



TESTING RELATIONSHIP BETWEEN KNOWLEDGE INTEGRATION AND KNOWLEDGE SHARING BEHAVIOR: AN ANALYTICAL STUDY OF THE OPINIONS OF THE TEACHING STAFF AT THE TECHNICAL COLLEGE / MUSAYYIB

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Article history:	Abstract:
<p>Received: January 14th 2022 Accepted: February 14th 2022 Published: March 25th 2022</p>	<p>The current study tests the correlation and influence relationship between the integration of knowledge (direction, exchange, socialization, comprehension) and the behavior of sharing knowledge with its dimensions (fairness, identity, enjoyment of help, openness, interest/knowledge, the behavior of sharing knowledge). Between the integration of knowledge and the behavior of knowledge-sharing, from which six sub-hypotheses emerge, and then a sample of 127 teaching staff was selected at the Technical Institute / Al-Musayyab, which is of vital and prominent importance in the field of education and knowledge and its diverse practices in creating an educated, civilized and educated generation. The data were collected through a questionnaire prepared For this purpose, 127 questionnaires were distributed to the teaching staff, 110 were retrieved, and the recovery rate was 87%. SPSS vr programs were used. 24 To extract the results of correlation and influence and test hypotheses, as the validity of the hypotheses was found in the light of the results of the statistical analysis, and a number of recommendations were reached, perhaps the most prominent of which is the existence of a vital and prominent effect of knowledge integration in the behavior of knowledge sharing.</p>

Keywords: knowledge integration, knowledge-sharing behaviour

INTRODUCTION

Knowledge resources are inextricably related to long-term competitive advantage and the ability to seize market opportunities, highlighting the relevance of incorporating knowledge resources into the creation and marketing of new products and services. Customer, product, service, and market knowledge can be found in people, processes, systems, and other assets, and knowledge integration can involve numerous sources, types, and forms of knowledge related to strategic capabilities and assets.

Knowledge integration is a relatively new notion in company management that has yet to be completely explored. In recent decades, however, several scholars have conducted study on knowledge integration. This research was carried out in order to highlight the link between knowledge and its application. Knowledge integration has been characterized as dynamic by certain academics. Because of the dynamics of knowledge integration, actual knowledge integration is likewise dynamic and consists various performance practices, all of which are influenced by circumstances.

Unless there are deep and unusual circumstances. To

gain a better understanding, we must go deeper into the integration of knowledge before we can implement the behavior process of sharing knowledge. Knowledge sharing behavior is one of the most significant practices of knowledge management in organizations since it allows employees to share their knowledge's value. Knowledge sharing behavior is defined as an action that an individual does to share knowledge and it involves the behavior of individuals to release value to knowledge that is capable of making others benefit as societies and organizations and is considered the most important factor for sharing knowledge and valuable information to gain competitive advantage, it was established in previous studies that it is very difficult to transfer and share Knowledge of Individuals and Making It Valuable Knowledge for the Organization It has been shown that due to job insecurity, individuals do not want to share their valuable ideas and knowledge with others in the organization. People sometimes feel fear that they will lose superiority and uniqueness or may miss opportunities after sharing their unique and unique ideas with others.

First, the theoretical framework

1. Knowledge integration:

Knowledge integration is the process of combining



knowledge from various corporate entities, such as teams, business units, departments, and organizations, to improve organizational capabilities (Grant, 1996; Andrew and Siber, 2005). Knowledge integration's main goal is to create a net learning effect across the organization. Beyond that, knowledge integration helps find previously overlooked links that have the potential to improve the integrity of the company as a whole, or at the absolute least, produces new organizational capabilities.

The hierarchy of knowledge is emphasized by Grant (1996) as an organizational competency in integration. The first level of cognitive integration is concerned with specialized activities that need only a little degree of cognitive integration. Mission-specific capabilities are incorporated into wider functional capabilities, [such as] marketing, manufacturing, research and development, and finance, according to the next level (Grant, 1996). On bigger capacities like new product development, multifunctional integration is necessary by far (Clark and Fujimoto, 1991). In this project, we're concentrating on the level above the last (highest) in the hierarchy, which involves cross-functional knowledge integration. Based on Alavi and Leidner, we define cross-functional knowledge integration (KI) as the synthesis of functional information in a certain systemic knowledge state (2001). Based on their distinct competencies and experiences, team members' ability to transform knowledge into action is determined by knowledge integration. Teamwork's primary activities are knowledge production, integration, and sharing, and extensive research has been conducted to better understand their significance in attaining common goals. Through the steps of socialization, exclusion, collecting, and assimilation, Nonaka and Takeuchi (1995) proposed a hypothesis to explain how people generate and integrate information. Nonaka and Takeuchi's method was enhanced by Von Krogh, Ishijo, and Nonaka (2000) and Nonaka, Toyama, and Byosiere (2001), while Alavi and Leidner (2001) built a knowledge management framework that characterized the generation, storage, and retrieval processes.

Because knowledge integration is fluid (Enberg et al., 2006), it cannot be stated or presented ahead of time, and its implementation might be uneven. Management may choose to alternate between highlighted performance practices or practice-based symmetry to assure the effective deployment of knowledge integration in the project. This refers to the assumption that with the development of the integration of knowledge of the organization it can be treated differently, **The dimensions of knowledge integration are:**

Direction: refers to a process in which one person assesses particular information by controlling the activity of another person without transferring the individual's

basic knowledge [26]. Demserts [21, p. 157] Mentoring is a low-cost method of communication between professionals and the large number of people who are either non-specialists or specialists in other fields. Guidance involves the transmission of instructions rather than the transfer of knowledge, hence it has been called as a substitute for knowledge, **Exchange:** The sharing of explicit information between persons is known as exchange [26]. It is based on graduation, which transforms tacit knowledge into explicit form [45] and embeds graduation in exchange for simplicity. Knowledge-based reliance When it comes to interpreting unspoken knowledge, **Socialization:** The transfer of tacit information or a synthesis thesis of two disparate areas of tacit knowledge, frequently through cooperative actions, is referred to as socialization [37], [45]. Apprenticeships, for example, help newcomers to learn **internalization** by transferring ideas and pictures. Knowledge is embodied in action and practice, and individuals acquire it by re-experiencing what others are going through. Internal explanation techniques include learning by doing, on-the-job training, and learning by observation [45]. Interference may occur through learning at the individual level and, therefore, differs from socialization, which is necessarily a group process [47]. Nonaka [45] compares internationalization with traditional active learning. Assimilation may also lead to the creation of knowledge, for example, through learning by trial and error.

2. Knowledge sharing behavior:

Knowledge-sharing behavior is defined as the facility to obtain information and experiences about job-related tasks to help other individuals and collaborate with other co-workers to solve problems and issues, develop new ideas, and implement strategies or techniques. This can happen through official documents, through communication and through writing (Sriratanaviriyakul & El-Den, 2017). Yi (2015) made a significant contribution by introducing various valuable channels for knowledge sharing in the organization that include written contribution, personal interactions, and organization communications, **The dimensions of knowledge sharing behavior are:-Fairness:** Fairness is more than a trendy management trend or a fancy organizational buzzword - decades of study has shown that treating employees equally provides significant benefits for both businesses and their employees (e.g., increased performance, employee citizenship behaviors) (e.g., increased health, job satisfaction; for meta-analytic reviews, see Cohen-Charash & Spector, 2001; Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Colquitt et al., 2013; Rupp, Shao, Jones, & Liao, 2014). **Identification:** Individual identities are made up of subjective ideas derived from self-categorization or identification in terms of membership in specific groups or roles. Despite the fact that the two theories' bases for self-categorization differ (group/category versus function), theorists in both



traditions recognize that people see themselves in terms of the meanings bestowed by organized society (McCall and Simmons 1978; Stryker 1980; Turner et al 1987). **Openness:** The level of transparency in sharing mission-relevant information is referred to as openness (Schein 2010). Openness facilitates the alignment of goals and expectations, as well as a common and mutual understanding of the root domain among team members (McLeod and MacDonell 2011). Open and appropriate communication aids in the development of a common knowledge of the partnership, encourages commitment, ensures that deadlines are met, and builds trust between partners. In addition, openness reduces mistrust and conflicts of interest and improves project performance (Turner and Müller 2004), and organizational policies and practices may constrain the allocation of innovations, such as new standard methods, techniques, or tools (McLeod and MacDonell 2011). **Enjoy helping:** Helping behaviors can increase work performance and help a virtual community attract and retain better members by increasing value, group cohesion, and a sense of belonging to a team. Blogging can be thought of as a sort of generalized social change in which more than two people participate and the interdependence is indirect. Interactions with community members on a regular basis can aid in the exchange of tacit and explicit information. They find it exciting to assist others in solving challenges, and it gives them a sense of inner fulfillment (Davenport & Prusak, 1998; Kankanhalli et al., 2005; Wasko & Faraj, 2005). Szulansky et al. (2004). **Usefulness relevancy:** . Indeed, from the standpoint of a potential knowledge sharer, the perceived value of knowledge sharing should rise to the extent that numerous contacts have shared knowledge and articulated their reasons (Brockman & Morgan, 2003; Kankanhalli et al., 2005).

Figure 1 depicts the research's hypothetical model, which depicts the nature of the interaction between the research variables as follows:

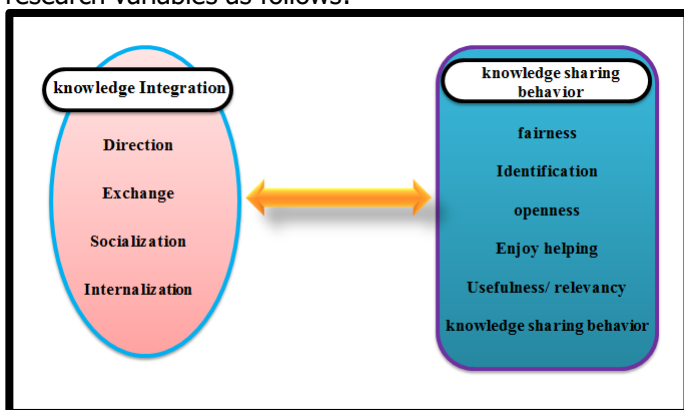


Figure (1) hypothetical research model

V. research hypothesis

The first main hypothesis / (there is a significant, statistically significant relationship between integration,

knowledge of its dimensions (guidance, exchange, socialization, assimilation) and the sharing behavior of knowledge of its dimensions (fairness, identity, openness, pleasurable cooperation, benefit / knowledge, knowledge-sharing behavior) and stems from it the following sub-hypotheses:

1. Knowledge integration is associated with a significant association with equity.
2. Knowledge integration is associated with a significant correlation with identity.
3. Knowledge integration is associated with a significant correlation with openness.
4. Knowledge integration is associated with a significant association with enjoyable cooperation.
5. Knowledge integration has a significant association with interest/knowledge.
6. Knowledge integration has a significant association with knowledge-sharing behaviour

Third: Study methodology and procedures

1. Description of the research sample

The research sample was randomly selected from the teaching staff of the University of Al-Qadisiyah / College of Administration and Economics, which amounted to (110) teachers, and the faculty was chosen because they are the most capable of monitoring reality and identifying the problems facing them at work, and they have accumulated experiences that contribute to answering the research questions realistically and far from bias.

The characteristics of the research sample in terms of age, gender, scientific title, and academic achievement are also shown in Table 1. To describe the research sample, frequencies and percentages were calculated.

Table (2)

Coding and characterization of the questionnaire

No.	Variables	Target	Fi	Relative categories
1	Gender	Males	74	67%
		Female	36	33%
		Total	110	100%
2	Age	- 30	4	4%
		31-40	31	28%
		41-50	36	33%
		51-60	28	25%
		61-	11	10%
	Total	110	100%	
3	Scientific title	professor	17	15%
		Assistant Professor	26	24%
		Teacher	44	40%
		assistant teacher	23	21%
		Total	110	100%
4	Academic qualification	Higher	3	3%
		Diploma		
		M.A.	53	48%
		PhD	54	49%



Total 110 100%

2.- Measurement Tool

There are two key aspects to the search measurement tool. The first section contains demographic and functional information. The study variables are represented in the second part, and Table (2) gives a full description of these measurements.

Table (2)

Coding and characterization of the questionnaire form

No.	Variable	No. of Source item
1	knowledge Integration Direction Exchange Socialization Internalization	17 5 4 4 4
2	knowledge sharing behavior fairness Identification openness Enjoy helping Usefulness/ relevancy knowledge sharing behavior	21 3 4 4 3 3 4

Source: Prepared by researchers

3. Scale selection

The act of preparing for and evaluating the integrity of search metrics is a critical step in achieving accurate results. This requires the verification of two basic criteria, Reliability and Validity, in order to achieve this goal. Researchers in this study used a number of previously used standards in management literature that are known for their consistency and high trust. The current research's measurement tool's structural stability was confirmed. It's been used before. Cronbach's alpha, as seen in Table (3).

Table (3)

Cronbach alpha coefficients for search variables

Variable	Cronbach's Alpha for Variable	Dimension	Cronbach's Alpha for dimension
knowledge Integration	0.898	Direction	0.812
		Exchange	0.863
		Socialization	0.856

	Internalization		0.899
knowledge sharing behavior	0.862	Fairness	0.887
		Identification	0.798
		Openness	0.854
		Enjoy helping	0.898
		Usefulness/ relevancy	0.865
		knowledge sharing behavior	0.845

The scales are characterized by internal stability, as seen in the table above, because their value is larger than (75%).

4 . Statistical Description

This paragraph contains the diagnosis and description of the research variables in College of Administration and Economics research sample using the arithmetic mean and standard deviation to show the extent of the concentration and dispersion of the research sample members' answers, and the level of the answers was determined in light of the arithmetic averages by belonging to any category and to determine the values of the arithmetic averages within a category. Compare and contrast them using the Table No. (4) below:

Table 4: value of the analysis means

Estimate the answer	1 – 1.80	1.81 – 2.60	2.61 – 3.40	3.41- 4.20	4.21 – 5.0
Level answer	very low	Low	Moderate	high	very high

first. Statistical description of the knowledge integration variable

Table5 : Means, Standard deviations and Relative Significance off knowledge Integration variable (N=110)

No.	Dimensions	knowledge Integration			
		Mean	Std. Deviation	Level answer	Relative significance
1	Direction	3.505	0.189	High	4
2	Exchange	.3846	1.305	High	3
3	Socialization	4.219	0.458	very High	2
4	Internalization	4.503	1.817	very high	1
Average		4.018	1.051	High	First

It is also noted in this table (5) that the general average of the internalization dimension has reached (4.503), with a general standard deviation of (1.817), and this dimension obtained a high response level, and the relative importance of this dimension was compared with other dimensions of the cognitive integration variable in



the sequence (The first), followed by the socialization with a general rate of (4.219) and a standard deviation (0.458), then after the exchange with a general rate of (3.846) and a standard deviation (1.305), and finally after orientation comes in the fourth place with a general rate (3.505) and a standard deviation (0.189).) .

first. Statistical description of the knowledge-sharing behavior variable

Table 6 : Means, Standard deviations and Relative Significance off knowledge sharing behavior variable (N=110)

knowledge sharing behavior					
No	Dimensio ns	Mea n	Std. Deviatio n	Level answe r	Relative significan ce
1	Fairness	3.54	0.717	High	6
2	Identificati on	3.71	0.868	High	5
3	Openness	3.75	0.783	High	2
4	Enjoy helping	3.76	0.806	High	1
5	Usefulness/ relevancy	3.73	0.983	High	3
6	knowledge sharing behavior	3.71	0.656	High	4
Average		3.7	0.525	High	

It is also noted in this table (6) that the overall average of the enjoy helping dimension reached (3.76), with a general standard deviation of (0.806), and this dimension obtained a high response level, and the relative importance of this dimension was compared with the other dimensions of the integration variable defined in the sequence (First), and the last rank was for the share after Fairness, with a general mean (3.54) and a standard deviation (0.717).

5. Hypotheses Testing

For the purpose of testing the research hypotheses and showing the validity of the hypothesis, the Pearson correlation coefficient was used. pleasant cooperation, interest/knowledge, knowledge-sharing behavior) from this hypothesis six sub-hypotheses and the matrix in Table (7) tests the validity of these hypotheses:

Table (7)

Correlation Matrix (N = 110)

Var.	X	X1	X2	X3	X4
Y	.763*	.736**	.538**	.624**	.680**
Y1	.561**	.759**	.486**	.682**	.473**
Y2	.511*	.752**	.762**	.735**	.738**
Y3	.498*	.886**	.655**	.710**	.586**
Y4	.641*	.662**	.788**	.578*	.462**
Y5	.571**	.655**	.552**	.658*	.625**

Y6	.641**	.688**	.684**	.571*	.678**
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* $p < 0.05$; ** $p < 0.01$.

We can conclude from Table (7) the following:

- There is a statistically significant positive link between knowledge integration and knowledge sharing behavior, and this strength has reached a total of (.763 *) and this is evidence of the harmony, correlation and stable interaction between the two variables of the study, that is, it can be said that the relationship is direct, that is, the effectiveness of the achievement of knowledge integration increases with a significant increase. Knowledge sharing behaviour. Thus, it shows the validity of the first main hypothesis.

- The dimensions of knowledge integration and the dimensions of knowledge-sharing behavior have a statistically significant positive association., that is, it can be said that the relationship is direct, that is, the effectiveness of the dimensions of achieving knowledge integration increases with a significant increase in the dimensions of knowledge-sharing behavior. Thus, it shows the validity of the sub-hypotheses (1-6).

Results:

1. The results of the analysis showed an interest in cognitive integration, with a philosophy in support of the sharing behavior and knowledge exchange, giving importance to the knowledge sharing behavior in the study community.

2. By analyzing the respondents' answers, it was found that there is a positive relationship between the integration of knowledge and the behavior of knowledge sharing.

3. Focusing on the dissemination and exchange of knowledge by focusing on openness and enjoyment of helping others and building constructive social relationships in the study community.

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