

Influence of Knowledge Sharing Behaviour & Social Intelligence on Teaching and Learning Performance: Evidence from Malaysian Private Universities

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Abstract-- *Academics knowledge sharing behaviour and social intelligence plays an essential role in enhancing their teaching and learning performance. Nevertheless, empirical studies that link these concepts are scarce. This paper aims to examine the influence of knowledge sharing behaviour and social intelligence on teaching and learning performance among academics in Malaysian Private Universities. A questionnaire-based survey was carried out among academics in the School of Business from seven Malaysian private universities in the Klang Valley area. The survey yielded 318 responses. The results were analysed using Statistical Package for the Social Science (SPSS) version 22 for Windows software. Specifically, the relationship between (1) knowledge sharing behavior and teaching and learning performance (2) social intelligence and teaching and learning performance and (3) social intelligence and knowledge sharing behaviour are being proposed in this study. Moreover, this study is expected to contribute to the following: (1) Malaysian Private Universities in the formation of an ideal model for academics, (2) body of knowledge, specifically in the field of teaching and learning performance in Malaysian Private Universities and (3) literature in human resources pertaining to knowledge sharing behavior, social intelligence and teaching and learning performance.*

Keywords-- *Knowledge Sharing Behavior, Social Intelligence, Teaching and Learning Performance, Malaysian Private Universities.*

I. INTRODUCTION

Higher Education Institutions (HEIs) in Malaysia are undergoing reforms in terms of teaching and learning approaches in all levels of education. Malaysian Higher Education (MOHE, 2018), stated that teaching and learning to be shifted to paradigms whereby lecturers and students are able to adapt to the changes in terms of different roles and responsibilities. The current debate is being channelled towards the growth of new methods of teaching and learning such as innovative teaching which is an alternative approach. In Malaysia specifically, the higher education system has expanded rapidly in the past three decades, resulting in increased access and equity, as well as improved efficiency

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and overall quality of the system. Additionally, higher education in Malaysia is influenced by global trends such as internal dynamics of social, economic and political forces. Higher Education Institutions in Malaysia have gone through a drastic change between the 19th to the 21st century (Iqbal and Mahmood, 2011).

Educational system readiness is considered as pivotal in the development of any nation, and academicians are expected to be nation builders. Higher Education Institutions thus, play a crucial role in ensuring the type of knowledge that can result in increased economic growth of the nation. For the past 30 years, the nature of teaching and learning in Higher Education Institutions in Malaysia were mainly focusing on traditional pedagogy and assessment methods that meet the needs of employment in Malaysia. However, though Higher Education Institutions are considered as reservoirs of knowledge, they do not merely exist to provide knowledge to students. Higher Education Institutions in Malaysia were mainly developed because of the incompetence of public universities towards catering to the ever-increasing demand for quality education (Lee, 2011; Grapragasem, Krishnan and Mansor, 2014).

Teaching and learning performance is solely dependent on the expertise of academicians which eventually influence performance as well as their delivery to students (Talebi and Abedini, 2016). This will subsequently lead towards students' enhanced ability especially when the knowledge gained is practiced well. However, the process of learning also requires students' inquiry and their own investigations. The teaching and learning performance is crucial as they help students to master knowledge based on interactive and co-operational situations. These situations may also be considered when it comes to learning strategies in teaching. Teaching and learning performance is deliberated as when an individual have to perform after employment is obtained whereby action is being considered as performance as stated by June, Yeoh, and Mahmood (2013). Consequently, academicians have to be equipped with the proper skillset in order to perform well in universities. This is why there is a need to integrate teaching and learning performance with knowledge sharing behaviour and social intelligence.

Knowledge sharing behaviour is an interaction of all types of knowledge whereby it contains explicit and tacit knowledge. This can be achieved through training, communicating and also socialising. Furthermore, knowledge sharing behaviour is a most crucial and important activity that plays a vital role in any knowledge management activity, as posited by Lee and Choi, (2000). Another research by Ho and Kuo (2013), posited that knowledge sharing behaviour has been defined as social communication tool, involving a group of employees' involvements in terms of knowledge, experiences and skills throughout the entire organisation. Yi, (2009) posited that knowledge sharing behaviour is evident when individuals share their work-related skills and expertise with other members within the same organisation. This eventually contributes to the overall effectiveness of the organisation. However, in the real world, maintaining and sustaining knowledge-sharing culture is tough because of the impending challenges that occurs in the process of sharing knowledge among colleagues, as asserted by Lam and Lambermont-Ford, (2010).

There is a need to further analyse social intelligence as it is linked to knowledge sharing behaviour especially for academicians. As mentioned by Silvera, Martinussen and Dahl (2001), social intelligence is a construct which involves relevant individuals' differences when tested in practical application situations. Social intelligence has several limitations in its usage as a construct due to the difficulties in applying it in a focused research, amongst which are definitions, empirical studies and complexity of measuring the construct. There are tremendous difficulties in

defining social intelligence as it has different meanings for different researchers. Performance is also known as an achievement of the assigned task and the outcome is accomplished within the desired timeline as posited by Nadarajah et al. (2012). This is where academicians performance is usually defined as an educator who provides education. Teaching and learning performance is a very crucial factor that can ensure there is progress in the universities. Teaching and learning performance relates to on-the-job knowledge as well as ensuring that work has been completed in correct manner (June, Yeoh and Mahmood, 2013).

Theoretical Background and Hypotheses Development

In the academic industry, various scholars (Goh and Sandhu, 2013; Van Der Aalst, Pesic, and Schonenberg, 2009; Abdullah et al., 2011). Goh and Sandhu, (2013) have stressed the importance of knowledge sharing behaviour, where it aids in the implementation of procedures and activities to ease knowledge sharing through methods of teaching. This is extremely important especially for private universities, as the results revealed that knowledge sharing behaviour shows limited practice of it as compared to public universities. Thus, this indicates that knowledge sharing behaviour is positively associated with teaching and learning performance.

Precisely, universities would be an ideal place for sharing of quality resources as it is being recognised these days based on the quality of research and publication, which have increased tremendously due to the practise knowledge sharing among academicians as stated by Abdullah et al., (2011). This is where teaching and learning performance and knowledge sharing have become very important in universities, prompting a mind-set change for academicians, whom focus is slowly shifting towards ensuring implementation of the vital concept of knowledge sharing in the knowledge management process.

Nevertheless, Kim and Ju (2008) examined the concept of having a more organised approach in terms of teaching methods to ensure academicians are able to manage knowledge sharing effectively. This may lead towards producing new knowledge from the existing knowledge bank in order to enhance academician's performance. Thus, it could be hypothesised that:

H1: Academicians' knowledge sharing behaviour is positively associated to their teaching and learning performance

Teaching and learning performance are termed as scalable actions, behaviours and outcomes that employees engage in or produce, that contributes towards organisational goals (Ones, Viswesvaran and Schmidt, 2008). In other words, teaching and learning performance is very much related to academicians work performance. Teaching and learning performance is best applied to a team concept whereby social interaction among academicians can create cooperation in learning activities. In addition, a positive learning environment would instil proper communication skills in a more efficient and effective manner. In a study by Eshghi, Arofzad and Hosaini (2013), by using a sample of 48 physical education expertise from Isfahan education organisations, it was identified that the differences between gender and experience with regards to social intelligence and effective influence were considered insignificant. However, there was significant difference between the social intelligence and academic level displayed. This indicates that social intelligence is associated with teaching and learning performance.

With regards to an educational setting, Jeloudar and Yunus, (2011) examined the impact of social intelligence and teacher effectiveness. However, those dimensions were found to be significant. They found that social intelligence is likely to be strongly linked with academic, moral, personality and composite teacher effectiveness. Moreover, it was identified that individuals with composite social intelligence trait is more likely to be satisfied with their academic, professional and personality dimensions of teachers' effectiveness. However, social intelligence is not a good predictive indicator of teachers' effectiveness. This indicates those dimensions were found to significantly correlate, however, the obtained value of correlation is trivial. These findings matches the study done by M.W. Hatcher whereby social intelligence is not a good predictor of teacher effectiveness. Thus, it could be hypothesised that:

H2: Academicians' extent of social intelligence is positively associated to their teaching and learning performance.

Prior researchers found that there is an association between social intelligence and knowledge sharing behaviour (Yazdi and Eynali, 2015). Precisely, it was identified that social intelligence has the highest control on knowledge sharing behaviour as compared to the other three intelligence components (cognitive, emotional and social). Furthermore, aspects of social intelligence (social information processing, social skills and social awareness) was found to be supported with knowledge sharing behaviour as stated by Abzari, Shahin and Abasaltian (2014). Nevertheless, based on their results, knowledge sharing in education is directly or indirectly affected through the organisational, individual, psychological and technological factors. The results obtained are accurate with Rahnavard and Sadr (2009), Muller et al. (2011), Yunus et al. (2010), Medasir and Singh (2008) and Wahlstrom et al. (2010).

Thus, it could be hypothesised that:

H3: Academicians' extent of social intelligence is positively associated to knowledge sharing behaviour.

II. METHOD

Population and Sample

The respondents of this study consist of academicians located in the School of Business from seven Malaysian private universities in the Klang Valley. A questionnaire survey was carried out among a total of 318 academicians.

Instruments of Research

A self-administered questionnaire consisting of five sections (Section A, B, C, D and E) was developed for this purpose. The research questionnaire was developed in English. Respondents were asked to evaluate their agreement or disagreement with the questionnaire statements using a five-point Likert scale, ranging from strongly agree to strongly disagree. All items were adapted from previously established studies to ensure their reliability and validity. Table 1 summarises this information of the questionnaire used in this study.

Data Analysis

The data collection for this study was analysed using the Statistical Package for Social Science (SPSS) version 22.0. Correlation analysis was utilised to analyse the relationship between the independent and dependent variables.

Reliability Analysis

The reliability coefficient of the measures was examined using Cronbach's alpha (α) (SPSS). In this study, the Cronbach's alpha (α) ranged from a low of 0.755 to a high of 0.935 and details of the reliability analysis are shown in Table 2 below.

Table 1: Information of Questionnaire

Section	Description	No. Of items	Sources
A	Knowledge Sharing Behaviour	28	Thurasamy, Yeap and Ignatius (2014)
B	Social Intelligence	21	Silvera, Martinussen and Dahl (2001)
C	Teaching and Learning Performance	36	Zhu et al. (2013)
D	Demographic	7	Designed by Researcher

Table 2: Reliability Analysis

Variables	No. Of items	Cronbach Alpha
Knowledge Sharing Behaviour	28	0.909
Social Intelligence	21	0.755
Teaching and Learning Performance	36	0.935

III. RESULTS

Profiles of Respondents

A total of 318 academicians in Malaysian Private Universities participated in this study. The respondents included 107 (33.6%) male and 211 (66.4%) females, Therefore, majority of the respondents were female. 133, the respondents in the age group of 38-54 years accounted for the majority, or 41.8% of the sample. The second largest age group was between 31-37 years with 107 respondents, equivalent to 33.6% of the sample. Whereas in the 24-30 years age group, there were approximately 49 (15.4%) respondents. The smallest age group was 55 years and above, which were represented by 29 respondents, or 9.1% of the sample. The majority of the respondents were of the Chinese ethnic group, with 107 respondents, which accounted for 33.6 % of the sample. This was followed by Indians with 91 respondents, or 28.6% of the sample. There were only 84 respondents from the Malay ethnic group, or 26.4% of total respondents. The smallest ethnic group was “others”, with 36 respondents, hence accounting for 11.3% of the sample. This was followed by 80 respondents (25.2%) with 6-10 years work experience, and 52 respondents (16.4%) with 16-20 years of work experience. Additionally, 48 respondents (15.1%) had 1-5 years of work experience. There were 47 respondents (14.8%) who had more than 20 years of work experience. The smallest group was the 9 respondents (2.8%) who had less than 1 years’ working experience.

Majority of the respondents (195 respondents), whom represents 61.3% of the sample, have obtained Master's Degree qualification. The second largest group were PhD holders, comprising of 98 respondents (30.8%). The third largest group holds a Bachelor’s Degree, and this group accounted for 6.3% or 20 respondents. However, only 5 respondents, or 1.6% of the sample have obtained DBA (Doctorate in Business and Administration). The majority of the respondents were Lecturers, consisting of 202 respondents (63.5%). This is followed by 97 respondents (30.5%), whom are Senior Lecturers, and 10 respondents (3.1%), whom are Associate Professors. The other respondents are Professors, consisting of 7 respondents (2.2%), followed by Head of School with just 1 respondent (0.3%), and lastly, Dean just a solitary representation (0.3%). The majority of the respondents are Full Time academicians. This represents 85.2% or 271 respondents of the sample. The second largest group were Contract academicians, represented by 43 respondents (13.5%). The smallest group are Part Time academicians, with 4 respondents, or (1.3%).

Correlation Analysis

Cohen (1988) stated that the r value can interpret the strength of the relationship. In addition to that, Pearson’s product-moment correlation coefficient method was used to evaluate the correlation between the variables. The values depicted in Table 3 were used to interpret the strength of correlation between variables (Cohen, 1988).

Table 3: Strength of Correlation

Value of Coefficient (r) Strength	Value of Coefficient (r) Strength
0.1-0.29 Weak Relationship	0.1-0.29 Weak Relationship
0.3-0.49 Moderate Relationship	0.3-0.49 Moderate Relationship
0.5-1.00 Strong relationship	0.5-1.00 Strong relationship

As shown in Table 4, the results of the independent variables indicated that knowledge sharing behaviour is positively and significantly correlated with teaching and learning performance (p -value < 0.05). Social intelligence was negatively and significant correlated with teaching and learning performance (p -value < 0.05). Social intelligence was positively and significantly correlated with knowledge sharing behaviour (p -value > 0.01). In terms of strength of association with propensity for teaching and learning performance, knowledge sharing behaviour ($r=0.119$) and social intelligence ($r=0.085$) indicate a weak relationship. Moreover, social intelligence indicate a moderate relationship with knowledge sharing behaviour ($r=0.325$). Therefore, hypotheses, H1 and H3 are supported but H2 is not supported.

Table 4: Pearson Correlation Analysis

Correlations				
		KSB	SQ	TLP
KSB	Pearson Correlation	1	.325**	.119*
	Sig. (2-tailed)		.000	.033
	N	318	318	318
SI	Pearson Correlation	.325**	1	.085
	Sig. (2-tailed)	.000		.131
	N	318	318	318
TLP	Pearson Correlation	.119*	.085	1
	Sig. (2-tailed)	.033	.131	
	N	318	318	318

N=318 respondents **

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

* . Correlation is significant at the 0.05 level (2-tailed).

IV. DISCUSSION

This study analysed the relationship between knowledge sharing behaviour, social intelligence and teaching and learning performance among academicians in Malaysian Private Universities. The results of this study looks at two implications from the aspect of theory and practical. Both points of view (theoretical and practical) are evaluated in terms of its contributions in this study. This study is potentially useful for both scholars and practitioners.

The results of this study revealed that knowledge sharing behaviour is positively and significantly affects teaching and learning performance. Generally, the findings of this study was coherent with prior research in academic industry (Goh and Sandhu, 2013; Van Der Aalst, Pesic, and Schonenberg, 2009; Abdullah et al., 2011). Goh and Sandhu, (2013) have stressed the importance of knowledge sharing behaviour, where it aids in the implementation of procedures and activities to ease knowledge sharing through methods of teaching. As predicted, the results of the current study indicated that social intelligence does not affect teaching and learning performance because social

intelligence is considered as standalone and is not associated with teaching and learning performance. This result is in accordance with the results obtained by prior scholars examining this arena (Eshghi, Arofzad and Hosaini, 2013) who found that differences between gender and experience associated to social intelligence and effective influence insignificant. The findings of this study also revealed social intelligence as a significant predictor of knowledge sharing behaviour, which is coherent with prior studies (Abzari, Shahin and Abasaltian, 2014). The results of this study illustrated that for academicians in Malaysian private universities to meet the required knowledge sharing behaviour, it is social intelligence to be supported fully with knowledge sharing behaviour.

Other than contributions to theory, the findings of this study also looks at the practical contributions towards academicians, Malaysian Private Universities' management and the Ministry of Higher Education. This research focused on knowledge sharing behaviour, social intelligence, and teaching and learning performance among academicians in Malaysian Private Universities. As there are limited research being conducted in terms of the relationships of knowledge sharing behaviour, social intelligence and teaching and learning performance thus this study is expected to contribute to the body of knowledge pertaining to Malaysian Private Universities.

The findings of the present study can help the management of universities to select lecturers with the right attitude and provide them with the right environment to perform better. Additionally, this is where academicians should be willing to share knowledge openly and have the higher tendency to share their knowledge with others. When this is successful, only then will the engagement in knowledge sharing activities flow smoothly. Lastly, the findings of this study also contribute to the personal development of academicians. Basically, academician is considered as a noble profession and social intelligence is an essential component of its practice. Academicians needs to develop social intelligence in order for them to perform well in their teaching and learning process. Therefore, the development of social intelligence among academicians can help to shape the future generation in a good manner.

V. CONCLUSION

This study reveals significant relationships between knowledge sharing behaviour, social intelligence, and teaching and learning performance among academicians in Malaysian Private Universities. The findings show that knowledge sharing behaviour and social intelligence are important predictors of teaching and learning performance among academicians in Malaysian Private Universities. As there are limited research being conducted in regards to the relationships of knowledge sharing behaviour, social intelligence and teaching and learning performance, thus this study is expected to contribute to the body of knowledge pertaining to Malaysian Private Universities.

Precisely, this research is anticipated to be a good source for the Ministry of Higher Education (MOHE) on ways to further improve academicians through better human resources policy as well as strengthening the knowledge sharing methods, social intelligence and teaching and learning performance of academicians. In addition to that, this research emphasises on various variables such as (social intelligence, knowledge sharing behaviour and teaching and learning performance) that have not been integrated previously. Additionally, to date the research on social intelligence tended to focus on conceptual theorising without much empirical evidence. Based on the researchers' knowledge, no empirical research has integrated concepts of knowledge sharing behaviour, social intelligence and

teaching and learning performance. Therefore, this study would provide an integrative view of all the concepts. In addition, universities today have undergone several transformations due to various reasons which involves higher cost, a sudden increase in terms of students' numbers, globalisation and changes in terms of management style. Furthermore, moving forward, more challenges and a drastic business environment is anticipated, thus making the development of academicians skills with the appropriate talent as a priority for universities. Moreover, universities' environment solely depends on how change is accepted, how change can improve their practices and how competitiveness can be increased.

In conclusion, quality of academicians is the primary concern of any university in Malaysia and these concepts have been linked to the level of achieving the desired teaching and learning performance. Therefore, the current findings provide support that knowledge sharing behaviour, social intelligence and teaching and learning performance will enable academicians to deliver better quality of teaching and learning. In the future, this will create a more efficient and effective environment by shaping future leaders. In other words, academicians may need to be empowered with skills needed to help them embrace their profession through educational opportunities, in order to enhance skills such as social intelligence and competencies.

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