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Letter from the Editor-in-Chief

Myanmar and Korea have many similarities and are complementary relationship. Therefore, we believe that research exchange will expand mutual understanding between Myanmar and Korea, and will be the cornerstone for mutual development.

KOMYRA and YUE have co-published The Myanmar Journal since August 2014. So far, many scholars have published numerous papers through the journal, and We are sure that this journal has helped many people understand Myanmar and Korea more clearly and closely.

The Myanmar Journal covers various issues in Myanmar and Korea. It covers various topics that can promote bilateral development and mutual understanding, not limited to specific topics such as economy, industry, society, education, welfare, culture, energy, engineering, healthcare, and agriculture.

We hope that this journal will continue to promote understanding of the current status and potential capabilities of Myanmar and South Korea and promote in-depth international exchange and cooperation.

We would like to express our deepest gratitude to the editorial board and YUE and KOMYRA for their valuable support in The Myanmar Journal publication.

February 28, 2022

Youngjun Choi *yj choi*

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It will cover all general academic and industrial issues, and share ideas, problems and solution for development of Myanmar.

Articles for publication will be on-line released twice a year at the end of February and August every year on the Myanmar Journal webpage (http://www.komyra.com/bbs/board.php?bo_table=articles).

Influencing Factors of Knowledge Sharing on Knowledge Workers Performance: Case Study in University of Co-operative and Management

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ABSTRACT : This study aimed to investigate influencing factors of knowledge sharing on knowledge workers performance in University of Co-operative and Management. Specifically, this study emphasized five influencing factors, knowledge sharing, knowledge workers performance. Stratified random sampling method and the quantitative research approach was used to investigate 120 valid responses collected via a questionnaire survey from the teaching staffs of University of Co-operative and Management. SPSS 25 was used to analyze the data. This study found that three influencing factors, enjoyment in helping others, rewards and ICT use were significantly impact on loyalty. Moreover, the result found that knowledge sharing is to have positive impact on task and contextual performance. However, two influencing factors, knowledge self-efficacy and top management support did not find to have significantly effect on knowledge sharing of teaching staffs. The findings could contribute to understand the concept of knowledge sharing with influencing factors. Moreover, the findings could be applied for university in the learning and development of teachers by improving their knowledge work performance.

Key words : *Knowledge sharing, Knowledge workers performance, Teaching staffs*

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I. Introduction

Knowledge management literature express that knowledge sharing is the most crucial process of knowledge management. Especially, in a knowledge-based organization such as a university, knowledge sharing is critical important because most of the employees are knowledge workers (Bulan & Sensuse, 2012). Knowledge workers are the workers who have higher education and are characterized by knowledge work that, in turn, requires the generation and application of knowledge (Razzaq et al., 2018). It has been sustained in the literature that knowledge-worker performance is important for the successful conduct of organizations' operations and performance. The knowledge gained by university teachers is regularly published in journals, books but knowledge is often scattered without the necessary association and interrelationships (Nguyena, Doan, Tran, Le, & Nguyenb, 2019). In knowledge-based erg, knowledge sharing is priority seen as a key to organizational effectiveness.

Knowledge sharing means individual willingness to share what they have or have created in an organization (Mehrabani & Mohamad, 2011). The concept of knowledge sharing involves the sharing of facts, ideas, suggestions and expertise with employees linked to an organization's performance. The exchange of knowledge can take place in official meetings, seminars and presentations or unofficial gathering during tea breaks and along on the office corridors. Knowledge sharing is a process whereby tacit or explicit knowledge communicated to other individuals (Bulan & Sensuse, 2012). Explicit knowledge is easily retrieved and communicated in systematic language or codified documented knowledge which has built up in repositories throughout the organization (Stenmark, 2013). In contrast, tacit knowledge cannot be seen, expressed, or measured because it is experience-based and subjective. Knowledge sharing is the best approach for managing knowledge and should be adopted by all organizations in all conditions (Becerra-Fernandez & Sabherwal, 2010).

Teaching staffs play a key role in universities because their principal works are teaching, learning and publication. Therefore, knowledge sharing is key important to the success and development of an educational institution. Universities are supposed to be the big generator of knowledge and must heavily invest on knowledge sharing which can increase the quality of research and education with respect to its relevance for society which contributes to an increased economic growth (Alhawary, Abu-Rumman, & Alshamaileh, 2017).

To facilitate knowledge sharing among university staffs, it is critical to understand the factors influencing knowledge sharing. Knowledge sharing with individual, organizational and technological antecedents altogether can improve organizational

performance (Bulan & Sensuse, 2012). Individual factors are seen as the facilitators and promoters of knowledge sharing activities. Alhawary et al. (2017) studied focus on two variables of individual factors in academic field such as: enjoyment in helping others and knowledge self-efficacy. In addition, top management support is considered one of the key potential influences on organizational knowledge (Connelly & Kelloway, 2003). Rewards are also the main factors shaping an employee's view of knowledge sharing (Hansen & Avital, 2005). Moreover, knowledge sharing is frequently linked to supporting knowledge exchange via information technology ability (Alhawary et al., 2017).

The effective knowledge sharing is critical important for determining the impact on individual performance (Akram & Bokhari, 2011). Knowledge sharing occurs at the level of individuals and organizations. For individual employees, knowledge sharing is to speak to their colleagues to help them get things could be done better, faster, or more efficiently (Bulan & Sensuse, 2012). Knowledge sharing has an impact on the improvement of work performance through dissemination of knowledge within the organization not merely the exchange, distribution, and transfer of knowledge and contributes to the achievement of performance and objective of organization (Lee, Kim, & Han, 2010). Therefore, this study aims to examine factors influencing knowledge sharing on knowledge workers performance in University of Co-operative and Management.

1. Rationale of the Study

In the contemporary knowledge-intensive economy, knowledge is recognized as a critical strategic resource for the organizations. Now, knowledge sharing has become an important process to explore new knowledge and to retain it in the organization. Especially, teaching staffs need to recognize the importance of sharing knowledge and commonly exchange knowledge with colleagues and administration in their daily activities. Teaching staffs are a critical source for knowledge sharing in university.

To support knowledge sharing among teaching staffs, it is more important to understand influencing factors of knowledge sharing. Now, top management leaders are supporting teaching staffs to write and study research journals with publication rewards in University of Co-operative and Management. However, some teachers are naturing to develop their capability now. Therefore, many teachers are not sharing with confident because they are refill their necessary skills. Some teachers are enjoying to share their knowledge to other people.

Now, knowledge among teaching's staff is rarely shared with colleagues in a systemic way. As a result of not sharing knowledge among teachers effectively, university could face a substantial challenge. Therefore, to respond this challenge,

university is moving toward a knowledge-based economy as well as deficiency in institutional performance. Effective knowledge sharing is essential for determining the impact on individual performance. Thus, this study aims to examine whether the influence of individual factors (enjoyment in helping others and knowledge self-efficacy), organizational factors (management support and rewards) and technology factors (information and communication technology use) on knowledge sharing and whether leads to knowledge workers performance in University of Co-operative and Management.

2. Objectives of the Study

The research objectives of this study are:

- (i) To determine influencing factors of knowledge sharing
- (ii) To examine how knowledge sharing impact on knowledge workers performance

3. Method of Study

This study was used exploratory research. The study mainly focuses on to examine influencing factors of knowledge sharing on knowledge workers performance of University of Co-operative and Management. For the main study, two stages stratified random sampling method was used. Among the universities of Myanmar, University of Co-operative and Management, Thanlyin and Sagaing were randomly selected. The study targets the people who are teachers. According to the structure of university, 171 teaching staffs in University of Co-operative and Management, Thanlyin and Sagaing. In order to decide the sample size, formula suggested by Yamane (1967) was used and 120 teachers were targeted as sample size and surveyed by using structure questionnaire. Scales item of questionnaire were measured by using a seven-point Likert scale.

In the main study, after analyzing the scale's internal consistency with Cronbach's Alpha, multiple and simple linear regression analysis were used to analyze the scale validity and hypotheses specified in the model.

II. Literature review

1. Knowledge Sharing

To clearly understand the concept of knowledge sharing, the first thing that should be recognized is what knowledge means. According to Bulan and Sensuse (2012), knowledge is a habit, expertise, skill, knowledge and understanding gained from the experience, training or through a learning process. Knowledge is a collection of information that has been through the experience (Bulan & Sensuse, 2012). Therefore, knowledge has been considered very significant components and preliminary resources in the organizations. Therefore, knowledge sharing is critical important for an organization (Haque, Ahlan, & Razi, 2015). Knowledge sharing is a process of social communication by individual and groups in the organizations where knowledge is shared by people's ideas, views among them to come out with new concept (Long & Ghazali, 2012). Alhawary et al. (2017) also defined knowledge sharing is a social interaction culture involves the exchange of employee knowledge, experiences, and skills through the whole department or organization.

2. Factors Influencing Knowledge Sharing

To support knowledge sharing among university staffs, it is critical to understand the factors influencing of knowledge sharing. According to Lin (2007) ; Lee and Choi (2003), the influential factor of knowledge sharing can be classified into three categories. The first factor is individual factors such as enjoyment in helping others and knowledge self-efficacy. The second factor is organizational factors such as management support and rewards. The third factor is technology factors such as information and communication technology use.

1) Enjoyment in Helping Others and Knowledge Self-Efficacy

In contrast to selfishness, enjoyment in helping others is based on the concept of altruism (Lin, 2007). Staff with altruism will have motivation and participate in helping other people. Osterloh and Frey (2000) proposed that knowledge sharing is motivated by intrinsic motivations. Wasko and Faraj (2005) also argued that many people are motivated as they like to help others. According to Al-Qadhi, Ologbo, Nor and Knight (2015), altruism can increase an individual knowledge sharing with others without receiving any benefits.

Self-efficacy is individuals' act of making judgments about their own abilities gives an understanding into how they take decisions on sharing their personal knowledge. In the context of knowledge sharing, self-efficacy defined that a person with high self-efficacy may be more incline to share his or her knowledge (Al-Qadhi et al., 2015). Knowledge self-efficacy can encourage employees to share knowledge with

others (Wasko & Faraj, 2005). When knowledge self-efficacy increase, individuals receive confidence in terms of what they can do. Many researchers have shown that the more confident employees are with their own knowledge, the more willing they are to share knowledge in order to fulfill specific responsibilities (Constant, Kiesler, & Sproull, 1994). Alhawary et al. (2017) studied determinant factors of knowledge sharing among academic staff in the Jordanian Universities. The result found that enjoyment in helping others and knowledge self-efficacy have significantly affected on knowledge sharing. In addition, Lee et al. (2010) also studied factors influencing knowledge-sharing activity for the innovation activity of Team. The result found that enjoyment has a positive impact on knowledge sharing. According, and in order to reach the research objective, the research hypotheses are specified as followed:

H1a: Enjoyment in helping others positively influence on knowledge sharing.

H1b: Knowledge self-efficacy positively influence on knowledge sharing.

2) Top Management Support and Rewards

Management support is seen as important factor that influences knowledge sharing. Employee can improve the level of participation in knowledge sharing activities based on the administrative and top management support they receive within the organization (Al-Qadhi et al., 2015). Lee, Cheung, Lim and Sia (2006) proposed that top management support affected both the level and quality of knowledge sharing by influencing employee's engagement to knowledge management. The main factors shaping an employee's view of knowledge sharing are rewards. Rewards include recognition and reward as a tool to facilitate knowledge sharing and help build a supportive culture (Liebowitz & Megbolugbe, 2003). Lee et al. (2010) found that management support and rewards have a positive impact on knowledge sharing. According, and in order to reach the research objective, the research hypotheses are specified as followed:

H2a: Top management support positively influence on knowledge sharing.

H2b: Rewards positively influence on knowledge sharing.

3) Information and Communication Technology (ICT) Uses

The ability of information and communication technologies is to reduce barriers to knowledge sharing. Therefore, individual knowledge is transformed into organizational knowledge through the support of information technology (Zhao & Luo, 2003). Technological factors can determine the process of knowledge sharing by using ICT (information and communication technology) because ICT enables rapid search, access and retrieval of information and can support communication and

collaboration among employees in the organization (Lin, 2007). Lee et al. (2010) found that ICT use has a positive impact on knowledge sharing. Therefore, the following hypothesis is proposed:

H3: ICT use positively influences on knowledge sharing.

3. Knowledge Workers Performance

Different factors affect the employee's job performance with special reference to knowledge work. Knowledge worker's performance is how well a worker works on the assigned duties in the organizational settings or work environment (Razzaq, et al., 2018). Razzaq, et al. (2018) stated that knowledge workers are the workers who have higher education and are characterized by knowledge work that, in turn, requires the generation and application of knowledge. Du, Ai and Ren (2007) also concluded that knowledge sharing has positive effects on individual performance. This study measures two dimensions of knowledge workers performance: task performance and contextual performance (Razzaq, et al., 2018). Borman and Motowidlo (1997) defined task performance as the effectiveness with which job occupants execute their assigned tasks, that realize the fulfillment of the organization's vision while rewarding organization and individual proportionately.

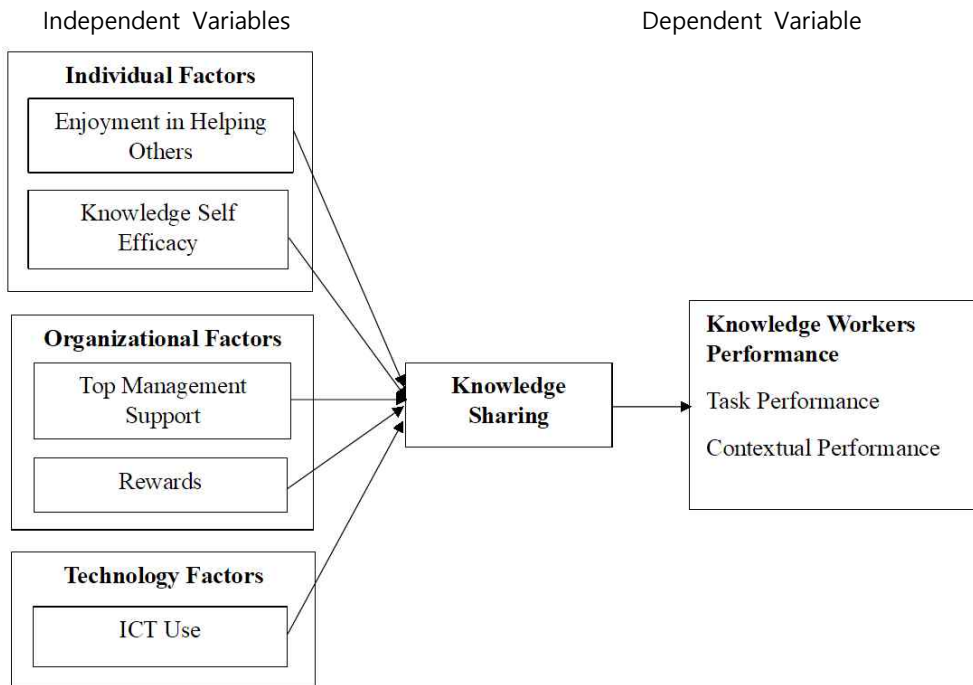
Contextual performance refers to the discretionary behaviors conducts of an employee in the work environment and organizational settings, given that those behaviors do not contribute toward the explicit organizational goals (Razzaq, et al., 2018). Nurrachman, Hermanto and Chan (2019) found that knowledge sharing has a positive and significant effect on employee performance. In addition, Haque et al. (2015) also explained that knowledge sharing will impact on universities' performance in developing countries. Kang, Kim and Chang (2008) found the result revealed that individual work performance may be dependent on the effective use of knowledge sharing. Moreover, Rafique and Mahmood (2021) also found the results indicated that the elements of individual work performance (task and contextual performance) were positively correlated with and influenced by two facets of knowledge sharing. According, and in order to reach the research objective, the research hypotheses are specified as followed:

H4a: Knowledge sharing positively influence on task performance.

H4b: Knowledge sharing positively influence on contextual performance.

According to the above discussion and specified hypotheses, the conceptual framework of the study is presented in Figure (1).

Figure 1. Conceptual Framework of the Study



Source: Own compilation from previous research studies

4. Research Measurement

In order to test influencing factors of knowledge sharing, individual factors, organizational factors and technological factors developed by Alhawary et al. (2017). The scale items for individual factors, organizational factors and technological factors were adapted from Lee et al. (2010); Nguyena et al. (2019) and Anitha (2006) respectively. In this study, scale items for knowledge sharing were adapted from Lee et al. (2010) and Anitha (2006). Moreover, scale items for knowledge workers performance were adapted from Koopmans, et al. (2014). The scale items for all the constructs were measured by using a seven-point Likert scale.

III. Analysis of the Results

The following section discusses characteristics of respondents, analysis results, finding and discussion and conclusion.

1. Characteristics of Respondents

In this study, the frequency analysis was used to describe the basic characteristics of the respondents after collecting the sample data 120 from University of Co-operative and Management. Table (1) illustrates the descriptive statistics of demographic factors include gender, age, educational level, position and working experience.

Table 1. Characteristics of the Respondents

	Particular	No. of Respondents	Percentage (%)
1.	Gender		
	Male	20	17
	Female	100	83
	Total	120	100
2.	Age		
	30 years and under	30	25
	31-40 years	60	50
	41-50 years	20	17
	51 years and above	10	8
	Total	120	100
3.	Education		
	Bachelor Degree	0	0
	Master Degree	117	98
	Ph.D	3	2
Total	120	100	
4.	Position		
	Professor	11	9
	Assistant Professor	20	17
	Lecturer	20	17
	Assistant Lecturer	50	41
	Tutor	19	16
Total	120	100	
5.	Working Experience		
	5 year and under	25	21
	6-10 years	50	42
	11-15 years	20	16
	15 years and above	25	21
Total	120	100	

Source: Survey Data, 2021

As shown in Table 1, 120 respondents of demographic factors are summarized. A large part of the respondents in the sample are female. Among the total respondents of 120 teachers, the number of females account for 83% while the number of males account for 17%. For the age of respondents, the largest segment of the respondents (50%) are between 31 and 40 years. The second largest segment of respondents (25%) are 30 years and under. Moreover, 20 respondents (17%) are between 41 and 50 years. The least segment of respondents, 10 respondents (8%), are at the age of 51 years and above. The next factor of demographic characteristics is respondents' education level. The large respondents are master degree, accounting for 98%. The least number of respondents, 2%, are Doctor of Philosophy (Ph.D.). In addition, for the position of respondents, the largest segment of the respondents (41%) are assistant lecturers. The second largest segment of respondents (17%) are lecturers and associate professors. Moreover, 19 respondents (16%) are tutors and the least segment of respondents, 11 respondents (9%), are professors. The final factor of demographic variables is working experience. The largest segment of the respondents (42%) is 6 and 10 years working experience. The second largest segment of respondents (21%) are 15 years and above working experience and 5 years and under. The least segment of respondents, 20 respondents (16%), have working experience between 11 and 15 years.

2. Reliability Analysis

Cronbach's Alpha analysis was used to examine the internal consistency of the scales used in the study. Most of the previous researchers accepted that Cronbach's Alpha value above 0.7 as good reliability (Zikmund, Babin, Carr, & Griffin, 2010). The Cronbach's Alpha results for each variable are illustrated in Table 2.

Table 2. Reliability Analysis for the Research Variables

Sr. No.	Research Variables	Number of Items	Cronbach's Alpha
1.	Enjoyment in Helping Others	4	0.90
2.	Knowledge Self Efficacy	5	0.86
3.	Top Management Support	5	0.81
4.	Rewards	5	0.89
5.	ICT Uses	5	0.92
6.	Knowledge Sharing	5	0.88
7.	Task Performance	7	0.88
8.	Contextual Performance	12	0.93

n=120

Source: Survey Data, 2021

As illustrated in Table 2, Cronbach's alpha value of all the constructs namely enjoyment in helping others, knowledge self-efficacy, top management support, rewards, ICT uses, knowledge sharing, task performance and contextual performance range from 0.81 to 0.93. Since all these values are greater than recommended alpha value of 0.7, they are all acceptable in terms of internal consistency.

3. Testing Influencing Factors of Knowledge Sharing

To test the first objective, that is influencing factors of knowledge sharing, multiple regression analysis was used and the results are shown in Table 3. Regression analysis is a set of statistical process for estimation the relationship among variables.

Table 3. Multiple Regression Analysis of Factors Influencing Knowledge Sharing

	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
Enjoyment in Helping Other	0.611***	0.106	0.525	5.769	0.000
Knowledge Self-Efficacy	-0.142	0.105	-0.128	-1.350	0.180
Top Management Support	-0.052	0.086	-0.055	-0.603	0.548
Rewards	0.153*	0.066	0.191	2.318	0.022
ICT Uses	0.165*	0.070	0.212	2.358	0.020
F	13.539***				
R2	0.374				
Adjusted R2	0.347				

Source: survey data, 2021 *** = $p < 0.001$, ** = $p < 0.01$, * = $p < 0.05$

This study is to examine whether influencing factors (Enjoyment in helping others, Knowledge self-Efficacy, Top Management Support, Rewards, and ICT Use) have a significant effect on knowledge sharing. Among them, enjoyment in helping other, rewards and ICT uses have a significant effect on knowledge sharing. Hence, hypotheses H1a, H2b, and H3 are accepted. However, knowledge self-efficacy and top management support do not find to have significant impact on knowledge sharing, therefore, rejecting H1b and H2a. The value of adjusted R2 0.347 reveals that 34.7% of variation in knowledge sharing is explained by the predictor variables.

The regression coefficient of enjoyment in helping others is 0.611 ($t=5.769$, $p=0.000$, $p < 0.001$). Therefore, the effect of enjoyment in helping others on knowledge sharing is significant at 10% level. It means that teachers whose are enjoying to help others will lead to share their knowledge. Moreover, the regression coefficient of reward is 0.153 ($t=2.318$, $p=0.022$, $p < 0.05$), meaning that the effect of reward on

knowledge sharing is significant at 5% level. It means that teachers will be more interesting to share their knowledge by providing recognition and rewards. Then, the regression coefficient of ICT uses is 0.165 ($t=2.358$, $p=0.020$, $p<0.05$). Therefore, ICT uses have significant effect on knowledge sharing. It indicated that teachers will be easily to share with other to develop their knowledge by providing information technology easily access (for example; internet access, computer facility, laptop etc.). However, the regression coefficient of knowledge self-efficacy is -0.142 ($t=-1.350$, $p=0.180$, $p>0.1$). P-value is greater than 0.1. Therefore, there is no significant relationship between knowledge self-efficacy and knowledge sharing. Moreover, the finding shows that the regression coefficient of top management support is -0.052 ($t=-0.603$, $p=0.548$, $p>0.1$). Therefore, there is no significant relationship between top management support and knowledge sharing.

4. Testing the Relationship Between Knowledge Sharing and Knowledge Workers Performance

The second objective of this study is to study the impact of knowledge sharing on knowledge worker performance. To reach this objective two simple liner regression models were used, the impact of knowledge sharing on task performance and the impact of knowledge sharing on contextual performance and the relevance regression results are show in Table 4 and Table 5.

Table 4. Simple Linear Regression Analysis of Knowledge Sharing and Task Performance

	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
Knowledge Sharing	0.493***	0.059	0.607	8.297	0.000
F	68.842***				
R2	0.368				

Source: survey data, 2021 *** = $p<0.001$, **= $p<0.01$, * = $p<0.05$

As shown in Table 4, The regression coefficient between knowledge sharing and task performance is 0.493 ($t=8.297$, $p=0.000$, $p<0.001$). Therefore, knowledge sharing and task performance is associated with 10% significant level. Knowledge sharing is found to have significant impact on task performance, accepting H4a. In addition, since the value of R2 is 0.368, 36.8% of the variation in task performance is explained by knowledge sharing.

Table 5. Simple Linear Regression Analysis of Knowledge Sharing and Contextual Performance

	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
Knowledge Sharing	0.463***	0.078	0.481	6.954	0.000
F	35.448***				
R2	0.231				

Source: survey data, 2021 *** = $p < 0.001$, ** = $p < 0.01$, * = $p < 0.05$

According to Table (5), the regression coefficient between knowledge sharing and contextual performance is 0.463 ($t=6.954$, $p=0.000$, $p < 0.001$). Therefore, knowledge sharing and contextual performance is associated with 10% significant level. Knowledge sharing is also found to have significant impact on contextual performance and hence, the hypothesis H4b is accepted. As shown in Table 5, since the value of R2 is 0.231, 23.1% of variation in contextual performance is explained by knowledge sharing.

IV. Conclusion

1. Findings and Discussion

The main purpose of this study was to determine influencing factors of knowledge sharing on knowledge workers performance in University of Co-operative and Management. One of the objectives of this study was to examine influencing factors of knowledge sharing. For the first objective, after testing the hypotheses, the results found that 3 out of 5 influencing factors have significant positive impact on knowledge sharing. According of multiple regression analysis, enjoyment in helping others has significant positive impact on knowledge sharing – accepting hypothesis H1a. This result is aligned with the finding of Lin (2007). This result indicates that teachers who feel satisfied in knowledge sharing and helping others tend to be more motivated to share knowledge with colleagues. In other words, this means that when teachers feel comfortable about knowledge sharing, they tend to be more positively to carry out sharing behavior. Because enjoyment in helping others significantly influenced knowledge sharing, leaders need to focus to increase the level of enjoyment. Leaders can also create open spaces and share them among individuals at the university.

According to the findings of the study, rewards have significant positive impact

on knowledge sharing – accepting hypothesis H2b. This result is aligned with the finding of Lee et al. (2010). This result means that reward systems can encourage employees to share their knowledge. For example, if teachers believe they can receive organizational rewards by offering their knowledge, they would develop greater positive willingness to both share and receive knowledge. Moreover, ICT use has significant positive impact on knowledge sharing – accepting hypothesis H3. This result is aligned with the finding of Alhawary et al. (2017). This result indicates that ICT support teachers' performance by enhancing the initial base of knowledge when employees are engaged in problem solving and decision making. In other words, this means that employees use e-mail, intranet, and community of practices to improve their ability to keep up with changes in techniques and new knowledge. As a result, the ability of ICT is to reduce barriers to knowledge sharing.

However, knowledge self-efficacy does not find to have significant impact on knowledge sharing-rejecting H1b. This result is aligned with the finding of Lee et al. (2010). This result means that teachers are not to be able to believe in their abilities to share knowledge with their colleagues and collect knowledge from colleagues. Therefore, teachers' a sense of competence and confidence may be required for other employees to engage in knowledge sharing. University leaders should pay more attention to provide significant feedback to improve teachers' knowledge self-efficacy. Moreover, top management support does not find to have significant impact on knowledge sharing-rejecting H2a. This result is aligned with the finding of Nguyena et al. (2019). This result indicates that managerial support is not seen as an important factor influencing knowledge sharing among teachers. Each teacher should be aware of the significance of teaching and scientific research to the training and development of each individual. Therefore, leaders should spend time chatting, communicating with teachers to listen to their aspirations and concerns regarding work. In the seminars, leaders will understand the degree of attachment to the work of the teachers and how they can be more engaged with their works, thereby enhancing knowledge sharing.

The second objective of the study was to examine knowledge sharing on knowledge workers performance. According to simple linear regression analysis, the finding indicates that knowledge sharing is found to have significant positive effect on task and contextual performance - accepting hypotheses H4a and H4b. This result is aligned with the finding of Rafique and Mahmood (2021). Kang et al. (2008) revealed that individual work performance may be dependent on the effective use of knowledge sharing. This result means that open and rapid sharing of knowledge affects task and contextual performance by creating new ideas and enhancing the utilization of resources. Therefore, knowledge sharing can play a critical role in the learning and development of teachers by improving their knowledge work

performance in University of Co-operative and Management.

2. Suggestions and Recommendations

This study aims to examine influencing factors of knowledge sharing on knowledge workers performance in University of Co-operative and Management. In accordance with these objectives, seven hypotheses are tested by using multiple regression method. Out of seven hypotheses, five hypotheses are accepted. The findings indicates that enjoyment in helping others, rewards and ICT use have positive influence on knowledge sharing. Moreover, the result reveals that knowledge sharing is to have positive impact on task and contextual performance. According to the findings of the study, teaching staffs are enjoying to share their knowledge to others. As this activity is a valuable, university needs to sustain in future. Moreover, many teachers want to share their knowledge by providing recognition or rewards. Therefore, university should sustain this action to motivate for teachers' performance. To easily share knowledge, ICT is more critical factors for teachers. Now, the finding shows that university's ICT is accessible to study and apply by easily sharing their knowledge. Therefore, university should sustain to access ICT supporting activity. Now, top management is supporting teachers to develop their knowledge by providing many developments activity. For example, publication journals, departmental staff's development, ICT trainings etc. Although some teachers want to share their knowledge to other. However, some teachers are studying to fill their skills. Therefore, they are not confident to share their knowledge to other.

According to the findings of this study, there are several suggestions for University of Co-operative and Management. Firstly, departmental leaders should be encouraged teachers to share their knowledge with enjoyment in helping others. Moreover, leaders should care about developing and maintaining knowledge sharing and should try enhancing the positive mood state of teachers. Secondly, departmental leaders should pay more attention to provide significant feedback to improve teachers' knowledge self-efficacy. For example, weekly or monthly or yearly review reports should include the contribution of some teachers to the work of other teachers through knowledge sharing. Finally, departmental leaders should aspire teachers perform good teaching and research work. Therefore, one of the ways to increase the performance of the university teachers' work is to promote the act of sharing knowledge. In the future, top management will be more stronger to support for performance of teachers by providing above suggestions.

3. Limitations and Needs for Further Studies

This study investigated factors influencing knowledge sharing on knowledge workers performance. This study may still exist protentional limitations. First, the sample used to test the model was collected from only University of Co-operative and Management. Among them, the sample was collected from only teaching staffs. Second, the theoretical limitation of the study is that factors influencing knowledge sharing have other factors. In addition, in this study, individual work performance was treated as knowledge workers performance. To measure knowledge workers performance, task and contextual performance was used. Based on the limitations of this research, there are several improvements that could be considered in future studies. First, future researchers should focus on other university or other location. Second, future researchers should also collect data from teaching staffs and administration staffs. In addition, researchers should pay attention other influencing factors of knowledge sharing.

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