Moderating Role of the Perceived Justice in the Relationship of Trust, Management Support, Individual Attitude, and Reward System with Universities' Lecturers Knowledge Sharing

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Abstract

Knowledge sharing plays important roles in the education environment. Universities lecturers can increase their knowledge and experiences through knowledge sharing. There are many research in term of the main factors have high potential affect knowledge sharing. Among different factors, management support, reward system, trust, and individual factors have high potential affect knowledge sharing among universities' lecturers. Besides, perceived justice can affect this relationship. This paper attempts to review extant research in order to justify the linkage among mentioned. Finally, this paper proposes a new framework can be applied for future study as quantitative researches.

Keywords: Knowledge Sharing, Trust, Reward, Individual Attitudes, Perceived Justice, Management Support

1. Introduction

Nowadays, most of the successful businesses are knowledge based. In other words, companies for being successful in their own specialized fields need to increase knowledge. One of the most important subjects in this regard is knowledge sharing. Knowledge sharing should be considered because of the fact that it can result in knowledge creation (Nonaka and Takeuchi, 1995).

One crucial source for the organizations is the knowledge which provides a good competitive advantage in an economy which is competitive and dynamic (Wang anNoe, 2010). For getting this goal it is vital and also not adequate for the companies to trust just on staffing and training system that focuses on selecting the people that have sufficient skills, competency, knowledge and also aiding and ability to get them all (Brown &Duguid, 1991). The firms must consider the transfer of knowledge and the expertise from the skilled people that will define the person that must know about it (Patterson et al., 2001). It appears that organizations must concentrate on some more sources according to knowledge that are influential and are existed inside the organization (Damodaran&Olphert, 2000).

One of the tasks according to knowledge is known as knowledge sharing and it is highly important for the workers to employ the application of knowledge and the innovation for getting

the best competitive advantage for the company (Wang anNoe, 2010). The knowledge sharing between the individuals and by the teams will assist the firm to exploit and capitalize on the sources according to knowledge (Cabera, 2005; DamodaranandOlphert, 2000; Davenport and Prusak, 1998).

The researches have shown that the knowledge sharing and combination are positively relevant to minimizing the production cost and the completion of developing new products project quickly and also the team performance, firm innovation abilities and the operation of the sales growth and instance revenue from new products and services (Lin, 2007; Collins & Smith, 2006; Arthur & Huntley, 2005; Cummings, 2004; Hansen, 2002). Because there exist so many benefits which are potential and can be known from knowledge sharing so some of the companies spend so many time as well as money related to knowledge management actions for example KMS or knowledge management system which uses state technology for having convenient process for storage, collection and also knowledge distribution.

There is no united agreement for the distinction by the researchers and if there is any agreement then it will be between knowledge and information. For example Nonaka (1994) considered information as the flow of messages which has the knowledge based on information but it is not just the information for example the knowledge has information and the know how (Zander &Kogut, 1995; Kogut& Zander, 1992; Machlup, 1980).

The scholars related to management information system field try to use the knowledge in order to suggest there are values and uniqueness in knowledge management sharing studies and mainly when it is compared to the traditional IS (Leidner&Alavi, 2001).

Many experts use the knowledge and information concepts rather than each other and concentrating on the truth that we cannot make differentiation among knowledge and information in knowledge sharing study (Bartol&Srivastava, 2002; Huber, 1991; Makhija& Ganesh, 1997).

Some researchers (Bartol&Srivastava, 2002;Alavi&Leidner, 2001) have employed this idea by considering knowledge is similar to information which is done by members for instance ideas,

facts, judgment, expertise relevant to people, team and organizational performance. The knowledge sharing is the provision of task information and the know how to help other ones and collaborate with other people for solving the problems, developing some unique ideas and providing process and some policies (Cummings, 2004;DorseyandBorman, 2003).

The knowledge sharing will occur by face to face communication or written corresponding by bringing a network with the rest of the experts and then document, develop and capture the knowledge for the rest of the individuals (Cummings, 2004; Pulakos, 2003). Even though knowledge sharing usage is general compared to the sharing of information, the experts use the information sharing concept to mention the sharing with other people that occur in experimental studies which respondents have the programs, list of information and manuals as well.

The knowledge transfer and knowledge exchange are totally different from sharing knowledge. The transfer of knowledge is both sharing knowledge by knowledge source and also applying and acquiring knowledge by the recipient. Generally the knowledge transfer is employed for identification of knowledge movement between different units, divisions and firms rather than people (Cappetta, Szulanski, and Jensen, 2004). Sharing knowledge and exchanging knowledge were applied instead of each other (Salgado, Collins, and Cabrera, 2006), but the exchange of knowledge includes knowledge sharing and knowledge providing both and the search for knowledge and seeking for knowledge from other people by the employee.

Lecturers plays vital role in the quality of education in the universities. In this regard, the role of perceived justice can be important. Although there are several research that emphasizes on the impact of the different factors on the knowledge sharing, the moderating role of the justice is missing in the previous researches. However, this study tries to review extant research in term of the main factors influencing knowledge sharing in higher education based on the moderating role of perceived justice.

2. Literature Review

2.1. Knowledge sharing

Sharing knowledge happens while a person wants to help and also learn from other people for developing some new competency (Yang, 2007). It can be seen as the voluntary of dissemination from obtained skills and the experiences to individuals inside the firm (Wang and Noe, 2010). It is crucial because a person's knowledge does not have enough influence on firm unless it is available for all of the members (Yang, 2007). Therefore, sharing knowledge shows a social task which happens inside a system that knowledge defines a source with value (Wang and Noe, 2010). By means of knowledge sharing of members, the competitive abilities will be created and it goes into performance of the firm (Yang, 2007). In addition, companies are sharing knowledge because they believe that this attempt will cause stimulation of performance, productivity and the effectiveness (Babcock, 2004). The cost reduction, improved efficiency, improved quality and also decline of existed sources (Wang and Noe, 2010).

2.2. Organizational context and knowledge sharing

2.2.1. Organizational culture and climate

A lot of researches have studied the impact of firm's culture on sharing knowledge. According to a qualitative research from 50 organizations, DeLong and Fahey (2000) understood that the advantages of modern technology infrastructures have limitations if the long standing practices and values of the firm are not supportive for sharing knowledge inside units.

Many of the cultural aspects which can impact the sharing of knowledge have been recognized but the most attention was paid to trust. A culture which focuses on the fact that trust was identified for assisting to remove the negative impact of perceived sharing costs (Kankanhalli, Tan, & Wei, 2005).

Also it was connected with the intranet based KMS's implementation, knowledge sharing individually and also the capability of the firm for knowledge combination and exchange (Hsu, 2006; Collins & Smith, 2006; Liao, 2006). Also a firm's climate which concentrates on individual competition might show an obstacle for sharing knowledge and the perceptions of the

cooperative team aid the trust creation, a crucial situation for sharing knowledge (Schepers, & Van den Berg, 2007).

Besides trust, the study also demonstrated that firm with the culture focusing on more innovation will more do the implementation of KMS intranet (Ruppel & Harrington, 2001) and also help the sharing of information in subjective norms which motivate sharing (Bock, Zmud, Kim & Lee). Lin and Lee (2006) understood some of the perceptions for relevant benefits of sharing knowledge in business, being compatible to current business procedure and the complicated task to motivate more knowledge sharing as the mediators among organization intention and organization climate for knowledge sharing encouragement.

In researches related to analyzing the relation among knowledge sharing and learning culture some mixed outcomes were understood. Taylor and Wright (2004) realized that the climate which motivated some new ideas and also concentrated on learning by failure was related positively to influential knowledge sharing. Hsu (2006) conducted a case study which presented ongoing learning activities. Lee and Kim (2006) anyways were not successful to recognize the relationship among learning orientation and knowledge sharing such as climate concentrating on learning and using new methods.

The existed relation among reciprocity and norm and sharing knowledge according to theory of social capital was analyzed in the environment of practice communities. The practice community is the work relevant group of people that have the similar problems and interests and also can learn from each other by continues interaction (Lave & Wenger, 1991). This might be available in one firm and in the format of network which is professional which transcends the obstacles of the firm (Brown & Duguid, 2001;1991).

The sharing knowledge of the people in practice communities can be reciprocated by the third party instead of the recipient such as general reciprocation happening (Ekeh, 1974). Reciprocity norm , one aspect of social capital (Nahapiet & Ghoshal, 1998) are related to exchanging knowledge which are also mutual and assumed as being fair by the parties.

Two researches which analyzed the reciprocity norm inside the community of electronic professional revealed the outcomes which are inconsistent. Chiu et al. (2006) understood that reciprocity norm is related positively with the sharing knowledge of people and on the other side Wasko and Faraj (2005) defined a negative relation. These different outcomes note that this relationship might be contingent on other elements like personality of participants and considered usefulness of community. For instance (2005) Kankanhalli et al., defined the fact that considered reciprocity is related positively to contribution of participants for the knowledge to community with weak pro sharing norms instead of strong ones. This explains that the strong norms for pro sharing might compensate for the minimum level of community reciprocity.

2.2.2. Management support

The support of management for sharing knowledge was demonstrated to be associated positively with the perception of the employees related to culture of knowledge sharing such as trust of employee and their desire to help other people as well as the eagerness for knowledge sharing (Lin, 2007). Lee et al. (2006) understood the fact that top manager support impacted quality and level of sharing knowledge both, by impacting the commitment of the members to knowledge management. The support of coworkers and the considered supervisor as well as their encouragement for sharing knowledge also can enhance the knowledge exchange of the staff and the assumption of knowledge sharing usefulness (Kulkarni, Ravindran, & Freeze, 2006).

Anyways King and Marks (2008) were not successful to define a significant impact for the perceived support of the organization after monitoring for easy usage and KMS usefulness. It seems that support of management for the knowledge sharing can predict better the knowledge sharing of the members. They defined the supervisory monitor such as perceived influences of supervisor for KMS utilization in firm which was a good predictor for the effort of the people that was associated with knowledge sharing frequency. Also according to French and Raven (1959) social power typology, Liao (2008) understood that control of managers for rewards of the acceptable behavior are related positively with the self- report knowledge sharing of the staff. Both of the agency theory and theory of social exchange were applied in researches which investigated the support knowledge of the management that impacts the sharing of knowledge.

2.2.3. Rewards and incentives

The shortage of incentives was recommended to be the main obstacles for sharing knowledge in cultures (Yao, Kam, and Chan, 2007). The incentives such as rewards and recognition were suggested as the interventions which can make the knowledge sharing easy and also help to establish a supportive culture (Nelson et al., 2006). Although the predicted positive impact of incentives for the knowledge sharing, the outcomes of researches studying the impacts of some extrinsic rewards were combined.

According to social capital and exchange theories both, the firm's rewards like bonus, promotion and the high amount of salary were demonstrated to have a positive relationship to knowledge contribution frequency made for the knowledge management sharing mainly while staff are recognized with the firm (Kankanhalli et al., 2005). Also staff who assumed a better amount of incentives for using and sharing knowledge is going to report the useful KMS content (Cabrera & Cabrera, 2005). According to the Korean sample, Kim and Lee(2006)understood that a firm's concentration on pay systems based on performance collaborated to sharing knowledge.

Regarding to the considered positive impact of reward, Bock and Kim (2002) mentioned that the predicted extrinsic rewards have a negative relationship with attitudes into sharing knowledge. Many researches realized no relation among the knowledge sharing and extrinsic motivation intention and behavior for knowledge sharing (Lin, 2007 ;Kwok & Gao, 2005). Chang et al. (2007) mentioned that reward which are outcome based and proper rewards for attempts did not develop sharing knowledge between team members of the production development.

It should be mentioned that the study's internal validity for the reward knowledge sharing relations might be suspected as the result of researches which evaluate the factors were gathered in similar survey and make it not possible to use the general directions for seen remarkable relation or the attributed outcomes to general variance method. The findings which were not consistent also recommended the probability of some moderators like contextual and personality contexts. The experts also studied the different kinds of rewards instead of the absence or presence of the rewards impacting the sharing of knowledge (Wang and Noe, 2010). During a laboratory experiment by means of a scenario for dynamic decision making , Ferrin and Driks

(2003) realized that the system of cooperative reward impacts positively the sharing of information among the members and a competitive system will show the negative impact.

Also the researches which have analyzed the impact of group based incentives mainly defined positive outcomes in comparison to the ones that analyzed the separate incentives, rate of piece and the incentives of tournament like (Quigley et al., 2007; Wan and Noe, 2010). Siemsen, Roth, and Balasubramanian (2007) defined an interactive impact among group based and individual incentives for example the positive relation among perceived reward and group reward for sharing knowledge was more powerful while the rewards of individual based were enhanced. Weiss (1999) focused on the requirement for aligning the knowledge sharing and incentives.

He stated that the billable hourly system employed for a lot of professional tasks like lawyers or the consultants is considered as disincentive related to sharing knowledge. Lawyers and the consultants will not bill the client for the time period which was for the sharing knowledge because they do not like to pay for the service from the one that they will not get a proper advantage. So the incentives will support the clients and will not share the knowledge.

As a result of challenges in the process of manipulation of reward systems in studies it can be said that most of the researchers have developed their works by some student samples and the experiments included scenarios which will be employed for establishing various incentive situations. Arthur and Aiman-Smith (2001) were different. They investigated the plan of gain sharing developed for enhancing the suggestions of the staff. The suggestions amount increased very fast along with plan to be implemented but after that it started to decrease over time. Anyways after some time the amount of suggestions showing the second order of learning that current routines and considerations will became bigger than recommendations showing the learning at first order such as some suggestions related to material saving.

2.2.4. Organizational structure

A structure which was functionally segmented generally shows the knowledge sharing in communities and functions of many practices (Tagliaventi & Mattarelli, 2006). The experts revealed that sharing knowledge might become easier by means of less centralized structures of

the firm (Kim & Lee, 2006), developing a work context which motivates interaction between staff for instance by means of open work space (Jones, 2005), employing fluid job rotation and job description (Kubo, Saka & Pam, 2001) and also motivating communication in informal meetings and departments (Wang and Noe, 2010). Totally the outcomes of these researches mention that firms must develop opportunity for the member's interaction to happen and ranking the employees, placed in the hierarchy of the organization and the seniority should not be emphasized for facilitating the sharing of knowledge.

2.3. Interpersonal and team characteristics and knowledge sharing

2.3.1. Team characteristics and processes

There are just a little research that has analyzed a few numbers of team aspects and procedures related to sharing knowledge. The outcomes of these researches mention that team aspects and the procedures impact the sharing of knowledge between members of team. For instance the more time spent for a team to be established so the cohesiveness of that team will be higher and they will share the knowledge to each other (Bakker, 2006; Sawng, Kim, and Han, 2006).

de Vries et al. (2006) studied the styles of team communication, extravert and agreeable styles and understood that they were related positively with the desire to share knowledge and the relevant behaviors. Srivastava et al. (2006) investigated the teams of management in hotel assets. They realized that strengthening the leadership increased the knowledge sharing between the members of the team.

2.3.2. Diversity

The study have reviewed the fact that how the status of minority or team diversity of the members is related to sharing knowledge. According to the paradigm of similarity attraction, Ojha (2005) demonstrated that members of the team who assumed themselves a minority on gender based, marital and the education did not like to do the knowledge sharing with other members. Sawng et al. (2006) understood that teams of R&D in big companies with more male female ratio engaged more in sharing knowledge. Few studies analyzed the social connection role with the rest of members in group related to sharing knowledge (Philips et al., 2004, Wang and Noe, 2010).

These investigations explain that the members who are socially isolated will disagree more with other ones and also use their knowledge inside a team that is heterogeneous. Having acknowledgement from the members of the team expertise also aids the enhancement of collaboration in sharing knowledge inside a diversified and functional team (Thomas- Hunt et al. 2003).It should be mentioned that there exist a huge amount of study concentrating on sampling of information and how the not shared information will be used for making more convenient the decision making of the group which may be helpful for reviewing the team knowledge sharing (Larson & Harmon, 2007; Stasser & Titus, 2003). The information sampling researches and pooling information is used for the experiments with the participation of the students. All of the participants will be given shared and also the unique information both and then will be asked to cooperate in group decision making. There is a hidden profile in groups that leads to making the best decision. Related to our above discussion we just added some recent researches which straightly studied the knowledge/information sharing.

2.3.3. Social networks

The sharing of knowledge might also be found in wider networks of the organization like practices of communication. The relations between members inside the social network are able to make the knowledge transfer more convenient and increase the quality of the received information (Cummings & Cross, 2004, Argote, McEvily, & Reagans, 2003).

In communities which are virtual both of the direct ties and the personal relations a person has with the other individuals was demonstrated to be related positively to perceived usefulness and quantity of the shared knowledge (Chiu et al., 2006; Faraj & Wasko, 2005). The expectations of the individuals for strengthening and keeping the social relations by randomly collaborating in professional community which is web based and was realized that has a positive impact their concentration to continue the community participation (Wang and Noe, 2010). The tie strength term explains that powerful ties have more affective closeness and the ties which are weak are more not redundant linkages and so are related to the not redundant information (Perry-Smith, 2006).

Agor et al. (2003) realized that social cohesion and tie strength are related positively to the convenience of knowledge transfer as considered by the sources of knowledge, explaining that linkage with recipients of the knowledge might encourage the providers for sharing more knowledge. Levin and Cross(2004), recognized that monitoring the knowledge, trustworthiness, with the poor ties have more advantages in comparison with the ones which have powerful ties.

These researches have concentrated more on relations instead of separate individuals. The outcomes explained that the availability of network linkages and also the relevant social capital are able to facilitate the knowledge sharing inside the practice community (Kankanhalli et al., 2005; Nahapiet & Ghoshal, 1998).

2.4. Cultural characteristics and knowledge sharing

The firms which are multinational and also the global subsidiaries use the employees from various languages and nationalities for doing some challenges with sharing knowledge (Chan & Ford, 2003; Minbaeva, 2007). To cope with these types of issues, Siemens altered the reward system for sharing knowledge in the Chinese and Indian subunits for using the local levels of income (Voelpel, 2005). In two relevant researches, Chow did the comparison between Anglo American and Chinese culture (Deng, Ho & Chow, 2000; Harrison, Wu, Chow & McKinnon, 1999). Both of the researches stated that individuals from culture in China like to share information for the organization even the times that this sharing was not beneficial for them personally like sharing the job mistakes.

Chow (2000) realized that participants from China compared to Americans did not like to share their personal lessons with the person who was not a group member. Kim and Hwang (2007) evaluated a dimension of culture, the collectivism and understood that a person's collectivism is related positively to the attitude into employing functionality of group email in a classroom that was online for sharing the knowledge. The relation was mediated fully with the recognition by group and congruence of this behavior along with the values.

2.5. Individual characteristics and knowledge sharing

Despite the fact that people are generally pre disposed into defined attitudes of work and also the behaviors just a few researchers studied the personality role and the dispositions in sharing knowledge (Bono & Judge, 2001). Lin (2007) analyzed the role of moderating for the exchange ideology that is a orientation which shows the relation among what a person give and then gets from the firm. Cabrera (2006) analyzed the openness to do the experiment and understood that it is related positively to person's knowledge exchange self- report.

They mentioned that people are high for the openness in order to do the experience and have a good level of being curious which leads to a desire to search other people insights and ideas. Also studies have demonstrated that comfort of the employees and their ability to employ the computers will impact the collaborative usage of electronic media for sharing information (Staples & Jarvenpaa, 2000) and members with more degree of education and working experience will share expertise and also have more positive behavior for sharing (Constant, 1994). Two researches which studied the expertise knowledge sharing relation recognized different outcomes. Constant (1996) understood that people who have more expertise will share the suitable knowledge while other ones asking the questions by means of KMS of the firm. By the way, Faraj and Wasko (2005) did not recognize self-rated expertise of the people to be relevant to sharing knowledge.

Sharing knowledge by the way seems to be contingent for the person's confidence in order to share the proper knowledge with the others. Many researchers have revealed that the people that are highly confident for their capability for sharing proper knowledge will have more desire to share the knowledge and also report more engagement in sharing knowledge (Lin, 2007; Cabrera, 2006). While apprehension of evaluation, anxiety of fear for the negative assessments were realized to have a negative relation with sharing knowledge (Bordia, 2006).

2.6. Motivational factors and knowledge sharing

2.6.1. Beliefs of knowledge ownership

Just some of the researches assumed the belief of individuals related to ownership of knowledge like whether the firm or the staff owns the knowledge (Constant, 1994; Heminger & Kolelofski, 2003). The studies revealed that while the staffs think that they have the information instead of

the firm then they will report more that they will participate in sharing knowledge (Constent, 1994, Staples & Jarvenpaa, 2000).

The outcomes will be attributed to internal satisfaction of the employees that are driven from knowledge sharing with others. Staples and Jarvenpaa (2001) understood that organizational culture dimensions like solidarity and requirement for achieving were relevant to beliefs of ownership. Constant (1994) and Staples and Jarvenpaa (2001) manipulated the individual's perception for ownership that were asked to share all of the slides of presentation and the notes as well as their expertise.

2.6.2. Perceived benefits and costs

The perceived costs/benefits were one of the best studied concepts of sharing knowledge. The theory of social exchange stated that people assess the perceived ratio of advantages to cost and then do their acts and decisions for the expectation that leads to some types of reward for instance reputation, respect and the tangible incentives (Emerson 1981; Blau, 1964). Related to the mentioned theory, study demonstrates that the perceived advantages are related positively with sharing knowledge and perceived cost impacts negatively the knowledge sharing. A huge number of studies for the perceived cost/benefit were established in the environment of professional community.

Collaboration in sharing knowledge in the online context of practice was known as relevant for enhancing the perceived obligation, internal satisfaction for reciprocate and gaining knowledge from forum, enriched reputations and also aiding to improve the community (Hara & Hew, 2007; Lin, 2007; Faraj & Wasko, 2000; 2005). Also Bordia in 2006 realized that there is a positive impact of advantages on sharing knowledge just for the technology aid sharing and not in the environment of face to face. Generally, previous studies appeared to note that sharing knowledge is highly relevant to beliefs of the employees and their knowledge which is shared is helpful for other people rather than gained personal beliefs mainly in a network which is professional (Chiu, 2006; Faraj & Wasko, 2000; Siemsen, 2007).

Hara and Hew (2007) developed a qualitative research from three professional online communities that analyzed the costs that may show the sharing of knowledge had the time

constraints and it was not familiar with topic which are the two most used reasons about not doing the knowledge sharing. Also Kankanhalli (2005) understood that more effort and time which people thinks is crucial for knowledge codifying related to knowledge sharing the less they will employ the electronic knowledge for sharing knowledge mainly while there is a poor trust of the contributing employees and the reused knowledge.

2.6.3. Interpersonal trust and justice

The experts have employed theory of social exchange for examining the justice and trust, two important aspects in relationships which are interpersonal (Robinson, 1996; Organ, 1990), relevant to sharing knowledge. Investigating trust and also justice is vital because sharing knowledge contains knowledge to be provided for other people or collective like a community or team of the practice with the reciprocity expectations (Hsu, Wu & Yeh 2007).

According to the developed interviews in twenty firms Cross, Abrams, Levin and Lesser (2003) recognized 10 practices and behaviors that can promote the inter personal trust in context of sharing knowledge. They explained that degree of effectiveness for the builders of trust such as participating in communications and disclosing someone's limitations and expertise is relevant to aspects of the firm.

The concept of trust was analyzed as the mediator of sharing knowledge previously (Butler, 1999; Lin, 2007). The studies revealed that cognition and effect based trust have the positive impact on sharing knowledge in levels of team and dyadic (Mooradian, Matzler & Renzl, 2006; Chowdhury, 2005; Wu, 2007). Also Bakker (2006) studied three different dimensions of trustworthiness which are integrity, capability and the benevolence. They realized that the person who is tended to share few knowledge with other members that are assumed to be highly capable and share high levels of knowledge while they considered other ones can be trusted. So it was not remarkably relevant to sharing knowledge.

Even though this type of study commonly revealed a positive inter personal knowledge sharing and trust relation, Kerr, Clegg and Sondergaard (2007) noted that trust can be a sword woth double edges. The trust which is not justified might lead to the fact that potential user refrains

from questioning related to useful knowledge and its application context, result in misuse or misapplication of knowledge. Two researches that have concentrated on trust of employee inside management instead of trust of other people provided some different outcomes (Renzl, 2008; Mooradian, 2006). The relationship of sharing justice knowledge has obtained few attentions even though the justice role for impacting the social exchange quality and relation among employees and employers is well defined (Cropanzano & Rupp, 2002). Van Den Berg and Schepers (2007) understood that procedural justice is related positively to knowledge sharing perception between members. By means of business administration part time students from Taiwan Lin (2007) understood that procedural and distributive justice have indirect and positive impacts on sharing tacit knowledge by organizational commitment and the distributive justice impacts knowledge sharing by coworker's trust.

2.6.4. Individual attitudes

The research line is hugely is for the reasoned action theory and the adapted subsequent technology model for acceptance that shows how the behavior of individuals are impacted by the attitudes and beliefs (Azjen & Fishbein, 1975; Davis, 1989). The expectation's of individuals for their knowledge usefulness and by sharing they are able to improve the relations with other ones that have been demonstrated to be relevant to attitudes of positive knowledge sharing that in turn were relevant to intensions of sharing knowledge and the behaviors of them (Kim & Bock, 2002). Also a research relevant to Korean hospital physicians defined that the attitudes are mediated partially the relation among physicians' intention and subjective norms to share the knowledge (Ho, Han & Ryu, 2003). Lee and Lin (2004) studied the senior management understanding of motivating sharing knowledge between employees instead of the ones who share individually. They identified that intention of managers for motivation was related positively to sharing behaviors of the employees. Additionally researches have demonstrated that attitudes of frim such as organizational commitment and job satisfaction can increase the sharing level (Vries, Van Den Hooff & Ridder, 2006; Lin, 2007).

Totally it seems that organizational and job attitudes have the remarkable impact on sharing knowledge. The attitudes which are into sharing knowledge have been demonstrated not just have the straight impact on sharing knowledge but have the indirect impact on sharing behavior that is self- reported by positive influential sharing intentions (Bock, 2005; Lin, 2007).

2.7. Reasons for sharing or not sharing knowledge

It is crucial to realize that employees might want to share or not to share knowledge because of different reasons. For instance, as discussed before, studies revealed that the individuals might share knowledge because they like to help people or may be the outcome of reciprocation (Kankanhalli , 2005). Also reciprocation noticeably has grabbed the attention that we think that there exist the other reasons that need to have more attention.

2.7.1. Impression management and attribution

May be the employees like to share the knowledge for helping the development of personal relations with the peers or just managing their impressions. Three kinds of intention might impact the person who shares the knowledge (coworkers, supervisors, managers of the units that are not aware the personal level). The personal aspects of the employees might also impact the degree to which they share the knowledge because of various aims such as new members might use the KMS a lot for sharing knowledge compared to senior staff because of the higher level of motivation that they have for impressing the supervisors.

Moreover, how the sharing of knowledge intention is interpreted and considered by other ones might impact the future sharing of knowledge attitudes from the recipients of the knowledge and if the provider of the knowledge is capable of making proper impression on other ones which leads to more advantages like better operation assessments and advancement of careers opportunity (Kelley, 1967; Bolino, 1999). If the behavior of sharing knowledge is related to the motives or the politics of the impression management the providers of knowledge will be seen less favorite and recipients will less are eager to share the knowledge.

2.7.2. Power perspective

One of the biggest knowledge sharing inhibitors is the fact that knowledge could be assumed as the resource of superiority and power (Gupta & Govindarajan, 2000; Kim & Mauborgne, 1998; Szulanski, 1996). The unique knowledge of employees sometimes lead to positive assessments from the HR systems like staffing and performance appraisal and the gains which are personal like promotions, cash bonuses, job assignment stretch and the protection against layoffs (Michailova & Husted, 2002). This provides a good disincentive related to sharing knowledge because by means of knowledge sharing it will be the proper and people will lose their degree of distinctiveness in comparison to other ones. The experts noted that requirement for bringing some

incentives in order to motivate the staff to do the knowledge sharing but rare studies straightly analyzed sharing knowledge from a power point of view (Liao, 2008; Renzl, 2008). The study related employee perception role about how knowledge might be done as the referent source, reward power, and expert are required.

Even though people might refrain from knowledge sharing because they are afraid to lose the power it can be feasible that they are able to enhance their expert and the power of referent by the knowledge sharing. For instance high levels of self monitoring might be like to recognize the consequences while they can obtain the power of expert by sharing knowledge.

So high amounts of self-control can result in knowledge sharing , with somebody who has more levels of status like their supervisors in comparison to the co workers. The concern related to losing strength may be higher while the sharing happens in the electronic knowledge management sharing in which the contributed knowledge is recorded and might be seen by all of the users although they will not make the contribution.

By the way it may also be more convenient to get the power by means of knowledge sharing in practice community conducted by the technology because it would be much easier to gain the bigger audience and hence enhances the probability of getting the personal identification.

2.7.3.. Issues derived from evaluation apprehension

The apprehension of evolution shows sharing knowledge clearly, (Bordia, 2006). The apprehension evaluation might be the outcome of self- perception which the shared knowledge is not accurate and also does not have value and leads to not very favorable criticism from other people. How we can reduce the apprehension of evaluation? From the view point of situation, study have suggested that the culture of the firm that focuses on innovation and trust is very conductive for the sharing knowledge. The future study is required for investigating if these cultures assist the reduction of evaluation apprehension by declining the probability that the shared knowledge would be judged critically.

Bordia (2006) straightly studied the apprehension knowledge evaluation sharing relation. By the way the fear for the related negative probable assessment also is relevant to the person's self assessment. Even though there exist many researches which analyzed the person's knowledge

and self efficacy, the study for relevant and yet unique terms like organizational self esteem or OBSE is crucial for better reviewing the self evaluation's role in sharing knowledge.

The core aspect of the self assessment is OBSE and it is a specified form of self esteem as well which was known as the extent to which a person assumes herself/him to be able, worthy and significant as the member of the organization (Gardner & Pierce, 2004). The theory of self consistency mentions that people like to act in such a way that is related with their current ideas about self-worth (Korman, 1970). Hence the staffs who have high levels of OBSE might more share the knowledge with other members because they think that they are able and also competent for contribution in firm by sharing knowledge. OBSE might be able to moderate the relation existed in past studies. For instance, it has the probability that even though the relationship of trust and knowledge supposed to be positive in nature, the relationship's strength might be also contingent based on the OBSE of the people who share the knowledge.

The theory of behavioral plasticity mentions that weak self esteem members will highly be influence by situational and social cues (Brockner, 1988). So the ones who have low amount of OBSE will likely be impacted more by the trust level with the recipient of the knowledge.

Also the current study about concept of personality, core self assessment that includes the international self esteem, control locus, emotional stability and general self efficacy (Judge, Locke & Bono, 2000) might also collaborate to the knowledge sharing understanding. It is interesting to investigate about the fact that whether self assessments can impact sharing of knowledge by affecting the assumption for knowledge sharing usefulness and declining the apprehension of evaluation. Moreover, the study analyzing many kinds of designed interventions to aid increase a person's sharing knowledge related to self efficacy would be required. For instance, getting organizational identification, positive reaction for shared knowledge, and also the reaction for how to share the knowledge has assisted the co workers and the firm to make the process of sharing knowledge easier for the self efficacy. After recognizing a person's knowledge value by other people then people might get the increased self perception for the credibility, competency and also confidence (Titus & Stasser, 2003) that enhances the probability they would do the knowledge sharing with other individuals.

2.7.4. Social costs

The study about hidden profiles concentrates on how the sampling of information impacts decision making of team (Titus & Stasser, 2003). The challenge for social costs related to some unique information might assist us to recognize why some of the knowledge/information is shared rarely. Also it is crucial for the research in the future to analyze while the people like to share the knowledge that is not consistent with knowledge of others. From the organizational point of view it is vital because existence of disagreements will make the process of developing new ideas easier, helping the innovation and creativity. It can possible that a person may be not interested to share his/her knowledge in team and online practice community which may show errors and mistakes occurred by her/his boss or a peer who is influential.

2.7.5. Knowledge sharing as a learning experience for the sharer

The learning can be considered as a reason that employees seek knowledge in online communities (Faraj & Wasko, 2000). By the way there exist other circumstances while sharing knowledge might be assumed a process of learning for the person who shares. For instance, the individuals who have high goal orientation in learning might consider the knowledge sharing as the opportunity to learn because they cannot explain successfully something very well to peers unless they have enough knowledge about it. If there exist motivation for the staff to share the knowledge with other pees but also there is no insurance for them if they can communicate knowledge in a way that will be recognizable then they will employ the sharing of knowledge as the chance to enhance their understanding and also seek for more better approaches to explain and organize knowledge before sharing it.

The staffs that have high goal orientation performance, on the other side, will show more concern for the revealing of their effective and competitive performance when preventing negative judgment and risk (Leggett & Dweck, 1988). They might assume that sharing knowledge will deplete time and the available effort for the other work tasks that could lead to more personal advantages and also rewards through enhancing the expectations for goals of performance (Szulanski, 1996).Additionally, employees who are goal oriented and high performance might not like to spend the time crucial for participating in exchange with other ones that are trying to

find out and use the shared knowledge to workplace. Therefore, they will not share knowledge a lot.

In addition, inside the online practice community of the firm, the people who share knowledge might learn from other one's point of view for the similar problem and issue which was discussed. Also staff might share their point of view and perspectives with the peers for more development of them and also facilitating more creativity (Oldham, 2003).

3. Proposed Framework

Followed by above discussion, reward system, management support, trust and individual attitudes have high potential affect knowledge sharing. These relationships are supported by mentioned above theories as well.
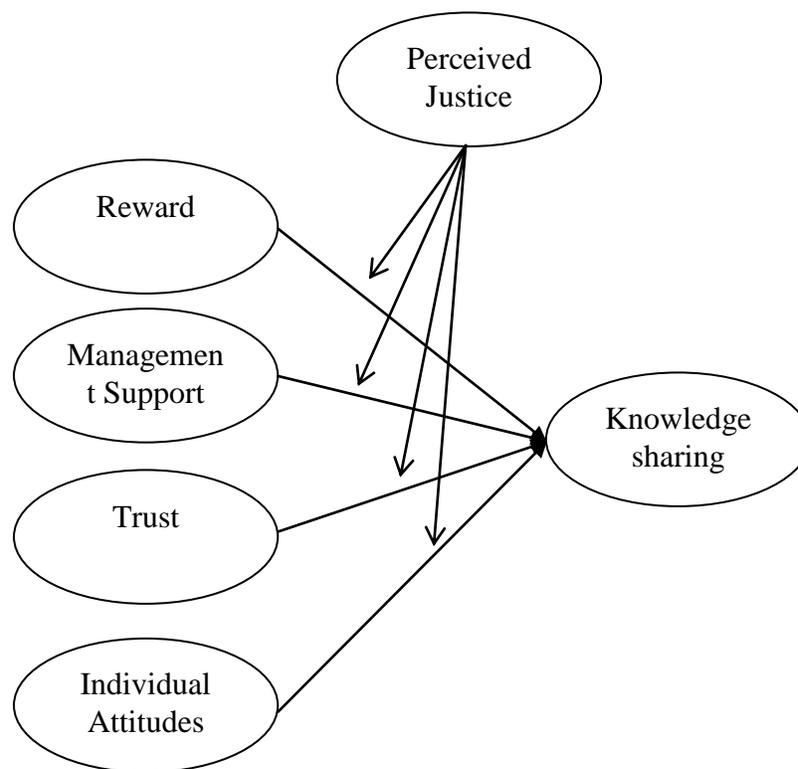

Figure 1: Proposed Framework

Figure 1 shows the moderating role of the perceived justice. Gelens et al. (2013) believe that perceived justice can affect resource allocation and employee performance. By considering knowledge sharing as a dimension of the employee performance, the role of perceived justice will be justified.

4. Conclusion

Knowledge sharing plays important roles in the educational environment. Universities lecturers can increase their knowledge and experiences through knowledge sharing. There are many research in term of the main factors have high potential affect knowledge sharing. Among different factors, management support, reward system, trust, and individual factors have high potential affect knowledge sharing among universities' lecturers. Besides, perceived justice can affect this relationship.

Future research can test the proposed framework of this study in different universities. This framework also seems suitable for other industries such as ICT and manufacturing.

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