

The Eccentric of Organizational Learning Principles to Organizational Nationality Behavior toward Knowledge Sharing Behavior

Ganesh Konda

MBA, Department of Management and Commerce, Palamuru University, Telangana

Abstract- This research was conducted to examine the role of organizational learning culture in moderating of OCB on knowledge sharing behavior. It was based on survey of 100 community facilitators. Structural equation modeling was used to test the hypothesis. The results showed that OCB had a significant effect on knowledge sharing behavior, but this correlation was weak. It was also found that Organizational learning culture as a strong significant moderator of OCB toward knowledge sharing behavior. Sportmanship to receive a duty from the organization was the main reason for facilitators to share their knowledge. The existence of empowering people from these organizations had encouraged them to receive a duty as a form of responsibility from the organization so they provide to share their knowledge with their colleagues. Therefore, organizational learning culture had an important role to OCB on knowledge sharing behavior. There was another factor determining of knowledge sharing behavior that unreachable in this study so for future research may investigated such as job attitudes, subjective norms and perceived behavioral of control, etc. Moderating role of Organizational learning culture may develop to other variable on knowledge sharing behavior.

Index Terms- Knowledge Sharing Behavior, Organizational Citizenship Behavior, Organizational Learning Culture, Facilitators, SEM.

I. INTRODUCTION

Knowledge is a critical organizational resource that provides a sustainable competitive advantage in a dynamic and competitive economy (Davenport, et al., 1998). Knowledge is considered as a worth resource asset that makes competitive advantage to survive and remain in the market. The knowledge possessed by the firm is a strategic resource that can create a competitive advantage (Demsetz, 1988, Spender,

1996). Knowledge sharing is one of knowledge management which is as a process of knowledge exchange in the form of skills, experiences, and capabilities among co-workers or employees. Knowledge sharing refers to the preparation of information and knowledge to task of working with other people who can help a person to solve their problems, policies, or development of new ideas. (Pulakos et al., 2003). Moreover, knowledge was held by employees must be spread and shared with others as a strategy to maintain knowledge (Cabrera et al., 2006) and to minimize employee intent to leave the business (Hansen, 1999). However, knowledge sharing has a few barriers. They are the lack of time, loss of awareness in knowledge management, and lost consciousness to knowledge (Leistner, 2010). The barriers occurred because knowledge was created and stored in the organization's members (Chow dan Chan, 2008), individual employees were less likely to share their knowledge (Ho et al., 2009). The sticky in transferring knowledge was a key issue in the firm, because the transfer of knowledge within the firm takes time, incurs costs, and uncertainty (Szulanski, 2003). Knowledge sharing behavior was generally not reasonable because people considered their knowledge as a valuable asset, and sharing of knowledge widely with others limited by the natural tendency to keep their information (Davenport and Prusak, 1998, cited Hsu et al., 2007). The reluctance of employees to share their knowledge with colleagues created problems for survival of the organization (Lin, 2007). The results showed that the determinant of knowledge sharing behavior was OCB (Teh and Yong, 2011; Teh and Sun, 2012; Jofreh, 2014). Teh and Sun (2012) found that OCB had a significant effect on knowledge sharing behavior, but it couldn't mediate the correlation between job

attitudes and knowledge sharing behavior (Teh and Sun, 2012). Al-zuhbi (2011) stated that OCB had a significant effect on knowledge sharing behavior which means that the more OCB employee the higher of knowledge sharing behavior. Civic virtue and courtesy was the most affect on knowledge sharing behavior (Yahaya et al., 2011). Moreover, Islam et.al. (2012) found that OCB had a significant effect on knowledge sharing behavior because of they had altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. A learning culture has an important role in improving the results of an organization (Ellinger et al, 2002; and Leonard, 1998), because the organization has a skill to produce, perform and disseminate knowledge on attitude changes (Garvin, 1993). Organization learning in the form of learning structure was a significant effect both on OCB individual and OCB organizations (Somech and Drach- Zahavy, 2004). The study showed that organizational learning culture directly affects to the knowledge sharing behavior so that the more of organization learning culture, the higher knowledge sharing behavior (Islam, 2012).

2. REVIEW OF LITERATURE

Knowledge Sharing Behavior

Organizational knowledge is the knowledge - laid down in rules, procedures, strategies, technologies, conditions, paradigms, cultures and tenets of reference - that helps an organization to deal with its members. It is important that organizational knowledge is independent of the individual actor who uses this knowledge. The knowledge must be able to survive substantial staff changes within the organization (Huysman and DeWit, 2002). Knowledge sharing is that activity which agents (individuals, communities or organizations) exchange their knowledge (information, skills or expertise). It is linked to the knowledge management process, which can be broadly characterized by four activities, the creation, storage and retrieval, transfer and application of knowledge (Ireson & Burel, Knowledge Sharing in eCollaboration, 2010). Davenport and Prusak (1998) defined knowledge as "Knowledge is a fluid mix of framed experiences, values, contextual information, and expert insight that provide a framework for evaluating and incorporating new experiences and information".

Knowledge sharing behavior is spread and share knowledge that has a value possessed other members in the organization (Ryu et al., 2003). Knowledge sharing is supported with different purposes, they are: to acquire knowledge, to reuse knowledge, and to develop new knowledge (Huysman and DeWit, 2002). Knowledge sharing gains its importance from the role it plays over enhancing the overall performance of any organization, and the competitive advantages it adds to the corporate. Knowledge sharing is widely recognized to be a main component of successful knowledge management, and one of the central characteristics of healthy knowledge culture is that knowledge sharing is embedded in the way in which organization works (Seba, et. al., 2012). According to Lin (2007), knowledge sharing is fundamental to generate new ideas and developing new opportunities through the socialization and learning process of employees. Knowledge sharing plays an essential role in the organizational process because it helps an organization to transfer new ideas or solutions (Islam et al., 2010). Knowledge sharing is believed to be influenced by factors both at individual and organizational level (Naftanaila, 2010). At the individual level, one of the most important factors affecting knowledge transfer process is trust.

Organizational Citizenship Behavior

OCB is a discretion behavior and indirectly or explicitly appreciated in the context of official awards in organizational structure, but it contributed positively to organizational performance (Jarvenpaa and Staples, 2001; O'Donohue et al., 2007; Zboralski, 2009). Knowledge sharing is a form of OCB behavior that will be voluntary actions which help contribute to organizational competitive advantage. Organ (1988) stated that OCB is a discretionary individual behavior. Such behavior is indirectly or explicitly recognized by the formal reward system and the overall effectiveness of the functions that support organization. Organ (1988) suggested that there were five specific categories of behavior discretion that can help increase the efficiency of the organization. They are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

OCB is a partial mediator (Islam et al 2012; Troena & Noermijati, 2013; Sani, 2013). The study showed that OCB has a significant effect on knowledge sharing behavior (Al- Zu'bi, 2011; Ramasamy and

Thamaraiselvan 2011; Teh and Yong, 2011; Islam et al., 2012; Teh and Sun, 2012). It means that the more of OCB employee, the higher of employee knowledge sharing behavior. However, OCB is not be able to mediate correlation between job attitudes and knowledge sharing behavior (Teh and Sun, 2012), and has no significant effect on tacit of knowledge sharing behavior (Susanti and Wimbari, 2014). Therefore, an increasing of OCB would not be given a significant effect to improve correlation between job attitudes and tacit of knowledge sharing behavior. Thus, it can be concluded that the improving of OCB would be affect the growth of knowledge sharing behavior. On the contrary, the lower of OCB would be produce knowledge sharing behavior in lower. Thus, it's proposed the hypotheses as follows: H1: Organizational citizenship behavior has a significant effect on knowledge sharing behaviour.

Organizational Learning Culture

Behavioral Theory of the Firm (Cyert and March, 1963) stated that the firm as an adaptive system, where experiences were embedded in a number of standard operating procedures (routine) in which dispute resolution procedures based on the mechanism that has been set before. This theory was adopted by Huber (1991) and suggested that organizational learning is a process that occurs when components of the organization acquiring knowledge and recognize it as a potential benefit. Learning is one of organizational culture (Schein, 1993). The concept of organizational learning culture is a type of organizational culture that integrates with organizational learning. According to Bates and Khasawneh (2005), organizational learning culture is organizational phenomena that “support the acquisition of information, the distribution and sharing of learning, and that reinforce and support continuous learning and its application to organizational improvement” (p. 99). Thus, the goal of organizational learning culture is an exchange of valuable knowledge leading to innovation, improved performance, and sustained competitiveness (Lopez et al., 2005). The study showed that organizational learning culture has a significant effect to knowledge sharing behavior (Holotezi, 2002; Issa and Haddad, 2008; Kouchaki et al., 2012; Bidokhti et al., 2011; Islam et al., 2011a, 2012; Idris et al., 2015;

Shahhosseini and Nadi, 2015). Organizational learning culture was a moderator variable (Guo et al., 2014). Therefore, the improving of organizational learning culture would growth knowledge sharing behavior. But according to Goudarzi et al. (2009) showed that has no significant correlation between the organizational learning culture and knowledge creation. Thus, the increase of organizational learning culture would not provide a significant improvement to the knowledge creation. Organizational learning culture also has a significant effect on OCB (Somech and Drach-Zahavy, 2004; Islam, 2012). Furthermore, the more of organizational learning culture, the higher of OCB employees too. However, Pormand et al (2011) in Karimi and Akbari (2013) showed that has no significant correlation between organizational learning ability and OCB. Thus, it's proposed the hypotheses as follows:

H2: organizational learning culture moderates OCB toward the correlation between job attitudes and knowledge sharing behavior. Thus, conceptual framework in this study can be seen in the following Figure.

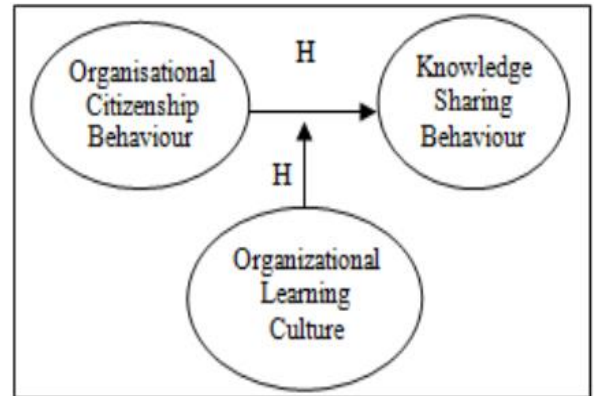


Figure 1: Conceptual Framework

Source: Developed by the author based on the data available.

3. RESEARCH METHODOLOGY

Samples

The samples for the present study consisted of 100 facilitators from selected 62 facilitators of P2KP, and 38 facilitators of SINTESA whom employee in South East Sulawesi of Indonesia. The data were collected during the period of January 2015 – November 2015 using a questionnaire and by personally visiting the organizations. The sample had 67 men (67.00 per

cent) and 33 women (33.00 per cent). The sample had their age varying between 20 years and 60 years which consists of a respondent aged 20 years old, 27 respondents among 21-30 years old, 52 respondents among 31-40 years old, and 20 respondents was over 40 years old. Also, the sample had 90 graduates (90.00 per cent), 6 undergraduates (6.00 per cent), and 4 senior high school (4.00 per cent) as far as their education levels were concerned. Of the samples, 57.00 per cent were field facilitators', 20.00 per cent were administrative personnel, 11.00 per cent were middle managements', 10.00 per cent were supervisors, and 2.00 per cent were managers. The work experience of the samples was also mixed: below 5 years (61.00 per cent), in between 6 and 10 years (31.00 per cent) and more than 10 years (8.00 per cent).

Measures

Standardized instruments were used for collecting the data. Organizational citizenship behavior (OCB) is measured based on five main indicators developed Organ (1988). Altruism was the first indicator in this scale and measured using three items. Civic virtue was the second indicator in this scale and measured using four items. Contentiousness was the third indicator in this scale and measured using four items. Courtesy was the fourth indicator in this scale and measured using three items. Sportsmanship was the fifth indicator in this scale and measured using three items. Organizational learning culture (OLC) is measured based on seven main indicators developed by Watkins and Marsick (2003). Continuous learning was the first indicator in this scale and measured using three items. Interaction and dialogue was the second indicator in this scale and measured using three items. Collaborative and team were the third indicator in this scale and measured using three items. Creating a system was the fourth indicator in this scale and measured using three items. Empowering people was the fifth indicator in this scale and measured using three items. Connecting organizations was the sixth indicator in this scale and measured using three items. Leadership strategy was the seventh indicator in this scale and measured using three items. Knowledge sharing behavior (KSB) is measured based on two main indicators developed by De Vries et al. (2006); and Tohidinia and Mosakhani (2010). Knowledge donation was the first indicator in

this scale and measured using four items. Knowledge collection was the second indicator in this scale and measured using four items. The employee responded on a 5-point Likert scale (1 means strongly disagree, 5 means strongly agree).

Data Analysis and Result

Statistic descriptive was used to describe the variable in generally. The descriptive score of altruism was (M=3.88, SD= 0.74), civic virtue was (M=3.70, SD=0.82), contentiousness was (M=3.84, SD=0.84), courtesy was (M=4.01, SD=0.75), and sportsmanship was (M=3.94, SD=0.85). Moreover, the mean and standard deviation of continuous learning was (M=4.08, SD=0.70), interaction and dialogue was (M=3.85, SD=0.77), collaborative and team was (M=3.82, SD=0.73), creating a system was (M=4.07, SD=0.73), empowering people was (M=3.83, SD=0.72), connecting to organizations was (M=4.12, SD=0.71), and leadership strategy was (M=3.99, SD=0.74). Thus, the descriptive score of knowledge donation was (M=3.87, SD=0.77) and knowledge collection was (M=3.79, SD=0.73). Confirmatory factor analysis was processed using AMOS 22 to test the strength of indicator variable should confirm the lamda value in range of ≥ 0.40 (Ferdinand, 2005). Organizational citizenship behavior had been also confirmed by five indicators. They were sportsmanship which had λ of 0.68, courtesy which had λ of 0.65, civic virtue which had λ of 0.59, contentiousness which had λ of 0.58, and altruism which had λ of 0.56. Furthermore, the moderation variable of OLC as interaction between OCB and OLC had 35 of interactions from each indicator both OCB and OLC. Its results showed that all of items were more than 0.40 so they could confirm OLC as a moderation variable of OCB. Interaction between empowerment of people and sportsmanship was the most of confirmation factor which had λ of 0.86. Finally, to test the hypotheses was performed through structural equation model (SEM) processed by AMOS 22. For the moderation variable, it was use Ping and Jöreskog methods, as stated by Rohman, Solimun, and Soehono (2013), to interact OLC with OCB. The test results of Structural Equation Model (SEM) can be seen in following Figure.

Source: developed by author based on the data available.

The results as shown on Figure 2, that the effect of

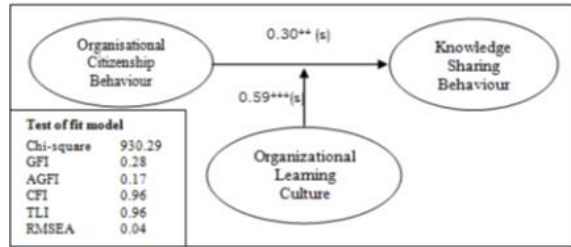


Figure 2: Structural Equation Model (SEM)

organizational citizenship behavior on knowledge sharing behavior was about 0.30 (s) in $\alpha < 0.05$, and the effect of organizational learning culture in moderating of OCB on knowledge sharing behavior was about 0.59 (s) in $\alpha < 0.01$. Widarjono (2010) stated that the model is to be feasible if at least one method of testing the feasibility of the model is fulfilled because in practice it is very difficult to meet the fifth test feasibility. However, when testing the feasibility of the model can meet more than one eligibility criterion model, SEM will be better than only one who fulfilled. The model as shown in Figure 2 showed that the result of test fit indices to CFI was about 0.96, TLI was about 0.96, and RMSEA was about 0.04. It was stated by Hair et al. (1995) that the value of fit indices to CFI and TLI of ≥ 0.95 , and RMSEA of ≤ 0.08 were within the expected range of fit indices that could be accepted. Therefore, it could be accepted even though the value of fit indices for Chi-square, GFI, and AGFI were not within the expected value. Finally, it could be concluded the hypotheses that previous proposed as following: H1: OCB \rightarrow KSB = accepted H2: OCB x OLC \rightarrow KSB = accepted

4. Discussion

The study found that the OCB had a significant positive effect on knowledge sharing behavior. Hypothesis (H1) stated that OCB has a significant effect could be accepted. Therefore, good facilitators' OCB will improve knowledge sharing behavior facilitators in assisting the community. It means that the more OCB, the higher of knowledge sharing behavior. Delivering of the basic things associated with the job is the biggest factor that makes them have courtesy to share knowledge to their colleagues. This finding is consistent with Teh and Sun (2012) research who stated that OCB has a significant effect on knowledge sharing behavior. This finding was also supported by various studies such as Al-Zu'bi

(2011); Ramasamy and Thamaraiselvan (2011); Teh and Yong (2011); Islam et al. (2012); Hsu and Lin (2008); and Susanti and Wimbari (2012).

The study showed that organizational learning culture had a significant effect in moderating of OCB on knowledge sharing behavior. Hypothesis (H2) stated that the organizational learning culture moderates OCB toward the correlation with knowledge sharing behavior could be accepted. Thus, organizational learning culture is a strongly significant moderator of OCB to growth of knowledge sharing behavior. Therefore, organizational learning culture has an important role to strengthen of organizational citizenship behavior toward correlation with knowledge sharing behavior. The more organizational learning culture, the higher strengthen of OCB to improve of knowledge sharing behavior. Empowering people was the main reason that strengthens of sportsmanship to knowledge sharing behavior. Inviting people to contribute to the organizations' vision strengthened the adaption of employment to the work so they more provide to share their knowledge with their colleagues. This study is consistent with suggestions Teh and Sun (2012) suggested that is needed for other variable to moderate OCB in strengthening to correlation on knowledge sharing behavior. Theoretically, organizational learning culture was one of form of Behavioral Theory of the Firm applied by non-profit organizations. According to the Behavioral Theory of the Firm as proposed by March (1962) in Augier (2004) that the firm as an adaptive system between political coalition, cooperation between individuals and another groups within the firm who has the distinction of each destination so allowing conflicts of interest. Empirically, it was supported by findings research of Drach Somech-Zahavy, 2004; Issa and Haddad, 2008; Islam et al., 2011; 2012; Idris et al., 2015; Shahhosseini and Nadi, (2015).

5. Conclusion

Based on the results, it can be concluded that: firstly, organizational citizenship behavior has a positive significant effect on knowledge sharing behavior. Finally, it was found that organizational learning culture has given a positive significant effect in moderating organizational citizenship behavior toward correlation between OCB and knowledge sharing behavior. Thus, the higher of organizational

learning culture, the more strengthen of OCB to improve of knowledge sharing behavior. Furthermore, it was define that organizational learning culture has an important role to strengthen of organizational citizenship behavior on knowledge sharing behavior.

6. Limitations and Future Research

The determination factor of knowledge sharing behavior has still remained another factor that unreachable in this research. Another variable could be also examined as an impact factor of knowledge sharing behavior in future research such as job attitudes, subjective norms and perceived behavioral of control, etc. This study only limited to investigate the moderation role of organizational learning culture to OCB which there is an another possibility to impact in another variable that unreachable in this study so that in future research may develop a moderation role to other on knowledge sharing behavior. The samples of this research were facilitators of non-profit organizations so that in future research may come from another profession. Future research may design a longitudinal study to test the model of knowledge sharing behavior.

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