizational culture and organizational environment . To see the effect of these factors questionnaire was designed and distributed to PH.D students in the Department of knowledge Management at KAU . The study results showed the presence of the impact of organizational culture and regulatory environment on the behaviour of knowledge sharing , the research recommended a number of recommendations , which notably improve the environment academy , raise the level of communication between faculty and students , development of department site , adoption of some Initiatives and projects that promote values which represent high ethical and support knowledge sharing behaviours among graduate students at the university.

1 INTRODUCTION:

Universities as well as institutions of higher education are some of the most important organizations that effectively contribute in building the knowledge throw the creative Human energies, and advanced scientific capabilities, which they have. Universities as well as institutions of higher education as organizations is supposed to be a producer as well as a user of the knowledge together with utilizing this knowledge in the field of tools, operations, goods, and in the knowledge itself for the nature of changing, renewable, and accelerating of the knowledge. The organization has to be designed in flexible, and developed, situation that can be renewed, innovated, or even changed. Metcalfe (2005) confirms the importance of giving a description for Knowledge Management (KM) in the field of high education where the knowledge can is seem to be the understanding that enable people to share as well as to use the available information. The problems faced by Higher Education Institutions in applying KM can be avoided by focusing on the most important topic in KM which is the Knowledge sharing and giving the points view which shall be spread in such institutions. Furthermore, these institutions shall be involved with

culture, organizational environment, and contribution in the knowledge sharing between the individuals inside the educational institutions of different categories.

By extrapolating the literature, it showed that the process of knowledge sharing is taking multiple and varied images between individuals in the communities or organizations. It may be through direct or indirect contact, in the presence of technology or without in some situations and cases. The examples of direct contact, this what happens between individuals in forums, conferences, meetings, workshops, training sessions and discussion, dialogue and exchange of ideas, and style of self-assessment questionnaires.

1.1 Knowledge Sharing Behaviour:

Developed nations, at the time being, are competing with their creative capabilities in knowledge management among the members of the communities, organizations; and it is imperative for organizations to keep up with the growing development and accelerating the flow and production of knowledge.
The participation of the knowledge is one of the most important processes of knowledge management in organizations, where organizations seeking to encourage its members and their employees to share and exchange knowledge with each other.
Sharing of knowledge known as the process by which the transfer of expressed or implied knowledge to other individuals through the communications between these individuals.

It is impossible to separate the talking about of knowledge sharing inside the institution form talking about knowledge transfer. Because, knowledge transfer inside the institution is the critical step towards knowledge sharing within the organization. Coakes (2003) clarifies that the process of knowledge transfer is the first step prior knowledge sharing. Knowledge transfer means the delivering of "suitable" knowledge to the "suitable" person in the "suitable" time with the "suitable" form and "suitable" cost.

1.2 Forms of knowledge sharing Behaviour:

Marquardt (2002) says that there are two forms of knowledge sharing within the organizations, either in an intended or unintended form:

- The intended form: means that knowledge sharing is happening in an intended form within the organization through the single programmed contacts between individuals, or through written means such as notes, reports, periodic publications, and different types of internal publications. In addition, Knowledge can be shared in an intended way by using videos, audio tapes, conferences, internal forums, counseling programs, training sessions, and transferring works between members.

- The unintended form: means sharing knowledge in an unintended form within the organization through: informal networks, stories and legends etc,.

2 ORGANIZATION CULTURE:

Culture is the information of which a life style and system of any people is based on. It is the life style, and Intellectual surroundings of such people as well as the way of which they look towards the life. This culture has to be derived from the needs and conditions of these people as well as his geographic, climate environment. Therefore, this culture is local and relate to some people not all peoples, and one nation not all nations.

(Edgan Schein, 1985) pointed out that the essence of culture lies in the common values, beliefs and axioms in the members of an organization. He also believes examining culture must include three main aspects: the concrete phenomena, core values and beliefs.

(Dension, 1990) look at the organizational culture as a set of values, beliefs and basic principles, which serve as the basis for the administrative system as well as the behaviors and administrative practices that represent and limit the basic principles.

2.1 The functions of organizational culture:

The functions of the culture of the organization are summarized in four main functions:

1- Give members of the organization an organizational identity.
2- Facilitate collective commitment.
3- Enhance the reliability of the system.
4- Constitute the behavior of individuals by helping them to understand the surrounding environment. (Harem, 2004)

2.2 Dimensions of organizational culture:

1. Values : values are the basic concept for the evaluation of the actions and behavior of individuals in the organization. These values reach individuals through social relations and the constant interaction between the members of the organization.

2. Attitudes: The researchers look at the trends as one of the basics of the organizational culture because they are equal to the values in the importance. Trends means the attitudes of the individuals in the organization towards the various issues that could be both positive or negative, strong or weak, constant or seesaw.

3. Cultural norms in common: The norms adopted by individuals which is derived from their community and their environment. These norms increase the ability of individuals in organizations to communicate with others, promote the exchange of experiences and implicit practices, and thus, help the development.

4. Confidence: Means the relationships that are based on respect and be accepted by everyone.

3 ORGANIZATIONAL ENVIRONMENT:

Contemporary studies and researches in the study of organizational behavior focused on the organizational environment dramatically since its represent all the variables prevailing in the framework of the values and habits of thought and physical & technical dimensions, as well as organizational structures which affect on organizational behavior of individuals and organizations.

The concept of the organizational environment was varied where defined by a number of researchers; some of them understand it only as characteristics of the internal environment of the organization without reference to the external environment; while others touched the external environment in addition to the internal environment. Moreover, some others identified it as the factors and social & psychological conditions prevailing in the organization.

(Jones, 2004) identify the organizational environment as: a set of forces and elements that surrounding the organization, (both inside and outside the organization) which have an

impact directly or indirectly on the way in which it operates as it is affecting the way of accessing the resources necessary for the continuation of its work; such as raw materials, workers eligible for the production of goods and services, the information needed to improve the technology used or the report of competitive strategy, and ways to support external stakeholders in the organization.

3.1 The dimensions of the organizational environment:

1- Leadership and organizational structure:
The process of the command and control is one of the most important dimensions of the organizational environment prevailing in the organization. The dictatorship and centralization of power provide a negative climate and organizational environment; while the democratic administration and participation in decision-making processes and provide a positive climate and organizational environment. This is also applying to the case of the organizational structure and the needed clarity of roles, responsibilities and powers as well as the responsible entity and reward.

2- Interaction and Communication:
The administrative processes in organizations based mainly on communications. Administrative communications maintain the flow of information within and outside the organization. Whenever there is a good communication system the higher the efficiency of the work. (Almannea, 2006)

3- Technology:
The technology used which prevailing in the atmosphere of the organization affects the work. In an era of widespread means of distance education, the media and satellite channels, and media & Internet cafes, it has become easy to deal with digital technology. It is no longer required for a dealer with those techniques and technology to have a university degree specializing in Computer (Alnemr and others, 2006).

4- Estimate:
It refers to set of expectations, which are determined or expected by the individual or organization, or each of them during the period of the work of the individual in the organization. For example, expectations of superiors by subordinates, subordinates by superiors, colleagues and others of appreciation and mutual respect.

4 PROBLEM OF THE STUDY:
The concept of sharing knowledge is one of the most intellectual, philosophical, modern and leading concepts that gained wide attention by researchers and practitioners of knowledge management and who are working in particular on developing and improving the performance of organizations as well as educational institutions etc,. With the accumulation of the challenges facing higher education our need to understand the organizational culture and organizational environment as well as their role and importance in the sharing of knowledge is increasing. Because, these organizational factors are the most important component and basic organizations and institutions of higher education in this context following the problem of study, which can be formulated in the main question as, follow:

What are the organizational factors influencing the sharing of knowledge among PhD students in knowledge management department at King Abdul-Aziz University in Jeddah?

4.1 Questions of the study:

Regarding the above key question, branches of sub- two questions are as follows:

- What is the impact of organizational culture on among PhD students in knowledge management department at King Abdul-Aziz University?

- What is the impact of the organizational environment on knowledge sharing among PhD students in knowledge management department at King Abdul-Aziz University?

4.2 Objectives of the study:
The study aims to:
1- Identify the impact of organizational culture in knowledge sharing behavior among students of PhD.

2- Understand the impact of the organizational environment in knowledge sharing behavior among students of PhD.

3- The possibility to make realistic recommendations and scientific positive contribute to the sharing of knowledge among students of PhD at the university.

5 IMPORTANCE OF THE STUDY:

The importance of the study from the beginning of the importance of the subject matter in general and in particular the following points are affected by:

Observing the concept of knowledge sharing as one of the contemporary concepts and mission organizations

- This study is a starting point and a basic foundation for the scientific future efforts of researchers, which seeks to identify the effect of other factors (such as techniques, the role of leadership, the role of education, economic factors, social factors, internal environmental factors, and legislation & laws... etc.) to knowledge sharing.
- Enrich scientific research in the field of culture and organizational environment and its impact on knowledge sharing
- That the results, which reached through this study, could be important for decision-makers and officials at universities in order to identify the organizational factors and role of activating the knowledge sharing

6 HYPOTHESES OF THE STUDY:

The most prominent hypotheses, which based upon the current study, can be summarized with the main hypotheses that can be formulated as follows:

The first hypothesis: There is a Statistic function relationship between organizational culture and the sharing of knowledge among students of PhD in knowledge management department of King Abdul-Aziz University in Jeddah.
The second hypothesis: There is a Statistic function relationship between the organizational environment and the sharing of knowledge among students of PhD knowledge management department of King Abdul-Aziz University in Jeddah.

7 METHOD:
Since this study is a practical study designed to identify the impact of organizational factors (organizational culture and organizational environment) on the sharing of knowledge, the researcher used, in the preparation of the application of this study, the descriptive analytical method, because it is, in practice, a common factor between all curricula, as it is provides amount of important information for the researcher on the situation under study.

7.1 Community and the study sample:

The study population consists of students of PhD in the Department of Knowledge Management, at the time of the study in the first semester of 2014, where the total number of population of the study is (50) by 35 male students and 15 female students. The sample was selected as a sample of students who are all students as a Purposive Sample so that all students in the Department of Management doctoral knowledge in the way serve the objectives of the study.

7.2 Designing the study tool:
Researcher depends on the method of questionnaire as an essential tool for data collection, and as a bas for the opinions and trends of the research sample. The questionnaire is an important tool and the basic data collection in the field study due to the possibility of control by the researcher at the questions and facts to be gathered from the research community.

7.3 The questionnaire divided into two parts as follows:

Section 1: special questions related to the first factor: organizational culture, which included (4) axes related to the dimensions of organizational culture and its impact on the behavior of knowledge sharing, which were as follows:

The first axis included (4) statements about the impact of confidence as one of the dimensions of organizational culture.

The second axis: included (4) statements concerning trends.

The third axis included (3) statements relating to the common cultural norms.

The fourth axis included (4) statements related to values.

Section 2: Focuses on the questions related to the second factor: the climate and the organizational environment, which included (4) axes were as follows:

The first axis included (6) statements about the leadership and organizational structure.

The second axis: included (7) statements concerning the interaction and communication.

The third axis included (5) phrases related to technology.

The fourth axis included (2) statements concerning appreciation.

The answers in the questionnaire were in closed answers according to the Likert scale, quintet. The researcher consider in his wording of the phrases of the questionnaire the simple and easy as possible so that they are understandable to the general respondents, also taken into account when drafting the phrases that answer by the respondent to be in accordance with the quintet Likert scale. The questionnaire was a reference by a number of specialists, academics and some of the students graduating from the department.

8 DATA COLLECTION:
The researcher has built a questionnaire electronically and then distributed to the sample of the study and by sending the link of the questionnaire to the E-mail of the students and messages to mobile phone numbers all of us. The number of forms completed answers, which were obtained from the participants number (26) form a degree response of 52%.

8.1 Statistical processing methods:
Statistical analysis was performed to answer the study sample using the following statistical methods:

1- Test validity and reliability of the questions in the questionnaire used to collect data using the coefficient " Cronbach alpha

2- Frequencies and percentages to describe the members of the study and determine the percentage of their answers on the questionnaire phrases.

3- The mean of the order of members of the study answers to the questionnaire phrases depending on the degree of consent.

4- The standard deviation to measure the homogeneity of the responses of the study averages about approving the study variables. "Where demonstrates the efficiency of the arithmetic mean of the representation of the data center so that the arithmetic mean more quality, the lower the value of the standard deviation." (Fahmy, 2005: 190).

8.2 Statistical methods:
The researchers used in this study, statistical methods using multiple statistical analysis software (SPSS).

1- Reliability coefficient and Cronbach's alpha measure of credibility.
2- Sincerity of the internal consistency of the questionnaire's phrases and sincerity of measurement tool correlation coefficient "Pearson.

3- Test (T) One-Sample T Test. And averages.

The reliability of the search tool using (Cronbach's alpha coefficient):
The reliability of the study was tested using Cronbach's alpha coefficient for each axis of the axes of the study and the combined dimensions of the study.

Axis	Paragraphs	Cronbach's alpha coefficient
Axis 1	15	0.9422
Axis 2	20	0.8961
Reliability coefficient for the whole study	35	0.9556

Table (1) the reliability of administration search using Cronbach's alpha coefficient

Given the test results, we find that:
- The values of Cronbach alpha reliability coefficient of the axes is very large and close to the one.
- The value of Cronbach's alpha reliability coefficient for the study as a whole is very large and close to one.
- This means that the questionnaire has steadily and credibility that is very high reliable in the field application of study.

Internal consistency and sincerity of the measurement tool:

First: The sincerity of the internal consistency of the questionnaire phrases:
The internal consistency of the questionnaire terms of size (35) single will be calculated by calculating the correlation coefficients between each phrase and the total score of the axis of its subsidiaries.
Pearson correlation coefficients for the veracity of Procedure of the first axis' phrases (the organizational culture in the department), mainly college-axis

the organizational culture in the department	
S.N	The correlation coefficient
1	**0.738

2	**0.767
3	**0.631
4	**0.578
5	**0.825
6	**0.810
7	**0.742
8	**0.772
9	**0.714
10	**0.787
11	**0.810
12	**0.807
13	**0.897
14	**0.560
15	**0.668

** Statistic function at the level of significance (0.01)

Table (2) Pearson correlation coefficients for the veracity of Procedure of the first axis' phrases

The above table shows a positive correlation between the expressions of the axis and the total score of the axis, and thus, paragraphs of the questionnaire are considered honest to the subject measure.

Pearson correlation coefficients for the veracity of Procedure of the second axis' phrases (the organizational environment in the department), in the whole degree of the axis.

The organizational environment in the department	
S.N	The correlation coefficient
1	**0.484
2	**0.769
3	**0.861
4	**0.728
5	**0.686
6	**0.768
7	**0.897
8	**0.806
9	**0.823
10	**0.214
11	**0.943
12	**0.507
13	**0.460
14	**0.771
15	**0.924
16	**0.914
17	**0.0.707
18	**0.586
19	*0.454
20	**0.693

* Statistic function at the level of significance (0.01)
* Statistic function at the level of significance (0.05)

Table 3, Pearson correlation coefficients for the veracity of Procedure of the second axis' phrases

The above table shows a positive correlation between the expressions of the axis and the total score of the axis, and thus, paragraphs of the questionnaire are considered honest to the subject measure.

Second: Believe consistency of the structural dimensions of the study:

This will be calculated correlation coefficients between the rate of each axis of the axes of the study and the overall rate for the paragraphs of questionnaire.

Pearson correlation coefficients between the rate of each axis of the axes of the study and between the overall rate of questionnaire's paragraphs

Axis	The correlation coefficient
First	**0.918
scant	**0.923

* Statistic function at the level of significance (0.01)

Table (4) Pearson correlation coefficients between the rate of each axis of the questionnaire's axes and the overall rate

The previous table shows the presence of a positive correlation between the rate of each axis of the axes of the study and the overall rate of paragraphs questionnaire, and this shows the sincerity of the consistency of the structural dimensions of the study.

Descriptive statistics for the data of the study sample:

Distribution of the sample individuals according to the sex variable

Sex	Repentance	%
Male	17	68.0
Female	8	32.0
Total	25	100.0

Table (5) the distribution of the sample individuals according to the sex variable

The results show that:
- That 17 members of the study sample represent a rate of 68.0% of the total individuals of study sample were males; while 8 of them represent the 32.0% of the total individuals of study sample were females.
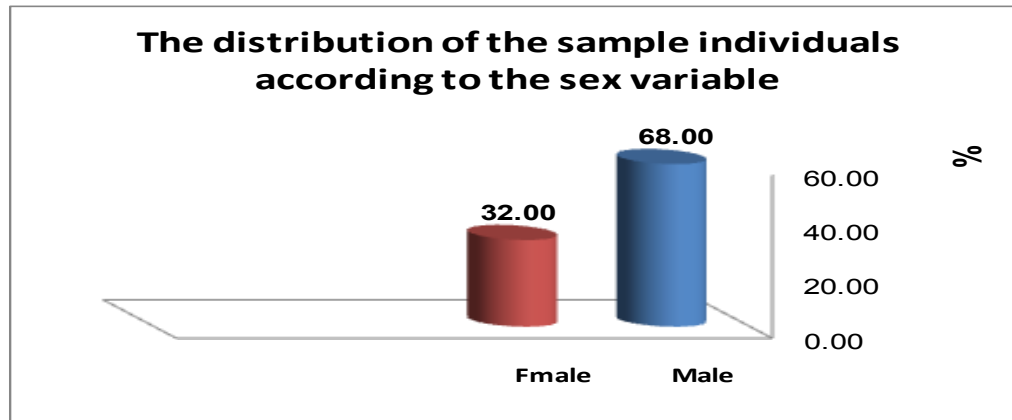
Figure (6) the distribution of the sample individuals according to the sex variable

Results:

The first main hypothesis: There is a Statistic function relationship between organizational culture and knowledge sharing among students of PhD at the Department of Knowledge Management at the University of King Abdul Aziz.

To test the validity of this hypothesis the statistical method represented in SMA and test (T) One-Sample T Test. When the level of significance: $\square = 0.05$ will be used:
- The results were as illustrated in the following table

Test Results (T)

Axis	The potential average	Free degrees	Calculated value	Value of (sig) P. value
organizational culture and knowledge sharing among students of PhD	3.44	24	7.176	0.000

Table (8) test results (T)

9 RESULTS ARE SHOWN AS FOLLOWS:

- That the value of the moral (P.value) = 0.000 is less than the value of ($\alpha = 0.05$), and this means that there is a Statistic function relationship between organizational culture and knowledge sharing among students of PhD at the Department of Knowledge Management at the University of King Abdul Aziz.

- According to the results, we find that is equal to the mean (3.44), i.e., that organizational culture has an impact on the knowledge of post-graduate students PhD, Department of Knowledge Management at the University of King Abdul Aziz by 61.00%.

- The following table shows the responses of the sample towards the center of the organizational culture in the department:

Responses of the sample towards the axis of the paragraphs of the organizational culture in the department

Opinions of the students	Repentance	%
No	0	0.00
Yes, rarely	6	24.0
Yes, sometimes	5	20.0
Yes, often	11	44.0
Yes, always	3	12.0
Total	2	100.0 %

Table (9) the responses of the sample towards the axis of the paragraphs of the organizational culture in the department
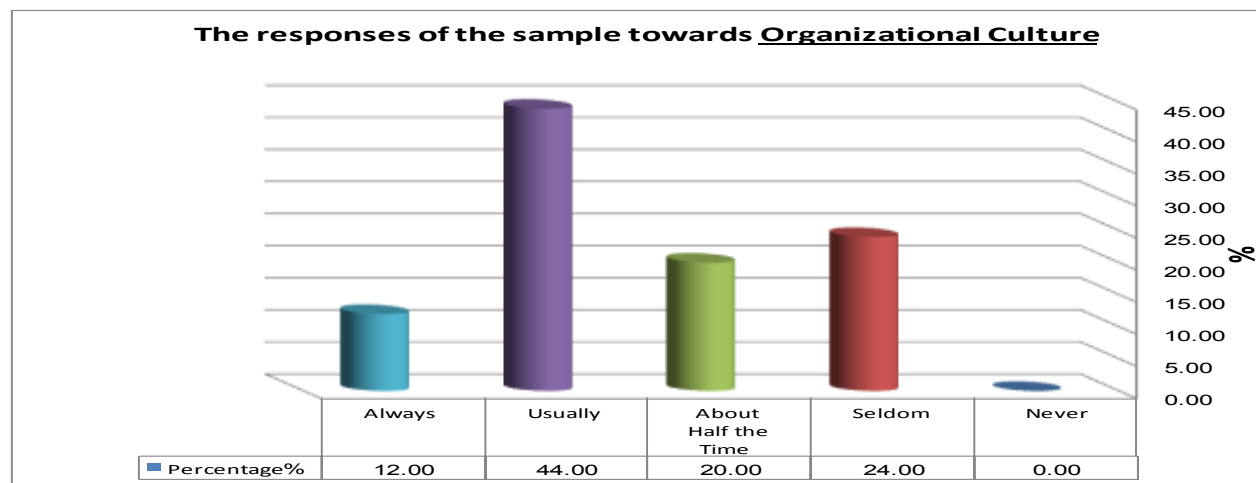

Figure (8) responses of the sample towards the axis of the paragraphs of the organizational culture

Given the responses of respondents about the impact of the paragraphs of the organizational culture on the behavior of knowledge sharing among the students of doctorate, we find that (44.0%) of respondents believe that yes, often there is an impact they are the majority, and (24.0%) believe that yes, rarely have an impact and (20.0%) believe that yes, sometimes, and (12.0%) of respondents believe that yes, always have an impact, and there is of respondents who believe that it does have an impact, and upon the foregoing, we find that the majority of students believe that yes, organizational culture has an impact on the sharing of knowledge among students of PhD.

The second main hypothesis: There is a Statistic function relationship between the organizational environment and the sharing of knowledge among students of PhD, Department of Knowledge Management at the University of King Abdul Aziz.

To test the validity of this hypothesis the statistical method represented in SMA and test (T) One-Sample T Test will be used. When the level of significance: $\alpha = 0.05$

- The results were as illustrated in the following table

Test Results (T)

Axis	The potential average	Free degrees	Calculated value	Value of (sig) P.value
	3.20	24	6.267	0.000

Table (18) test results (T)

Results are shown as follows:
- That the value of the moral (P.value) = 0.000 is less than the value of (α= 0.05), and this means that there is a Statistic function relationship between the organizational environment and the sharing of knowledge among students of PhD in knowledge management department at King Abdul-Aziz University.

- According to the results, we find that is equal to the mean (3.20), which means that the organizational environment has an impact on knowledge sharing among students of PhD, Department of Knowledge Management at the University of King Abdul Aziz by 55.00 %.

- The following table shows the responses of the sample individuals towards the center of the organizational environment in the department:

Responses of the sample towards the axis of the paragraphs of the organizational environment in the department

Opinions of the students	Repentance	%
No	0	0.00
Yes, rarely	7	28.0
Yes, sometimes	8	32.0
Yes, often	8	32.0
Yes, always	2	8.0
Total	25	100.0 %

Table (19) the responses of the sample individuals towards the axis of the paragraphs of the organizational environment

The responses of the sample towards <u>Organizational Environment</u>

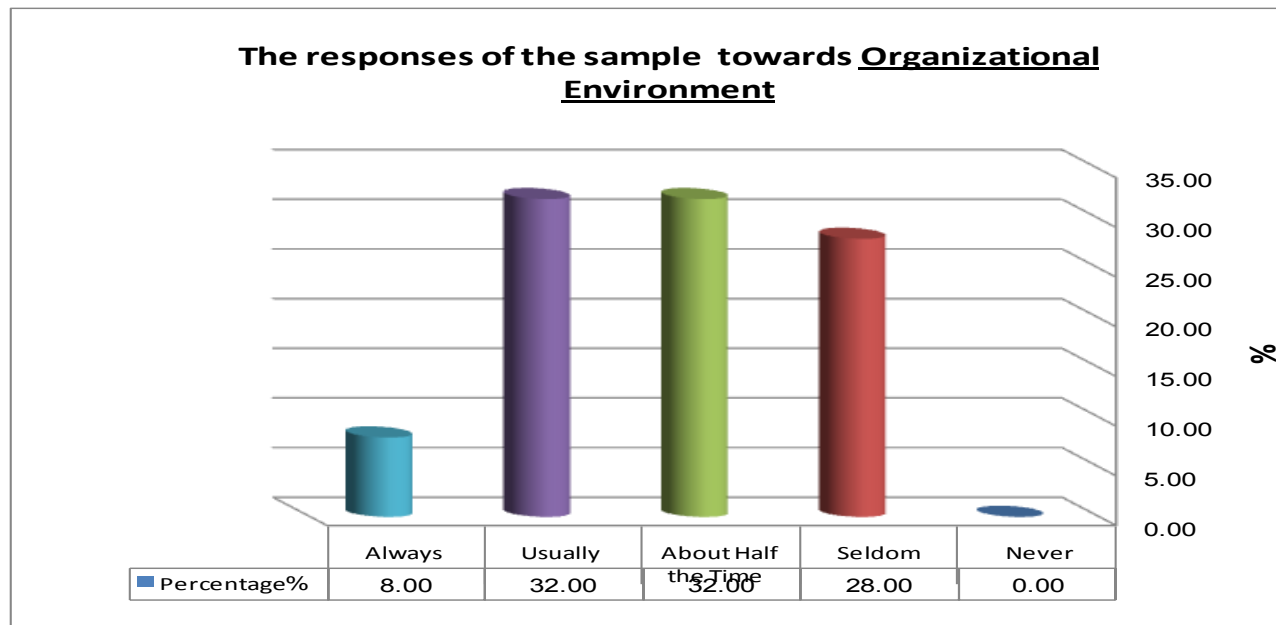|	Always	Usually	About Half the Time	Seldom	Never
Percentage%	8.00	32.00	32.00	28.00	0.00

Figure (12) responses to the sample paragraphs about the axis of the organizational environment in the department

• Given the responses of the sample towards the effect of paragraphs organizational environment to share knowledge among students of PhD, emerges to us that (32.0 %) of respondents believe that yes, often there is an effect, and (32.0 %) believe that yes, sometimes have an effect, and that the (28.0%) believe that yes, rarely have an impact, and (8.0%) of respondents believe that yes, always have an impact, and no of respondents who believe that it does have an impact, and upon the foregoing, we find that the majority of students believe that yes, the organizational environment have influence on the sharing of knowledge among students of PhD.
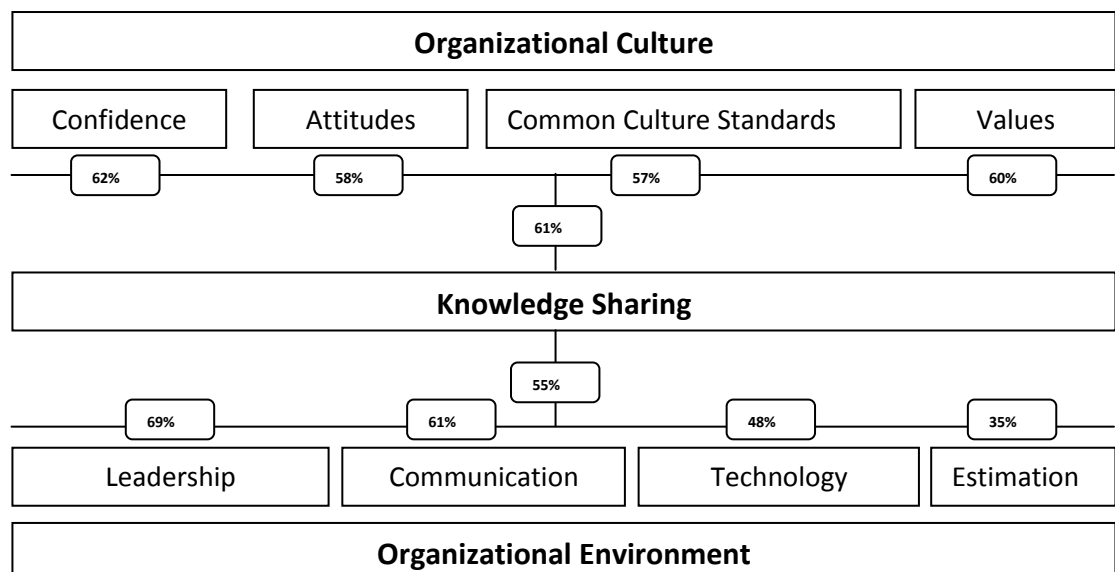
Organizational Culture

Confidence	Attitudes	Common Culture Standards	Values
62%	58%	57%	60%

61%

Knowledge Sharing

55%

69%	61%	48%	35%
Leadership	Communication	Technology	Estimation

Organizational Environment

Figure (17) model study (organizational factors influencing the sharing of knowledge)

9.1 Discussion of the results:

The study at hand aimed to study the impact of organizational factors (culture and organizational environment) and students of PhD in the Department of Information Science at King Abdul-Aziz University and following results were highlighted:

- The study showed that the organizational culture of its elements different (confidence, trends, cultural norms shared values) affect the behavior of knowledge sharing among students, so the availability of these elements of their level highest in the scientific departments key demand, they are infrastructure behavioral supporting positive and that should be represented in faculty members and students to be so easy with the general culture embrace all positive behaviors in academia, most important of which is undoubtedly the behavior of knowledge sharing.

- The study showed that the organizational environment with its various components (leadership and organizational structure, appreciation, interaction and communication, technology) has an impact on the behavior of knowledge sharing among students and this underlines the importance of providing academic environment appropriate for faculty members and students, and that the disruption of any component of this environment may leads to an imbalance in the educational process to achieve its goals, the academic work is no longer confined to the classroom only.

10 RECOMMENDATIONS:

In light of the theoretical framework for the study and the findings, researchers offer the following recommendations:

1. The department must issue a list of the student's rights and duties and to stand out in the bulletin board department that does content with serving the educational process.

2. Working on the development of the website of the department and provide all the necessary data, and updated on an ongoing basis, a list of faculty members and their activity and their research interests and addresses to communicate with them, as well as students of PhD currently enrolled to facilitate the process of communication and knowledge sharing among themselves.

3. Department must continue its activities in the hosting specialists from outside the university to deliver lectures and consulting, and working on develop relations with all individuals and organizations that are active in the field of knowledge management, especially since the department has taken the lead in this area and is the first Department of Arabic in this specialty.

4. Department must hold regular meetings between students and faculty so that raises all the issues facing students with full transparency and clarity.

5. Department must adopt a number of social activities, which are common where the spirit of intimacy and graduated from official meetings and methods that can be implemented outside the university with the aim of convergence and larger dating between faculty members and students.

6. Spread the spirit of cooperation among students by faculty members through scientific activities, and to give value and a higher rating for the collective works.

7. The adoption of a campaign by the university to commemorate the noble Islamic values , and the preparation of a program that includes a series of aiming events.

8. Provide an opportunity for students to express their opinions through various channels of communication (such as meetings, proposals boxes, e-mail, discussion forums, and social media. Etc.).

9. Allocate part of the research activity in the section about the study of behavior and how to modify develop it to contribute to the effective management of knowledge, and give this aspect especially true knowledge management and focus more on the side of the implicit a side that is affected by human and behavioral factors more than others.

10. Add a number of elective courses in behavioral sciences and making them available to students of PhD to provide them with the skills to deal with the behavior within organizations understanding and explanation of a development as the main objectives of specialization prepare leaders in the field of knowledge management.

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