

**RELATIONSHIPS BETWEEN TEACHING COMPETENCE, MOTIVATIONAL  
FACTORS, AND KNOWLEDGE SHARING BEHAVIOR AT A PROFESSIONAL  
LEARNING INSTITUTION IN MALAYSIA**

By

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**Chairman: Associate Professor Jamaliah Abdul Hamid, PhD**

**Faculty: Educational Studies**

In spite of the many types and forms of organizational supports invested to encourage knowledge exchange in organizations, the level of knowledge sharing among employees is still at a moderate level or below optimal. This is because knowledge sharing is still seen as largely an individual person's effort and is often unnatural. Thus the question arises as to what the most influential factors are in determining the teachers' knowledge sharing behavior (KSB), particularly in the educational context. Hence, this study aimed to examine the teachers' KSB at a professional learning institution and how it is related to their teaching competence, personal motivational factors and organizational support. In addition, the demographic variables that include age, gender, highest education attainment,

teaching qualification, and the number of years in teaching were also used to examine their influence on the KSB of the teachers. With a total population of 310 teachers conducting diploma programs for the students, this study employed a quantitative survey using self-administered questionnaire initially distributed to all teachers in this institution. The questionnaire that was written in English, received acceptable responses from 150 teacher respondents with a response rate of 48%. The statistical tests conducted were mean and standard deviation, independent-samples t-test, one-way ANOVA, bi-variate correlation, and standard multiple linear regression. Face validity was assured by distributing the measurement scales to two experts in the Faculty of Educational Studies of Universiti Putra Malaysia. All the Cronbach's alpha coefficients of the scale in the pilot test and actual study were above the acceptable value, ranging from .841 to .974, which was above the threshold value of .70. Teaching competence was found to be strongly related to KSB ( $r = .517$  and  $p < .01$ ), while personal motivational factors ( $r = .471$ ,  $p = .0001$ ) and organizational support had moderate relationships ( $r = .328$ ,  $p = .0001$ ) to knowledge sharing. An independent-samples t-test showed no difference in the mean scores for the KSB between genders. Similarly, there was no difference in the mean scores for the KSB between teachers with bachelor's degree and teachers with master's degree as their highest qualification. A one-way ANOVA did not reveal a significant difference in the mean scores of the KSB among teachers of different age groups, or among teachers with different years of teaching experience in this institution. Teaching competence, personal motivational factors and organizational support were found to significantly explain the variance in KSB.

With regard to the sub-factors of the personal motivational factors, only personal interaction behavior was found to be significant in explaining KSB. Organizational commitment and perceived benefits were found to be insignificant in predicting KSB of the teachers. Among teaching competence sub-factors, competence in planning and preparation, and competence in delivering instruction were significant in explaining the variance of KSB. In addition, two sub-factors of organizational support significantly explained the variance in KSB: the provision of technical support services and the provision of technology support. With specific factors that significantly explain KSB, this study provides meaningful guidance to the institution's management in order to facilitate the KSB of the teachers.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN DI ANTARA KOMPETENSI PENGAJARAN, FAKTOR-FAKTOR  
MOTIVASI DAN TINGKAHLAKU PERKONGSIAN ILMU OLEH GURU-GURU DI  
INSTITUSI PENDIDIKAN PROFESIONAL DI MALAYSIA**

Oleh

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Walaupun dengan berbagai-bagai jenis dan bentuk sokongan yang diberikan oleh organisasi dalam menggalakkan perkongsian ilmu dalam kalangan guru tetapi tahap perkongsian ilmu dalam kalangan mereka masih lagi kurang daripada optimal atau pada tahap sederhana. Ini adalah kerana perkongsian ilmu dalam kalangan mereka kebanyakannya dilakukan secara tidak formal dan bersendirian. Oleh itu, timbul persoalan apakah faktor-faktor yang paling mempengaruhi tingkahlaku perkongsian ilmu (TLPI) dalam kalangan guru, terutamanya dalam konteks pendidikan. Sehubungan dengan itu, kajian ini bertujuan untuk mengkaji TLPI guru-guru di institusi ini dan hubungannya dengan kompetensi pengajaran, faktor-faktor motivasi personal dan sokongan organisasi. Di samping itu, kajian ini juga mengkaji pengaruh variabel-variabel demografik iaitu umur, jantina,

pencapaian pendidikan tertinggi, kelayakan mengajar, dan bilangan tahun mengajar terhadap TLPI guru-guru tersebut. Kajian tinjauan kuantitatif ini melibatkan guru-guru dengan jumlah populasi seramai 310 orang yang mengendalikan program peringkat diploma untuk pelajar-pelajar. Soalselidik yang ditadbir sendiri telah diberikan kepada semua guru-guru di institusi ini. Soalan-soalan soalselidik yang ditulis dalam Bahasa Inggeris ini menerima respons daripada 150 orang guru dengan kadar respons sebanyak 48%. Ujian statistik yang dijalankan adalah min, sisihan piawai, ujian t, ANOVA satu hala, korelasi sederhana dan regresi linear berganda. Soalan-soalan soalselidik ini telah dipastikan kesahan muka oleh dua orang pensyarah di Fakulti Pengajian Pendidikan di Universiti Putra Malaysia. Kesemua koefisien Cronbach alpha untuk soalan soalselidik dalam ujian rintis dan ujian sebenar adalah melebihi nilai yang ditetapkan iaitu 0.7. Kompetensi pengajaran didapati mempunyai hubungan yang tinggi dengan TLPI ( $r = .517$  dan  $p < .01$ ), tetapi faktor-faktor motivasi personal ( $r = .471$ ,  $p = .0001$ ) dan sokongan organisasi mempunyai hubungan yang sederhana ( $r = .328$ ,  $p = .0001$ ). Ujian t pula menunjukkan tiada perbezaan pada skor min untuk TLPI antara jantina guru-guru. Juga tidak terdapat perbezaan skor min TLPI antara guru-guru yang mempunyai kelayakan pendidikan tertinggi samada ijazah sarjana muda atau sarjana. Ujian ANOVA satu hala juga tidak menunjukkan perbezaan yang signifikan dalam skor min TLPI antara guru-guru dari kumpulan umur yang berlainan, atau dalam kalangan guru-guru dengan bilangan tahun mengajar yang berbeza. Hasil kajian ini juga mendapati kompetensi pengajaran, faktor-faktor motivasi personal dan sokongan organisasi adalah signifikan dalam

menerangkan perbezaan TLPI dalam kalangan guru. Untuk sub-faktor motivasi personal, hanya tingkahlaku interaksi personal didapati signifikan dalam menerangkan TLPI. Manakala komitmen organisasi dan persepsi faedah didapati tidak signifikan dalam menentukan TLPI guru-guru tersebut. Antara sub-faktor kompetensi pengajaran kompetensi perancangan dan penyediaan, dan kompetensi penyampaian pengajaran adalah didapati signifikan dalam menerangkan variasi TLPI. Di samping itu, dua daripada sub-faktor sokongan organisasi juga didapati signifikan dalam menerangkan variasi TLPI: penyediaan sokongan perkhidmatan teknikal dan penyediaan sokongan teknologi. Faktor-faktor yang spesifik yang signifikan dalam menerangkan TLPI yang didapati dalam kajian ini dapat dijadikan panduan yang berguna kepada pengurusan institusi ini untuk meningkatkan TLPI dalam kalangan guru-guru.