

The Factors That Influence Knowledge Sharing Among Administrative Employees: Evidence of Taibah University in Saudi Arabia

Yasser Saud Sendi*, Ahmad Jusoh**

* Department of Human Resource, Taibah University

** Faculty of Management, Universiti Teknologi Malaysia (UTM)

DOI: 10.29322/IJSRP.10.09.2020.p10563

<http://dx.doi.org/10.29322/IJSRP.10.09.2020.p10563>

Abstract- The study aims to investigate the significant effects of individual factors on knowledge sharing among individuals. Administrative employees are regarded as a key role to achieve the effective performance of the organization via sharing their knowledge with others to perform working tasks in an efficient way. In spite of various studies on this topic have been conducted, few researches have been done on knowledge sharing and individual factors in developing countries such as Saudi Arabia. The hypotheses are formulated based on insights drawn by Social Exchange Theory (SET) and Conservation of Resources Theory (COR). Simple random sampling technique was used with sample size 364 administrative employees at Taibah University. Data is analyzed quantitatively using a structural equation modelling (SEM) technique in Smart-PLS. Findings contributes to Saudi universities by combined individual factors (e.g. abusive supervision, trust, learning orientation, co-worker support) under one framework to affect knowledge sharing. This study helps to extend literature of knowledge management area.

Index Terms- knowledge sharing, abusive supervision, administrative employees, Social Exchange Theory (SET), Conservation of Resources Theory (COR).

I. INTRODUCTION

Knowledge sharing is currently recognized to be an essential asset of capital in organization like funds, people and machine which complements the activities of the business (Abdullah, 2017). Knowledge sharing is regarded as a core process of knowledge management which represents a corner-stone of modern organizations (Riege, 2005). Hwa and Lee (2018) explained that it is not easy to imitate and replicate individual knowledge because it is intangible which is more necessary than tangible knowledge. knowledge sharing defined as the willing to exchange personal knowledge like experiences, skills, thoughts, events or accommodating of whatever (Bock, Zmud, Kim, & Lee, 2005).

Scholars and practitioners have explored that though technological advances can gain knowledge, humans prefer to get the required information from other people directly due to individuals are the creators of knowledge activities (Allali, 2016; S. Choi, Kang, & Lee, 2008). Mahmoud et al.(2014) assert that if technology is only used as knowledge store without the role of individual sharing knowledge, it will be inactive method to knowledge management specifically aspect of knowledge sharing.

The context of this study is conducted in higher educational institution in Saudi Arabia, which recognized to be one of richest country all over the globe because it is oil-rich country and it is the central of Islam (Hayat & Tahir, 2019). In spite of these advantages, Saudi Arabia is categorized as developing country. Literature revealed that a lot of nations have experienced considerable changes across knowledge investment. It is clear there are differences in the economic development between developed and developing nations that their capabilities differ in which developed countries is more interesting to capture, disseminate, share and implement knowledge. Due to the economies around the world are now becoming more knowledge-based, knowledge has now transformed into one of the assets through which an organization can accomplish a competitive edge (Amirat & Zaidi, 2019; Bennet & Bennet, 2008). Hence, knowledge management is seen to be the strength for a country's development (Mahmoud et al., 2014).

Recently, Saudi government established Saudi vision 2030 that targets to be knowledge-based economy by countless plans such as fostering knowledge sharing in order to achieve the dream of becoming developed nation by the year 2030 (Bajhan, 2016). Therefore, developing humans is a responsibility which be achieved by some institutions in Saudi Arabia such as public schools, universities and

public or private sector institutions. Hence, universities sound to be the most important institution that could decrease the gap between current levels of knowledge and skills and the future level that is required in achieving Vision 2030. This vision emphasizes that Saudi universities must reduce the costs and expenditure, so effective knowledge sharing among individuals will contribute to reduce the costs of training employees and the time to get individuals knowledgeable.

In Middle East countries, there is a challenge that leaders block their employees to say or share their ideas even if it can improve performance due to they want to keep things as they are (Al-Raisi, Amin, & Tahir, 2011; Shmailan, 2016). Thus, leaders show as a stricter and sometimes more threatening leadership style (Hodigere & Bilimoria, 2015), which is considered as abusive supervision that may affect knowledge sharing among employees. As a result, employees may be unwilling to share ideas or experiences when this factor is applied. Also, it was clear there were gaps regarding individual knowledge sharing, specifically that few researches have been conducted in the Saudi context to explore the relationship between abusive supervision and individual knowledge sharing.

It is revealed from literatures that most researches of individual knowledge sharing focused on context of organizations such as public and private organizations, manufacturing businesses, healthcare industries, multinational companies and academic institutions, which the data were collected always from their respondents such as managers, supervisors, managerial employees, patients or social network users. However, literature review of knowledge sharing in context of universities investigated students and academic staff like lectures, even though the important role of administrative employees which has been ignored in previous studies particularly at Saudi universities (e.g. Alanazi & Alharbi, 2015; Alsuraihi, Yaghi, & Nassuora, 2016; Chen, Fan, & Tsai, 2014; Eid & Nuhu, 2009; Ghabban, Selamat, & Ibrahim, 2018; Jamal Alomari, 2017). To fill this gap, current study will focus on the population of administrative employees at Taibah University as a case study.

This study is an attempt to find out the most influencing individual factors in knowledge sharing in a university context. The objective of the study is to investigate the impact of abusive supervision, interpersonal trust, learning orientation and co-worker support on individual knowledge sharing.

II. REVIEW OF LITERATURE AND HYPOTHESES

Introduction

This chapter focuses on the literature that are related to the current study. The concepts and context that will be taken into consideration in this chapter include knowledge, knowledge management, and knowledge sharing with its types which are: tacit and explicit knowledge, then followed with the importance of knowledge sharing as a dependent variable. The second part provides the concept of independent variables, explaining the relationships and effects of individual factors on knowledge sharing and other previous studies that are related to this study, ending with research framework and summary of the chapter.

Knowledge

Regarding to Sohail and Hwa (2009; 2018), knowledge is not exactly data or information but relate to them broadly. Data refers to the group of separated objective facts like values or numbers or symbols, and information refers to a message or facts about person, situation or events, which either document or visible communication or auditable. However, knowledge refers to the power store of the modern generation of an economy where it is the crucial asset as knowledge-based economy. As well as, Karamipour et. al. (2015) said knowledge is considered as a mixed combination of shaped know-how, beliefs, contextual information, and vision of expert that leads to a framework for assessing and combining a new expertise and information. The human heads are embodied with diverse knowledge, while a considerable volume of knowledge is stored in businesses' artifacts like documents or repositories.

There are two categories of knowledge according to Girard (2015) incorporated into tacit and explicit knowledge. Tacit knowledge is comprised of judgments, intuitions, and feelings that will make it very difficult to elaborate and constitute, thus, it is complex to acquire individual knowledge. Therefore, it is probably personal and individual-based expertise. On the contrary, the second category explicit knowledge includes expressions of words and figures that can be systematically and officially shared and documented by data, specifications, manuals, videos tapes or another kind of documents.

Knowledge Management

The concept of knowledge management has emerged from more than 30 years that is considered as the main ingredient of an organization's success according to academic theory by Suthagar Nair (2017). In general, Webster et al. (2015) pointed out knowledge management as the process of implementing a systemic method to capturing, structuring, managing and disseminating of knowledge. These process of acquiring, organizing, sustaining, applying, sharing and renewing knowledge both tacit and explicit are to enhance organizational performance and to create value (Takeuchi, 1996). For instance, businesses are not just directing their existing knowledge, but also making initiatives in the creation and gaining of new knowledge. There are several activities of knowledge management such as creating, sharing and transferring the knowledge. These essential activities in organizations play a core role that contributes to establishing the sustainability and competitive advantage at a lower cost. It is always known that knowledge management activities activate innovation. Avdimiotis et al. (2012) told the key factors affecting the processes of innovation and competitiveness are knowledge sharing and transfer. Sharing knowledge among staffs is a necessary component in the knowledge management operations. There are several activities of knowledge management such as creating, sharing and transferring the knowledge. These essential activities in organizations play a core role that contributes to establishing the sustainability and competitive advantage at a lower cost. It is always known that knowledge management activities activate innovation. Avdimiotis et al. (2012) told the key factors affecting the processes of innovation and competitiveness are knowledge sharing and transfer. Sharing knowledge among staffs is a necessary component in the knowledge management operations.

Knowledge Sharing

The accurate definition of knowledge sharing is a combination of processes and activities that enhances employees to work together in which to empower the knowledge giver and taker. This enables learning oriented activities to support individuals' abilities to achieve individual and organizational missions (Hoq & Akter, 2012). The concept of knowledge management has gained extensive attention in management studies. There are many endeavors to provide empirically and theoretically explanations with guideline towards the development of knowledge management in this era. Indeed, individuals are commonly willing to acquire and utilize a specific type of information that is beneficial for functioning their working duties (Quinn, Anderson, & Finkelstein, 2005). This type of knowledge is not used when it is engaged with peers, but rather grown by aspects like comments, extension, and adjustments for the reciprocal communications of the individuals engaged. Thus, this knowledge is possessed by senders and recipients.

The worth of an organization is constituted of individual knowledge (Al-Raisi et al., 2011). At the individual level, Lin (2007) explained that knowledge sharing is to treat colleagues to help one get something done better, more quickly or more smoothly. Also in this level, knowledge is shared among employees in order to assist each other to be expert in the organization as they acquire new experiences, techniques and alternatives to getting their working tasks done efficiently and effectively. Nevertheless, knowledge sharing has been known to the organization as a beneficial power for improvement and high competitive advantage to the organization. However, this could jeopardize individuals costly as a result of spending time and more efforts in order to owning the knowledge. So it is not rational to decide to share knowledge with those who do not develop or work in this knowledge (Cabrera & Cabrera, 2002). Otherwise, individuals share knowledge when there are benefits in return as reciprocity relied on social exchange theory (Blau, 1964). Knowledge sharing is an essential source in most organizations that lead to long-term sustainability and therefore contribute to the success of organizations. Sharing knowledge does not only keep information, but it needs to be distributed and expanded through sharing processes. So, the act of exchanging knowledge among people in the same organization adds value to organizational activities (Wang & Noe, 2010). In conclusion, knowledge sharing can be considered as an important element for mutual improvement to employees (Eid & Nuhu, 2011).

Hypotheses

Abusive Supervision and Knowledge Sharing

Abusive supervision is referred to as "subordinates' perceptions of the extent to which their supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact" (Tepper, 2000). The study definition of abusive supervision is the threatened treatment from managers to their subordinates at workplace as a lack of social support from managers to his/her subordinates. Examples of this treatments are intimidating subordinates, using aggressive eye contact, shouting in them, preventing required information, criticizing them publicly and preventing them from promotion. The COR theory by Hobfoll (1989), explains that people perceive psychological stress when individual faces the real net of resources loss or when he/she has been threatened by losing his/her resources or when one got the failure of resource after he/she invested his/her resources. Abusive supervisors may be a critical source, which actively creates stressful demands and threatening circumstances (Aryee, Sun, Chen, & Debrah, 2008; Tepper, 2000). Under abusive supervision, employees should spend substantial energy with huge effort to deal with the interpersonal stressor rather than investing on their core job tasks or engaging in discretionary behavior such as knowledge sharing behavior (Aryee et al., 2008; Lee, Kim, & Yun, 2018; Tepper, 2000).

A reciprocity as a piece of the basic principles of social exchange theory by Blau, Cropanzano and Mitchell (1964; 2005), refers to the idea in the expression about positive reciprocity between two parties. However, it can be negative when one party got negative treatment that will be repaid with a negative return in future. Therefore, subordinates might repay abusive treatment by diminishing

their performance and reducing showing their resources such as knowledge sharing (Harris, Kacmar, & Zivnuska, 2007). Simon et. al. (2015) explored in their results that though most researches of leadership have concentrated on efficient managers' behaviors, their treatment always with their subordinates is not in a fair manner. This creates abusive supervision which disables sharing experiences and knowledge. Tang et. al. (2015) highlighted the role of ethical leadership on knowledge management employees, and how it can motivate employees to share knowledge but if it was unethical leadership will cause hidden knowledge by sharers. The results from 150 students at a university in Hong Kong displayed that ethical leadership positively impacts knowledge sharing, also these relationships were relatively mediated by employee psychological engagement. Interestingly, the study by Kim et. al. (2018) was drawn based on social exchange theory (SET) and the conservation of resources (COR) theory. The aim was to examine the negative consequence of abusive supervision on knowledge sharing, as well the moderating role of organizational tenure in this relationship. After distributed questionnaire to 150 employees and their direct supervisors, there was a negative relationship between abusive supervision and knowledge sharing amongst employees with the aforementioned relationship was reinforced for employees who have longer organizational tenure. By the above theoretical and empirical discussion, this study proposes the following hypothesis:

H1: Abusive supervision has a negative significant effect on knowledge sharing among administrative employees at Taibah University.

Interpersonal Trust and Knowledge Sharing

Mayer, et. al (1995) recognized interpersonal trust as "the willingness of a party to be vulnerable to the actions of another party depend on the expectation that the other will perform a particular action important to the trustor irrespective of the ability to monitor or control that other party." Trust relates to the expectation of honest and cooperative behavior in others' future actions that will lead to being exposed to other trustful people (Fukuyama, 1995). For instance, when one employee tells another that we together have children in same ages, and my child has a really complicated issue, so I need your opinion. Clearly, this employee is comfortable sufficiently to be vulnerable to another one that he/she shared personal matters by showing a high level of trust. Davenport et al. (1998) results signalized that without trust, the efficiency of knowledge initiatives will fail, irrespective of how thoroughly they are supported by technology and rhetoric. In this study, interpersonal trust meant as the expectations of honest and cooperative behaviors between individuals which they care about each other and interest in his/her well-being. In short, how extent he/she trusts the knowledge of their colleagues and how employees be open to others depending on good knowing of their actions in future.

Social Exchange Theory is one of the models that explain knowledge sharing behaviour (Blau, 1964). This scientist noticed that (SET) is interacted with people behaviour, outcomes, benefits, environment and interpersonal network. This theory argues that individuals may build their knowledge sharing behaviour depending on the future expectations that meant individuals will not share when they perceive activities as mere costs, but intend to share when positive returns are expected. As well, this theory assumed that the encouragement of voluntary actions of individuals is acquired by the returns they receive from others. Thus, trust emanates from the social exchange theory. One aim of this paper is to examine the influence of individual factors, i.e., interpersonal trust on knowledge sharing based on the social exchange theory. Al-Alawi et. al. (2007) were motivated in their study to explore the role of culture on knowledge sharing when they were searching in many factors could break the obstacles about preventing sharers of knowledge with others in businesses. The result was that interpersonal trust associated positively with knowledge sharing in businesses. Hence, the study proved interpersonal trust is prerequisite for the success of knowledge sharing. Also, Fauzi et al. (2018) have findings which individuals will share their knowledge when trust is existed among them that the knowledge will be shared could yield the benefits for the organization and themselves in return. In Oil Palm Plantation company in Malaysia, Suthagar Nair (2017) conducted a qualitative study in depth interviews with management staff to explore the level of knowledge sharing and knowledge transfer. It was revealed that trust related positively to knowledge management activities as enablers. According to Nissen et. al. (2014), interpersonal cooperation obtains an important role of knowledge sharing. This is more likely to form a relationship based on trust when an individual is willing to provide the necessary knowledge. In short, human beings remarkably share their knowledge if they are more trusting which means interpersonal trust influences the extent of knowledge sharing. Therefore, existing study based on the above literature reviews tests the following hypothesis:

H2. Interpersonal trust has a positive significant effect on knowledge sharing among administrative employees in Taibah University.

Learning Orientation and Knowledge Sharing

Vandewalle (1997) defined learning orientation as the desire of individuals to develop their abilities across acquiring new skills, mastering new situations, and improving their competence from experiences. Sinkula et. al. (1997) recognized learning orientation as the ability of individuals to create, disseminate, and utilize knowledge. In current study, learning orientation is the desire of individuals to develop their abilities by learning new skills and mastering new situations. This leads to overcome difficult situations at workplace and to impress others with their achievements, and to avoid negative evaluations. Archer (1988) invoked that learning-oriented employees might participate more in knowledge sharing activities because of several reasons. The first reason is that learning-oriented employees are interested in the development of the skills and knowledge enhancement not only for themselves but also for their colleagues (Carol S. Dweek, 1986; Vandewalle, 1997). Knowledge sharing is considered as the prerequisite for learning. Therefore, this behaviour is needed for further personal development. Secondly, learning orientation is positively related to self-

efficacy, which in turn influences decisions about what behaviours should be undertaken and the mastery of the behaviour. If the employee developed his/her abilities and skills (self-efficacy about one's knowledge), he/she will be more likely to share with others, even though the process of knowledge sharing is difficult, risky, and time-consuming (Hsu, Chang, Ju, & Yen, 2007).

Depending on reciprocity principle of Social exchange theory, individual who seeks to acquire new skills and knowledge development could generates a reciprocal relationship with his/her coworkers by sharing their knowledge which offers them an efficient way in order to earn knowledge and valuable feedback in return (Giles Hirst, Daan Van Knippenberg, 2009; Vandewalle, 1997). Bock et al. (2005) stated that employees with high learning orientation are less competitive with their co-workers because they esteem inner development more than contrasting others. Besides, knowledge sharing offers them the chance to comprehend their insight level. In other words, when individuals share and disclose knowledge to other people, they can all the more likely comprehend and evaluate their dimension of knowledge, aptitude and expertise. This causes them to discover regions of enhancements. Thus, employees with high learning orientation are more likely to engage in sharing their knowledge with co-workers than those with low learning orientations (Lu, Lin, & Leung, 2012). Dongqin (2011) affirmed the important relations between learning orientation and knowledge management with joining them to export and financial performances of the export-oriented firms. Findings showed learning orientation have a positive effect on knowledge management capabilities and knowledge management positively influences export performance of firm and financial performance. As a result of the theoretical and empirical background, learning orientation is regarded as one of the most dominant factors enhancing knowledge sharing among employees. Referring to empirical studies and theoretical implications, current study hypothesizes the following:

H3: Learning orientation has a positive significant effect on knowledge sharing among administrative employees at Taibah University.

Co-worker Support and Knowledge Sharing

Hodson (2001) identified coworker support as the perceptions of employees that their coworkers provide the care and valuable treatments because they are willing to offer them assistance when it needed. Co-worker support is a crucial element to enhance knowledge sharing amongst people in order to create perfect cooperation across employees in an organization. Rationally, if the employees suffer to obtain their rights in an organization, the potential of hoarding their experiences increase and they were unwilling to share their knowledge (S. Kim & Yun, 2015). Contrastingly, the support from co-worker plays a critical way to change unsatisfying individual's behaviors. That if co-worker support increase, employees will reduce withholding knowledge sharing as a form of reciprocity according to social exchange theory. As well, employees are affected by co-worker support which reduces the internal stress on employees regardless the reduction of support from managers or organization because co-worker support will encourage the level of knowledge sharing (Chiaburu & Harrison, 2008). Co-worker support reflects a fundamental motivation for people in order to create perfect friendly cooperation among employees in work environment (Zhou & George, 2001). Social exchange theory is one of the most affected theory in organizational studies of institutions (Cropanzano & Mitchell, 2005). Regarding the basis of the norm of reciprocity (Blau, 1964; Eisenberger, Huntington, Hutchison, & Sowa, 1986), employees who receive favourable support from one party, are more likely to engage in effort and dedication to repay favourable treatment to that party (Gouldner, 1960). Hence, administrative employees at the workplace always prefer to develop and support social exchange relationships with other partners encompassing co-workers, organization and leaders.

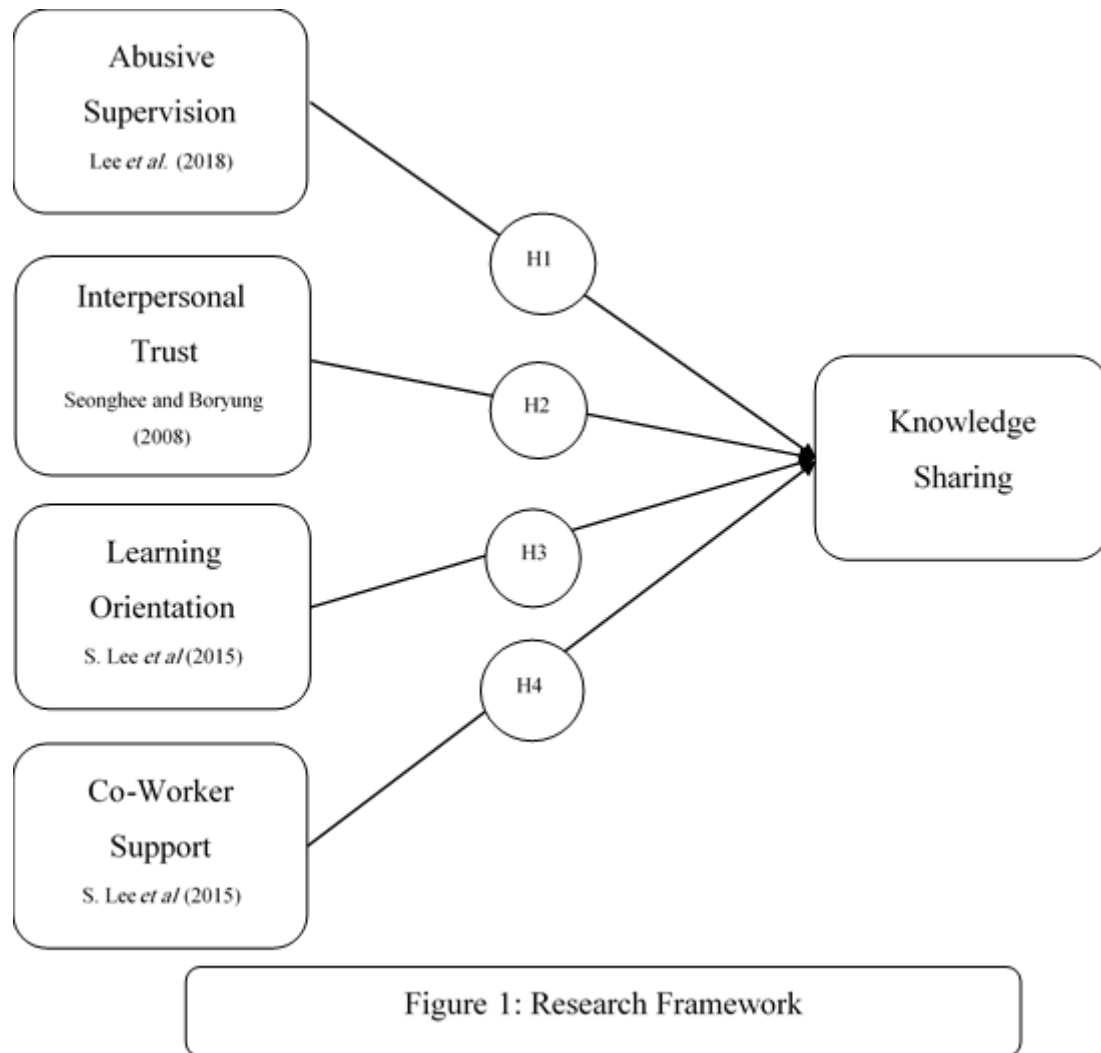
Soojin Lee et. al. (2015) tried to explore how individual knowledge sharing can be facilitated by individual characteristics and co-worker support. Their sample was employees of two Korean organizations which resulted that co-worker support play a positive role to encourage knowledge sharing. This interpreted that regardless of individual characteristics, high co-worker support pushes employees to raise the level of sharing their resources successfully. Yun Hwa & Lee (2018) categorized the co-worker support to two types which are person-focused co-worker support and task-focused co-worker support. Their study built two kinds of survey in which first one distributed to target employees and second one was distributed to co-worker who work in team. The results showed that person-focused co-worker support has a positive relationship with knowledge sharing. As a result of previous studies, co-worker support is one of the most dominant factors enhancing knowledge sharing among employees. Therefore, depending on the theoretical and empirical findings, support of co-worker have a significant impact on employee's knowledge sharing, which contribute to the following hypothesis:

H4: Co-worker support has a positive significant effect on knowledge sharing among administrative employees in Taibah University.

Research Framework

This research aimed to develop a research model that connects individual factors which are abusive supervision, interpersonal trust, learning orientation, co-worker support and knowledge sharing. The study deepens the understanding of the factors affecting employees' knowledge sharing by drawing on social exchange theory (SET) and conservation-of-resources theory (COR) as developing a model from other studies. Abusive supervision is adopted from Lee *et al.* (2018) by applying conservation of resources theory (COR), interpersonal trust is adopted from study by Seonghee and Boryung (2008). Other two variables are adopted from study by S. Lee et al. (2015) that proved there were a positive significant effects of co-worker support and learning orientation on

knowledge sharing. The finding of this research display that there is a positive significant influence of interpersonal trust, co-worker support and learning orientation on knowledge sharing among individuals, which supported by social exchange theory (SET), while there is a negative significant effect of abusive supervision on knowledge sharing drawn by conservation-of-resource (COR) theory and SET which are used as underlying theoretical frameworks to support the study. The current research framework is shown as following:



III. MATERIAL AND METHODS

The survey method used simple random sampling, which was employed in collecting data from a sample of 340 administrative employees selected from Taibah University in Saudi Arabia. The survey questionnaire elicited responses based on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Online questionnaire is adopted by this study as an instrument to collect data from the respondents to be distributed at Taibah University organization throw the period of 3 months from November 2019- February 2020. The survey instrument contains 40 questions or items which are adopted from literature as following. Knowledge sharing was measured within administrative employees using seven items from Srivastava, Bartol, & Locke (2006), abusive supervision was measured by Tepper (2000) using 15 items to measure employees' perceptions of abusive supervisory behaviours, interpersonal trust was measured using five items selected from Seonghee and Boryung (2008), learning orientation was measured using sex items adopted from Vandewalle (1997), and finally co-worker support was measured using seven items from Tsui et al. (1997).

IV. FINDINGS

In the course of achieving the objectives of this study, Hypothesis 1 was assessed by testing the direct effect of abusive supervision on knowledge sharing. After that, H2, H3, and H4 were measured as well by testing the direct path between interpersonal trust, learning orientation, and co-worker support on knowledge sharing. The results from the bootstrapping test by Smart-PLS show that 4 of 4 hypotheses were significant that abusive supervision has a negative influence on knowledge sharing among administrative employees at Taibah University. However, interpersonal trust, learning orientation and co-worker support have positive influences on knowledge sharing. Table 1 shows the finding of direct paths between the four independent variables and knowledge sharing.

Table 1: Evaluation of Research Hypothesis and Results of Direct Relationships

Path	Original Sample	T value	P value	Significant level	Results
Abusive Supervision -> KS	-0.059	1.389	0.083	*	supported
Interpersonal Trust -> KS	0.277	4.256	0.000	***	supported
Learning Orientation -> KS	0.173	3.439	0.000	***	supported
Co-worker Support -> KS	0.087	1.403	0.081	*	supported

Notice/ * P value < 0.10 ** P value < 0.05 *** P value < 0.01. KS= Knowledge Sharing

Table 1 shows the findings of the direct effects of abusive supervision, interpersonal trust, learning orientation and co-worker support on knowledge sharing. Of the four proposed hypotheses, four are found significantly correlated. Specifically, the findings show that abusive supervision is negatively significant and correlated with knowledge sharing ($\beta = -0.059$, $t = 1.398$, $p = 0.083$). Thus, the findings indicate that the H1 is supported. It means that when administrative staff are abused from their managers, they are not willing to share their knowledge. The findings further show H2 was found to be significant positively ($\beta = 0.277$, $p\text{-value} = 0.000$). Also, $t\text{-value} = 4.256$ which meant that this factor is most important factor affecting individual knowledge sharing. Based on the results of statistics (Table: 1), H3 was found to be significant positively ($\beta = 0.173$, $t\text{-value} = 3.439$, $p\text{-value} = 0.000$). This meant that administrative employees at Taibah University have a high desire to learn as oriented learning people which contributes to increase the level of knowledge sharing among employees. H4 was found to be significant positively ($\beta = 0.087$, $t\text{-value} = 1.403$, $p = 0.081 \leq 0.10$). This meant that there is high level of support from co-workers with each other at Taibah University. Thus, the findings indicate that the H1, H2, H3 and H4 are strongly supported.

V. DISCUSSION

The objective of the research was to examine the effect of the following factors, abusive supervision, interpersonal trust, learning orientation and co-worker support on knowledge sharing among administrative employees at Taibah University. The study examined the relationship and influence of the four individual factors on knowledge sharing. The findings suggest that interpersonal trust, learning orientation and co-worker support are ones of the core antecedents as enablers of knowledge sharing among individuals in the organization as highlighted by the structure model results in chapter 4, but abusive supervision is as disabler for knowledge sharing. These factors contribute to shape the actions of knowledge sharers that is as a stimulus of knowledge sharing positively or negatively. Firstly, most previous researches agreed with current study findings that abused employees by their managers are not willing to share their knowledge (Lee et al., 2018; Seckyoung Loretta Kim, Soojin Lee, 2016; Tang, Chen, & Tjosvold, 2015). For example, the study by Lee et al. (2018) resulted after distributed questionnaire to 150 employees and their direct supervisors, that there was a negative relationship between abusive supervision and knowledge sharing amongst employees. Contrastingly, little studies like Zhang *et al.* (2017) claimed that the role of abusive supervision enhances employees to involve in knowledge sharing activities. That means abusive supervision produces a negative state to individuals which when employees have aggressive treatment by managers, they show their competences by sharing their knowledge to get empathy from their managers. This makes them experience a negative mental state as psychological problems like the lack of resilience or pessimism, which have a positive impact on tacit knowledge sharing.

Another finding by this study that knowledge sharing is influenced positively by interpersonal trust. Previous researches supported this finding (Ding, Choi, & Aoyama, 2018; Fauzi et al., 2018; Sanjaghi, Technology, & Akhavan, 2013; Suthagar Nair, 2017). Employees are more desirable to share their experiences with individuals who have a greater level of interpersonal trust. However, few previous findings such as Yeo and Gold (2014) explored that knowledge sharing negatively affected by trust. Other few researchers like Ouakouak, Jolae and Seonghee Kim (2014; 2018; 2008) found that interpersonal trust has an insignificant relationship with knowledge sharing that these findings are different with this study results and above previous studies. Therefore, the study asserted interpersonal trust is the most important factor influencing individual knowledge sharing successfully.

According to the results, learning orientation also has a positive meaningful influence on individual knowledge sharing, which was aligned with previous studies (Dongqin Li & Li, 2011; Khalid & Ahmed, 2015; Lee et al., 2015; Swift, Balkin, & Matusik, 2010; Wu & Lin, 2013). Nevertheless, little studies included that knowledge sharing among employees is not affected significantly by learning orientation such as Choi *et al.* (2018).

Eventually, it is remarkable during the current research that co-worker support has a positive effect on knowledge sharing among administrative employees. Most previous researches are similar to this finding regarding the positive role of co-worker support to enhance knowledge sharing (Chae, Park, & Choi, 2018; Lee et al., 2015; Yun Hwa & Lee, 2018). For instance, the findings by Chae *et al.* (2018). This demonstrated that individuals with high co-worker support strengthen knowledge sharing behaviour.

The knowledge sharing is an activity that concerned with active collaboration among members inside an organization and these members must have a shared understanding. Therefore, this study found that four factors that are abusive supervision, interpersonal trust, learning orientation and co-worker support have positive and negative significant impacts on knowledge sharing among administrative employees.

VI. CONCLUSION

The purpose of this study is to examine individual knowledge sharing drawing by the use of SET and COR theories. A quantitative study was conducted among 340 administrative employees. The study used Partial least square analysis to test the hypotheses. The findings of first research question revealed medium to high level of knowledge sharing. Other findings appeared that individual variables have the significant influence on knowledge sharing among employees. Accordingly, interpersonal trust, learning orientation and co-worker support have the positive influence on knowledge sharing which assisted to increase the level of knowledge sharing among administrative employees at Taibah University. Besides these positive relationships, knowledge sharing among employees was negatively influenced by abusive supervision. According to the findings of the study analysis, interpersonal trust was the most influential factor affecting knowledge-sharing among administrative employees at Taibah University. Learning orientation was the second most significant factor affecting knowledge sharing.

Despite limitations, this study enriches our understandings of the key role of interpersonal trust, co-worker support and learning orientation as the triggers to individual knowledge sharing. Also, this research provides additional evidence of the usefulness of conservative-of-resource theory. Additional researches in this area may explain the complexity of knowledge sharing among individuals. As the role of knowledge becomes more significant, advances of knowledge sharing performance will contribute to the success of administrative employees to do their duties, and it leads to the advancement of academic theory. Lastly, the findings summarized that administrative employees should readily impart their knowledge to partners, and managers ought to focus on these four factors to raise the level of individual knowledge sharing.

REFERENCES

- [1] Abdullah, I. S. (2017). Influences of Knowledge Sharing on Individual Performance in Saudi Organisations. *Journal of Information & Knowledge Management*, 16(02), 1750019. <https://doi.org/10.1142/S0219649217500198>
- [2] Al-Alawi, A. I., Al-Marzooqi, N. Y., & Mohammed, Y. F. (2007). Organizational culture and knowledge sharing: Critical success factors. *Journal of Knowledge Management* (Vol. 11). <https://doi.org/10.1108/13673270710738898>
- [3] Al-Othman, A. (2013). The reality of knowledge management application at Naif Arab University for Security Sciences (Obstacles and Ways of Development).
- [4] Al-Raisi, A., Amin, S., & Tahir, S. (2011). Evaluation of e-performance analysis and assessment in the United Arab Emirates (UAE) Organizations. *Journal of Internet and Information System*, 2(2), 20–27. Retrieved from <http://www.academicjournals.org/IIIS>
- [5] Alanazi, S., & Alharbi, N. (2015). Impediments to Knowledge Management at KSA Universities.
- [6] Allali, B. (2016). The Relationship between Organizational Culture and Knowledge Sharing in The Information Communication Technology Firms in Libya.
- [7] Almotalg, T. (2010). Justification and Requirements of applying Knowledge Management at Hail University.
- [8] Alsuraishi, M. D., Yaghi, K., & Nassuora, A. B. (2016). Knowledge Sharing Practices Among Saudi Academics : A Case Study Of King Abdulaziz. *Journal of Current Research in Science*, 4(February), 63–68.
- [9] Amirat, A., & Zaidi, M. (2019). Estimating GDP Growth in Saudi Arabia Under the Government ' s Vision 2030 : a Knowledge-based Economy Approach. *Journal of the Knowledge Economy*.
- [10] Archer, C. A. and J. (1988). Retinal specializations in the eyes of deep-sea teleosts. *Journal of Fish Biology*, 49(SUPPL. A), 260–267. <https://doi.org/10.1006/jfbi.1996.0143>
- [11] Aryee, S., Sun, L. Y., Chen, Z. X. G., & Debrah, Y. A. (2008). Abusive supervision and contextual performance: The mediating role of emotional exhaustion and the moderating role of work unit structure. *Management and Organization Review*, 4(3), 393–411. <https://doi.org/10.1111/j.1740-8784.2008.00118.x>
- [12] Bajhan, I. A.-. (2016). Saudi Vision 2030.
- [13] Bennet, D., & Bennet, A. (2008). Engaging tacit knowledge in support of organizational learning. *Vine*, 38(1), 72–94. <https://doi.org/10.1108/03055720810870905>
- [14] Blau, P. M. (1964). Exchange and Power in Social Life. *American Sociological Review*, 30(5), 789. <https://doi.org/10.2307/2091154>
- [15] Bock, Zmud, Kim, & Lee. (2005). Behavioral Intention Formation in Knowledge Sharing: Examining the Roles of Extrinsic Motivators, Social-Psychological Forces, and Organizational Climate. *MIS Quarterly*, 29(1), 87. <https://doi.org/10.2307/25148669>
- [16] Cabrera, A., & Cabrera, E. F. (2002). Knowledge-Sharing Dilemmas. *Organization Studies*, 23(5), 687–710. <https://doi.org/10.1177/0170840602235001>
- [17] Carol S. Dweek. (1986). <313230365FB1E2BCFAC7F5BDC5BFACB1B832312D332E687770>, 41(10), 1040–1048. <https://doi.org/10.1037/0003-066X.41.10.1040>

- [18] Chae, H., Park, J., & Choi, J. N. (2018). Two facets of conscientiousness and the knowledge sharing dilemmas in the workplace: Contrasting moderating functions of supervisor support and coworker support. *Journal of Organizational Behavior*, 97(7), 4166–4173. <https://doi.org/10.1002/job.2337>
- [19] Chen, H., Fan, H., & Tsai, C. (2014). The Role of Community Trust and Altruism in Knowledge Sharing: An Investigation of a Virtual Community of Teacher Professionals, 17(3).
- [20] Chiaburu, D. S., & Harrison, D. A. (2008). Do Peers Make the Place? Conceptual Synthesis and Meta-Analysis of Coworker Effects on Perceptions, Attitudes, OCBs, and Performance. *Journal of Applied Psychology*, 93(5), 1082–1103. <https://doi.org/10.1037/0021-9010.93.5.1082>
- [21] Choi, D., Cheong, M., & Lee, J. (2018). To Share or Not To Share : Interplay of Employee Goal Orientation and Coworker Exchange Ideology on Knowledge Sharing Behavior, 49–80.
- [22] Choi, S., Kang, Y., & Lee, H. (2008). The effects of socio-technical enablers on knowledge sharing: An exploratory examination. *Journal of Information Science*, 34(5), 742–754. <https://doi.org/10.1177/0165551507087710>
- [23] Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An Interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- [24] Davenport, Thomas H.; Prusak, L. (1998). *Working Knowledge: How Organizations Manage What They Know*. Harvard Business School Press. <https://doi.org/10.2174/138920312803582960>
- [25] Ding, W., Choi, E., & Aoyama, A. (2018). Relationships between Interpersonal Trust and Knowledge Sharing in Workplace: The Mediation Role of Prosocial Motives. *International Business Research*, 11(8), 163. <https://doi.org/10.5539/ibr.v11n8p163>
- [26] Dongqin Li, & Li, Z. (2011). Learning orientation, knowledge management and firm performance: A study on export-oriented firms.
- [27] Eid, M., & Nuhu, A. N. (2009). THE IMPACT OF LEARNING CULTURE AND INFORMATION TECHNOLOGY USE ON KNOWLEDGE-SHARING: A CASE OF KFUPM. *ECIS*, 110–121. Retrieved from <https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1146&context=ecis2009>
- [28] Eid, M., & Nuhu, N. A. (2011). Impact of learning culture and information technology use on knowledge sharing of Saudi students. *Knowledge Management Research and Practice*, 9(1), 48–57. <https://doi.org/10.1057/kmnp.2010.25>
- [29] Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Eisenberger 1986 JAppPsychol POS original article, 71(3), 500–507.
- [30] Fauzi, M. A., Nya-Ling, C. T., Thurasamy, R., & Ojo, A. O. (2018). An integrative model of knowledge sharing in Malaysian Higher Learning Institute. *Kybernetes*, 47(5), 1031–1052. <https://doi.org/10.1108/K-10-2017-0388>
- [31] Fukuyama, F. (1995). *boekrecensie TRUST : THE SOCIAL VIRTUES AND*.
- [32] Ghabban, F., Selamat, A., & Ibrahim, R. (2018). New model for encouraging academic staff in Saudi universities to use IT for knowledge sharing to improve scholarly publication performance. *Technology in Society*, 55, 92–99. <https://doi.org/10.1016/j.techsoc.2018.07.001>
- [33] Ghabor, A. (2012). Using Knowledge Management Approach in Promoting Institutional Performance in Higher Education Institutions in Egypt.
- [34] Giles Hirst, Daan Van Knippenberg, J. Z. (2009). A Cross-Level Perspective on Employee Creativity: Goal Orientation, Team Learning Behavior, and Individual Creativity. *Academy of Management Journal*, 52(2), 280–293.
- [35] Girard, J. (2015). Defining knowledge management: Toward an applied compendium. *Online Journal of Applied Knowledge Management*, 3(1), 1–20. Retrieved from http://www.iiakm.org/ojakm/articles/2015/volume3_1/OJAKM_Volume3_1pp1-20.pdf
- [36] Gouldner, A. W. (1960). “The Norm of Reciprocity: A Preliminary Statement”, *American Sociological Review*, 25, n(4), 161–178.
- [37] Harris, K. J., Kacmar, K. M., & Zivnuska, S. (2007). An investigation of abusive supervision as a predictor of performance and the meaning of work as a moderator of the relationship. *Leadership Quarterly*, 18(3), 252–263. <https://doi.org/10.1016/j.leaqua.2007.03.007>
- [38] Hobfoll, S. E. (1989). A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513.
- [39] Hodigere, R., & Bilimoria, D. (2015). Gender in Management : An International Journal Diversity management discourse meets queer theory Article information :
- [40] Hodson, R. (2001). Dignity at work. *Journal of Management Information Systems*.
- [41] Hoq, K. M. G., & Akter, R. (2012). Knowledge Management in Universities: Role of Knowledge Workers. *Bangladesh Journal of Library and Information Science*, 2(1), 92–102. <https://doi.org/10.3329/bjlis.v2i1.12925>
- [42] Hsu, M., Chang, C., Ju, T., & Yen, C. (2007). Knowledge sharing behavior in virtual communities: The relationship between trust, self-efficacy, and outcome expectations. *International Journal of Human Computer Studies*, 65(2), 153–169. <https://doi.org/10.1016/j.ijhcs.2006.09.003>
- [43] Jamal Alomari. (2017). The Obstacles of Knowledge Management in Taibah University from Faculty Members Application Point of view.
- [44] Jolae, A., Nor, K., Khani, N., & Yusoff, R. (2014). Factors affecting knowledge sharing intention among academic staff. *International Journal of Educational Management*, 28(4), 413–431. <https://doi.org/10.1108/IJEM-03-2013-0041>
- [45] Khalid, A., & Ahmed, M. (2015). Impact of knowledge sharing on organizational learning : Moderating effect of organizational leadership, 5(3), 358–371.
- [46] Kim, S. L., Son, S. Y., & Yun, S. (2018). Abusive supervision and knowledge sharing: the moderating role of organizational tenure. *Personnel Review*, 47(1), 22–38. <https://doi.org/10.1108/PR-08-2016-0199>
- [47] Kim, S., & Yun, S. (2015). The effect of coworker knowledge sharing on performance and its boundary conditions: An interactional perspective. *Journal of Applied Psychology*, 100(2), 575–582. <https://doi.org/10.1037/a0037834>
- [48] Lee, S., Kim, S., & Yun, S. (2018). A moderated mediation model of the relationship between abusive supervision and knowledge sharing. *Leadership Quarterly*, 29(3), 403–413. <https://doi.org/10.1016/j.leaqua.2017.09.001>
- [49] Lee, S., Yoo, Y., & Yun, S. (2015). Sharing my knowledge? An interactional perspective. *Journal of Managerial Psychology*, 30(8), 986–1002. <https://doi.org/10.1108/JMP-11-2013-0355>
- [50] Lu, L., Lin, X., & Leung, K. (2012). Goal orientation and innovative performance: The mediating roles of knowledge sharing and perceived autonomy. *Journal of Applied Social Psychology*, 42(SUPPL. 1), 180–197. <https://doi.org/10.1111/j.1559-1816.2012.01018.x>
- [51] Mahmoud, M., Rasli, A. M., bin Othman, M. F., & Abdulhad, B. M. (2014). The effect of organizational culture on knowledge sharing among academic staff holding an administrative position in university. *Journal Of Management Info*, 3(1), 67–83.
- [52] Nissen, H. A., Evald, M. R., & Clarke, A. H. (2014). Knowledge sharing in heterogeneous teams through collaboration and cooperation: Exemplified through Public-Private-Innovation partnerships. *Industrial Marketing Management*, 43(3), 473–482. <https://doi.org/10.1016/j.indmarman.2013.12.015>
- [53] Ouakouak, M., & Ouedraogo, N. (2018). Fostering knowledge sharing and knowledge utilization: The impact of organizational commitment and trust. *Business Process Management Journal*. <https://doi.org/10.1108/BPMJ-05-2017-0107>
- [54] Quinn, J. B., Anderson, P., & Finkelstein, S. (2005). Leveraging intellect. *Academy of Management Executive*, 19(4), 78–94. <https://doi.org/10.5465/AME.2005.19417909>

- [55] Riege, A. (2005). Three-dozen knowledge-sharing barriers managers must consider. *Journal of Knowledge Management*, 9(3), 18–35. <https://doi.org/10.1108/13673270510602746>
- [56] Sanjaghi, M. E., Technology, S., & Akhavan, P. (2013). International journal of the academy of Organizational behavior management. *International Journal of the Academy of Organizational Behavior Management*, 5(5), 9–32.
- [57] Seckyoung Loretta Kim, Soojin Lee, S. Y. (2016). Abusive supervision, knowledge sharing, and individual factors: A conservation-of-resources perspective. *Journal of Managerial Psychology*, 31(6), 1106–1120. <https://doi.org/10.1108/JMP-05-2015-0169>
- [58] Seonghee, K., & Boryung, J. (2008). An analysis of faculty perceptions: Attitudes toward knowledge sharing and collaboration in an academic institution. *Library and Information Science Research*, 30(4), 282–290. <https://doi.org/10.1016/j.lisr.2008.04.003>
- [59] Shmailan, A. (2016). The relationship between job satisfaction, job performance and employee engagement: An explorative study. *Issues in Business Management and Economics*, 4(1), 1–8.
- [60] Sinkula, J. M., Baker, W. E., & Noordewier, T. (1997). A framework for market-based organizational learning: Linking values, knowledge, and behavior. *Journal of the Academy of Marketing Science*, 25(4), 305–318. <https://doi.org/10.1177/0092070397254003>
- [61] Spyros Avdimiotis, & Kokkinis, G. (2012). *China-USA Business Review*.
- [62] Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering Leadership in Management Teams: Effect on Knowledge Sharing, Efficacy, and Performance. *Academy of Management Journal*, 49(6), 1239–1251. <https://doi.org/10.5465/amj.2006.23478718>
- [63] Suthagar Nair. (2017). Knowledge Sharing AND Knowledge Transfer Experiences among Management Staff in Oil Palm Company in Malaysia. *Human Resource Development*, 91(May), 399–404.
- [64] Swift, M., Balkin, D. B., & Matusik, S. F. (2010). Goal orientations and the motivation to share knowledge. *Journal of Knowledge Management*, 14(3), 378–393. <https://doi.org/10.1108/13673271011050111>
- [65] Takeuchi, N. and. (1996). The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. *Journal of International Business Studies*, 27(1), 196–201. <https://doi.org/10.1057/jibs.1996.13>
- [66] Tang, P. M., Chen, N., & Tjosvold, D. (2015). Linking ethical leadership to knowledge sharing and knowledge hiding: the mediating role of psychological engagement. *Ipedr*, 84, 71–76.
- [67] Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of Management Journal*, 43(2), 178–190. <https://doi.org/10.2307/1556375>
- [68] Tsui, Pearce, J., Porter, L., & Tripoli, A. (1997). Alternative Approaches to the Employee-Organization Relationship: Does Investment in Employees Pay off? *The Academy of Management Journal*.
- [69] Vandewalle, D. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement*, 57(6), 995–1015. <https://doi.org/10.1177/0013164497057006009>
- [70] Wang, S., & Noe, R. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20(2), 115–131. <https://doi.org/10.1016/j.hrmr.2009.10.001>
- [71] Webster, J., Brown, G., Zweig, D., Connelly, C. E., Brodt, S., & Sitkin, S. (2015). Beyond knowledge sharing: Withholding knowledge at work. In *Research in Personnel and Human Resources Management*. [https://doi.org/10.1016/S0742-7301\(08\)27001-5](https://doi.org/10.1016/S0742-7301(08)27001-5)
- [72] Wu, L. W., & Lin, J. R. (2013). Knowledge sharing and knowledge effectiveness: Learning orientation and co-production in the contingency model of tacit knowledge. *Journal of Business and Industrial Marketing*, 28(8), 672–686. <https://doi.org/10.1108/JBIM-04-2011-0050>
- [73] Yeo, R. K., & Gold, J. (2014). Knowledge sharing attitude and behaviour in Saudi Arabian organisations: Why trust matters. *International Journal of Human Resources Development and Management*, 14(1–3), 97–118. <https://doi.org/10.1504/IJHRDM.2014.068082>
- [74] Yun Hwa, & Lee, C. (2018). (The) Relationship between Coworker Support and Knowledge Sharing. Retrieved from <http://www.riss.kr/link?id=T14817085>
- [75] Zhang, J., LI, Y., & LIU, Q. (2017). Research on Influence of Abusive Supervision and Psychological Capital on Team Members' Tacit Knowledge Sharing. *50(Msc)*, 148–152.

AUTHORS

First Author – Yasser Sendi, Master degree, Taibah University, yasser.a.1407@gmail.com

Second Author – Ahmad Jusoh, PhD degree, Faculty of management in Universiti Teknologi Malaysia (UTM), ahmadj@management.utm.my

Correspondence Author – Yasser Saud Sendi, yasser.a.1407@gmail.com, +966501124930 or +60177405706.