

**Knowledge Sharing behavior among Faculty Members of Community Colleges in Kathmandu****doi: <https://doi.org/10.3126/skmj.v3i01.79311>****Sudarshan K.C.<sup>1</sup>****Abstract**

Knowledge has been a strategic resource for academic institutions for their sustainable development. The aim of the study is to examine the impact of organizational factors (organizational culture, reward system, organizational support and availability of information communication technology) on knowledge sharing behaviour among faculty members of community colleges in Kathmandu. The study followed deductive approach with a causal comparative research design. It employed judgmental sampling to collect data from 386 faculty members. The regression analysis in SPSS revealed that organizational factors have significant impact on knowledge sharing behaviour. Among these factors, availability of information and communication technology (ICT) had the major impact. This study contributes to address the gap on knowledge sharing literature in community colleges in Nepal. College management committees and principals can get benefit for formulating policies and strategic plans. Furthermore, this study supports them to create a culture of learning and sharing of knowledge in their colleges.

**Keywords:** Community college, knowledge sharing, organizational culture, reward system, organizational support, ICT

**Introduction**

Knowledge is valuable information that has been processed, understood and applied to reduce uncertainty and support decision-making (Kim & Hang, 2024). It represents people's insights and understandings that enable people to work intelligently (Omotayo, 2015). Warraich et al. (2024) consider it as the strategic assets which provide long-term sustainability and prosperity. It is a source of competitive advantage to the organization (Nghah & Ibrahim, 2010). As the organizations are becoming more knowledge-based (KC, 2023), it is very challenging to generate and learn new knowledge without engaging in knowledge-sharing activities (Eletter et al., 2020).

Knowledge sharing (KS) is the process by which people share their knowledge with one another and work together to produce new knowledge (Alves & Pinheiro, 2020; Mustika et al., 2022) between individuals, groups, departments, or the entire organization (Tirana & Tjakraatmadja, 2019). KS depends on the type of organization, motivation and opportunity to share (Mohiuddinet al., 2018). It can bring financial as well as academic rewards for

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individuals as well as organization (Kim & Hang, 2024). Due to its advantages, knowledge sharing has been a key activity of faculty members of community colleges. They engage themselves in academic writing besides teaching activities.

Community colleges are the gateway as well as prime source of knowledge to many Nepalese students (Gupta, 2022; KC et al., 2024). Numerous students from poor and marginalized communities are getting access to higher education due to community colleges. These colleges offer a wide range of academic programs at local level (KC et al., 2024). Some have even started programs like BCA, BICT, BBM and social work which are expensive in private colleges. These programs are helpful to enroll more number of students. Due to their sound management and quality education, several community colleges have received Quality Assurance and Accreditation (QAA) certificate also. Eleven of them been able to achieve **re-accredited** status (UGC, 2025). There are currently 545 community colleges operating under the affiliation of several universities in Nepal (UGC, 2024). University Grants Commission (UGC) is providing the most important financial support for community colleges (Gupta, 2022). Local governments are also supporting for infrastructure development and improving the academic performance of these colleges.

Numerous studies on knowledge sharing behavior have been conducted in different nations like Pakistan (Channar et al., 2023; Sahid et al., 2020), Nigeria (Akosile & Olatokun, 2020) and UK (Fullwood et al., 2013). Those studies were based on the Theory of Planned Behavior (TPB). However, there is a dearth of studies on knowledge sharing in Nepal. Hence, this study aims to empirically examine the impact of organizational factors on knowledge sharing behavior employing TPB.

### **Knowledge Sharing**

Knowledge sharing is the process of knowledge donating and collecting which is highly influenced by organizational culture (Mohiuddinet al., 2018; Nguyen & Do, 2021). It is necessary to develop human capital and knowledge-based society (Shateri & Hayat, 2020). It is important for teachers for gathering new information (Ranamanger, 2023). It makes people more imaginative and creative. Such productive practice improves students' academic performance and retain a productive workforce (Diaz, 2021). Academics who involve themselves in knowledge sharing practices have more positive attitudes (Kodai, & Alzobeer, 2023). Such people are highly motivated to share their knowledge when they feel intellectually benefited (Ali et al., 2019).

### **Organizational Factors and Knowledge Sharing Behavior**

Organizational factors are external to the individual managed and maintained by the top executives of the organization (Jain, 2023). According to a study by Javaid et al. (2020), the

organizational factors such as compensation structures, organizational culture, and trust played important role in improving faculty members' willingness to share knowledge. Rohman et al. (2020) discovered that information sharing intention was substantially correlated with four dimensions of organizational factors: leadership, organizational culture, incentives/reward, and management support.

Similarly, the study of Abili et al. (2011) showed a favorable correlation between information sharing and a supportive and creative culture. Arekkuzhiyil (2016) also highlighted that organizational characteristics significantly influenced on professors in knowledge sharing. In a study conducted by Chung and Anh (2022) found that knowledge sharing was positively and significantly correlated with two aspects of organizational factors: trust and organizational support. Channar et al. (2023) also discovered that organizational characteristics were important indicators of information sharing among faculty members in Pakistan.

### **Organizational Culture and Knowledge Sharing Behavior**

Organizational culture is the internal characteristics of an organization which represents how employees interact with each other (Lam et al., 2021). It is the main driver of innovation (Lam et al., 2021) and knowledge sharing (Diaz, 2021; Souteh et al., 2018). Organizational success is now measured by knowledge sharing culture (Javaid et al., 2020). Such culture includes things like organizational climate, knowledge-based organizational culture, experience registration culture and organizational citizenship behavior that affect knowledge sharing inside the organization (Souteh et al., 2018). Successful organizations prepare appropriate vision and objective for sharing knowledge as their culture (Kathiravelu et al., 2014). They may even develop a supporting and mentoring culture to employees.

Numerous studies have shown that organizational culture has a significant impact on knowledge sharing behaviour (Arekkuzhiyil., 2016; Ilyasa & Ramly, 2018; Abbasi et al., 2020; Arekkuzhiyil, 2016; Ali et al.,2019; Javaid et al., 2020; Sawan et al.,2021). To identify if organizational culture is a crucial factor influencing on knowledge sharing behavior among faculty members of community colleges, the following hypothesis is developed:

**H1:** There is a significant impact of organizational culture and knowledge sharing behavior.

### **Reward System and Knowledge Sharing Behavior**

Reward system is one of the finest strategies that affects employees' willingness to share or not share knowledge within an organization (Alam et al., 2009; Cheng et al., 2009). This is true because rewards and incentives frequently act as motivators for people to share their expertise (Alam et al., 2009). It can come in the form of monetary incentives like bonuses or increased income, as well as non-monetary advantages like reputation building, research

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grants, job security, promotions, acknowledgement or recognition (Lin, 2007; Kim & Hang, 2024). Poudel (2021) also claims that maintaining monetary reward system is important for knowledge sharing behaviour.

Previous studies have shown that reward system has a significant impact on knowledge sharing behavior (Razmerita et al., 2016; Ali et al., 2019; Bartol & Srivastava, 2002; Javaid et al., 2020; Kim & Hang, 2024). To determine if reward system is a crucial factor influencing on knowledge sharing behavior among faculty members of community colleges, the following hypothesis is purposed:

**H2:** There is a significant impact of reward system and knowledge sharing behavior.

### **Organizational Support and Knowledge Sharing Behavior**

Organizational support refers to the support that top and middle management provides to increase knowledge sharing behaviors and knowledge sharing processes throughout the organization (Ali et al., 2019). They are the motivating factors for knowledge sharing (Jain, 2023; Lin, 2007). Management needs to encourage and sanction the beneficial practice of sharing knowledge (Kathiravelu et al., 2014; Lin, 2007) which increases communication and an exchange of ideas, experiences and solutions for work-related challenges (Ali et al., 2019; Nguyen & Do, 2021). Their support can be in the form of training and seminar for academic writing.

Previous studies have shown that organization support has a significant impact on knowledge sharing behaviour (Areekkuzhiyil, 2016; Ali et al., 2019; Shateri & Hayat, 2020). To identify if organizational support is a crucial factor influencing on knowledge sharing behavior among faculty members of community colleges, the following hypothesis is developed:

**H3:** There is a significant impact of organizational support and knowledge sharing behavior.

### **Availability of ICT Infrastructure and Knowledge Sharing Behavior**

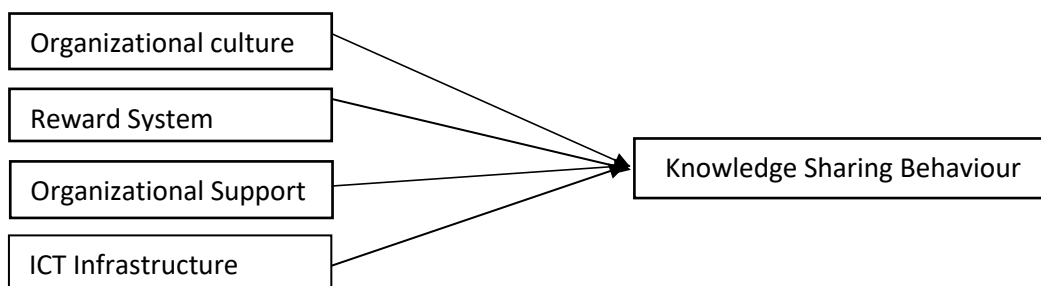
Information and communication technology is now a necessity for businesses, institutions, and industries as well as for individuals (Eletter et al., 2020). Being a knowledge-based institution, universities and colleges mostly rely on ICT for knowledge generation, acquisition, and exchange (Eletter et al., 2020). ICT has supported people to communicate and exchange information effectively and efficiently regardless of their physical location (Gatiti, 2022). Bousari and Hassanzadeh (2012) also agree that IT facilitate to gather, organize, handle, access, and distribute knowledge among each other. It has brought disruptive change in organization ( Maharjan & KC, 2023).

Previous studies of have shown that availability of ICT infrastructure has a significant impact on knowledge sharing behavior (Eletter et al., 2020; Nguyen & Do ,2021; Ali et al., 2019). To determine if availability of ICT infrastructure is a crucial factor influencing on knowledge sharing behavior among faculty members of community colleges, the following hypothesis is purposed:

**H4:** There is a significant impact of availability of ICT infrastructure and knowledge sharing behavior.

### Conceptual Framework

Conceptual framework represents the relationship among the studied variables. It is the visual representation of the study. The conceptual framework of this study was based on Akosile and Olatokun (2020).



**Figure 1:** The Conceptual Model

### Research Methodology

The study followed deductive approach with a causal comparative research design. This study used questionnaire survey to collect data. Judgmental sampling was employed because it is economical as well as less time consuming. Quantitative method was applied to analyze the impacts of organizational factors on knowledge sharing behavior.

### Population and Sample

According to EMIS report of UGC (2024) there are a total of 12082 teaching staff (including instructors). Among them, 1120 are professors, 2983 are readers, 6174 are lecturers, and 1599 are assistance lecturers and 200 instructors. The target population of the study was faculty members of community colleges in Kathmandu. The required sample size was 373 (Adhikari, 2021). A total of 400 questionnaires were distributed physically or online. Principals as well as program coordinators played crucial role to distribute the questionnaires. However, 386 questionnaires were received for further analysis.

### Measures

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This study adopted measurement scales that had been tested and validated by previous researchers (Akosile & Olatokun, 2020; Fullwood et al., 2013). However, those scales had been modified in Nepalese context. The study used five point Likert scale where 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree in structured questionnaires. The statistical package for the social sciences (SPSS) software was used for data analysis.

### Research Model

Based on the proposed conceptual framework, following models were developed.

$$KSB = \beta + \beta_1 OC + \beta_2 RS + \beta_3 OS + \beta_4 AICTS + e_i$$

Where

KSB = Knowledge Sharing Behaviour

OC = Organizational Culture

RS = Reward System

OS = Organizational Support

AICTS = Availability of Information and communication Technology Infrastructure

$\beta$  = constant term

$\beta_1, \beta_2, \beta_3, \beta_4$  = beta coefficient

$e_i$  = error term

**Table 1**

#### *Respondents Profile*

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	208	53.89
Female	178	46.11
<b>Age</b>		
31 to 45	226	58.5
Above 45	137	35.5
Below 30	23	6.0
<b>Work Experience</b>		
11 to 15 years	108	28.0
6 to 10 years	91	23.6
Above 15 years	153	39.6
Below 5 years	34	8.8
<b>Highest Academic Degree</b>		
Master	267	69.2

M Phil.	73	18.9
PhD	46	11.9
<b>Academic Background</b>		
Education	75	19.4
Humanities	121	31.4
Management	172	44.6
Science	18	4.6

Source: Field Survey 2024

Table 1 shows that out of 386 respondents, 208(53.89%) were male while the remaining 178(46.11%) were female. Similarly, 226(58.5%) of total respondents belonged to 31 to 45 age group, 137(35.5 %) of them belonged to above 45 age group and 23 (6%) of them belonged to below 30 age group. The highest numbers of total respondents were above 15 years experienced i.e. 153 (39.6%). The majority of respondents, 267 (69.2%) had master degree followed by 73 (18.9%) of respondents had M Phil. and 46 (11.9%) of them had PhD. Majority of respondents, 172 (44.6%) had management as their academic background.

### Statistical Analysis

**Table 2**

*Reliability of Items*

Variables	Code	Items	Cronbach's Alpha
Organizational culture	OC	.710	5
Reward Management	RS	.756	5
Organizational Support	OS	.901	5
Availability of ICT	AICTS	.760	5
Knowledge Sharing Behaviour	KSB	.854	5

The table 2 shows that Cronbach's Alpha of each summated scale is greater than 0.7 which means scales are reliable for further analysis.

**Table 3**

*Model Summary of Organizational Factors*

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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824	.680	.676	.37759

a. Predictors: (Constant), OP, OS, OC, RS

The table 3 shows that 82.4 % of the knowledge sharing behavior is explained by organizational factors.

**Table 4**  
*ANOVA of Organizational Factors*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	115.224	4	28.806	202.041	.000 <sup>b</sup>
Residual	54.321	381	.143		
Total	169.545	385			

Dependent Variable: KSB

Predictors: (Constant), OP, OS, OC, RS

The table 4 shows that the model is significant at 1% level of significance as p-value(0.00) is less than level of significance(0.01). So, multiple linear regression model can be used to analyze the data.

**Table 5**  
*Coefficients of Organizational Factors*

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.630	.126		4.994	.000
OC	.056	.025	.070	2.235	.026
RS	.238	.032	.268	7.533	.000
OS	.068	.024	.095	2.857	.005
AICTS	.473	.026	.601	18.497	.000

Dependent Variable:KSB

The table 5 shows that organizational culture, reward system, organizational support and availability of ICT infrastructure have positive impact on knowledge sharing of faculty



member of community college. It also highlighted that when organizational culture increases by one unit then knowledge sharing behaviour is expected to increase by 0.056 units. Similarly, when reward system increases by one unit then knowledge sharing behaviour is expected to increase by 0.238 units. Further when organizational support increases by one unit then knowledge sharing behaviour is expected to increase by 0.068 units. Similarly, when availability of ICT infrastructure increases by one unit then knowledge sharing behaviour is expected to increase by 0.473 units. It means availability of ICT plays the most significant role in predicting knowledge sharing behaviour. Therefore, regression equation would be:

$$\text{KSB} = 0.056 (\text{Organizational Culture}) + 0.238 (\text{Reward System}) + 0.068 (\text{Organizational Support}) + 0.473 (\text{Availability of ICT infrastructure}) + e_i$$

**Table 6***Findings Summary*

Hypothesis	Decision
<b>H1:</b> There is a significant impact of organizational culture on knowledge sharing behavior.	Accepted
<b>H2:</b> There is a significant impact of reward system on knowledge sharing behavior.	Accepted
<b>H3:</b> There is a significant impact of organizational support on knowledge sharing behavior.	Accepted
<b>H4:</b> There is a significant impact of availability of ICT infrastructure and knowledge sharing behavior.	Accepted

**Discussion**

The findings revealed that organizational factors play crucial role in knowledge sharing behavior among faculty members of community colleges. Regarding H1, the result indicated that there is a significant impact of organizational culture on knowledge sharing behavior. This result is consistent with the finding reported in previous studies (Abbais et al., 2020; Ali et al., 2019; Javaid et al., 2020; Sawan et al., 2021). It means community colleges have supporting culture to share knowledge. Such culture emphasizes the importance of sharing knowledge, ideas, and experiences among faculty members. It fosters collaborative, innovative and continuous learning among faculty members as well as students.

Concerning H2, the result confirmed that there is a significant impact of reward system on knowledge sharing behavior. This result is consistent with the finding previous studies (Javaid et al., 2020; Poudel, 2021). Community colleges are providing financial reward to

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their faculty members who are involving themselves in academic writing. It motivates faculty members to participate more actively in knowledge sharing. However, Yassin et al. (2013) observed that reward system has no significant impact for knowledge sharing among teachers.

Regarding H3, the result found that there is a significant impact of management support on knowledge sharing behavior. This result is consistent with the finding reported in previous studies (Nguyen & Do, 2021; Chung & Anh, 2022; Areekkuzhiyil, 2016). College administrations are providing national and international library access to faculty members to share knowledge. They are conducting various seminars and workshops to share knowledge with their own budget or with the support from UGC.

Concerning H4, the result highlighted that there is a significant impact of availability of ICT infrastructure and knowledge sharing behavior. This result is consistent with the finding reported in previous studies (Eletter et al., 2020; Nguyen & Do, 2021; Ali et al., 2019). Community colleges have their own computer network system and database for storage and sharing of knowledge. They encourage faculty members to use college apps for teaching and learning practices. ICT infrastructure also provides conducive digital work environment (Rawat & KC, 2024). However, this result contradicts with some previous findings also (Chung & Anh, 2022; Akosile & Olatokun, 2020).

### **Conclusion**

Knowledge sharing plays crucial role for better performance of a college. The majority of faculty members today expect that colleges should look for efficient ways to share and distribute knowledge. So, community colleges need to promote knowledge sharing as a culture that can serve as the foundation for faculty members' yearly evaluations as well as their key performance indicators. They should conduct various events, including training sessions, seminars, and workshops, to help faculty members feel more comfortable imparting their knowledge. Faculty members feel motivated to share more when they have a positive assessment of the value of their expertise. In addition to acknowledgment and gratitude, the availability of concrete financial incentives and prizes also encourages faculty members to share knowledge in an efficient manner. Similarly, ICT plays a vital role in encouraging knowledge sharing (Eletter et al., 2020).

One of the goals of our community colleges is to increase knowledge sharing behavior of faculty members. It increases their competency which will impact on academic performance of students as well as academic writing of faculty members themselves. Hence good organizational culture, appropriate reward system, supportive management with refined policy and sufficient ICT infrastructures are crucial organizational factors for knowledge sharing.

### Implications and Limitations

This study contributes to address the gap on knowledge sharing literature in community colleges in Nepal. It adds to the body of information regarding organizational factors impacting on knowledge sharing behavior. The theory of planned behavior has been supported by this research. This provides a clearer picture of the variables impacting on knowledge sharing behaviour of faculty members.

This study also has some practical implications that could be useful for colleges and universities. College management committees and principals can get benefit for formulating policies and strategic plans. It supports them to create a culture of knowledge sharing in their institutions.

This study has some limitations which can be considered as opportunities for future research. The research concentrated in community colleges in Kathmandu. Future researchers can include the faculty members of private colleges. Future research can add other independent variables with mediating as well as moderating variables.

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