The Interplay of Communicative Disposition and Knowledge Sharing Importance among the Researchers in the Philippine Academic Setting

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Abstract – *Research as a core function among the faculty members in the Philippine higher education entails knowledge sharing. Knowledge generation and knowledge sharing remain crucial among the higher education institution s(HEIs) not only in the country but globally. However, many of the studies on knowledge sharing investigate communication as a predictor of knowledge sharing. This research took a different position by using the socio-psychological tradition of communication theory because communication as a process of interaction and influence is the primary phenomenon that explains knowledge sharing. Investigating the psychological predispositions that mediate the individual process of sharing knowledge among the researcher-faculty members in a state-owned HEI in the Bicol Region, this explored the communicative disposition and the importance of knowledge sharing. Results show that knowledge sharing for the researcher-faculty members is important in as much as they agree they have communication self-efficacy or the confidence to communicate research knowledge and that the anticipated reciprocal relationship or the desire to maintain ongoing relationships with others is possible through knowledge sharing. Also, they strongly agree on the perceived value of their message or that the knowledge they share is useful. Findings confirm that a researcher-faculty member as an individual communicator is a socialized entity that is in the center of knowledge sharing posited as a communication phenomenon. This perspective on knowledge sharing as a communication phenomenon provided new insights on understanding context-specific, individual level knowledge sharing. It unfolded a deeper meaning of communication in the field of knowledge management.*

Keywords- *Communicative disposition, knowledge sharing, researcher, higher education institution*

INTRODUCTION

The fourth industrial revolution has transformed the way worldwide universities and colleges foster and create a teaching and learning environment, as well as promote and attain research performance and productivity. A vast range of information and communication technologies continuously reshape the teaching and learning processes, necessitating well-founded knowledge management systems and practices that fit with the current environment. Contributing to the knowledge generation and knowledge sharing, however, remains a crucial role among higher education institutions (HEIs) in the Philippines and other nations. Sharing and openness are in line with academic traditions [1] and education should be open [2].

Education is an enterprise of sharing [3]. If an instructor does not share what he or she knows with students, no education is happening. Similarly, if the faculty members share their knowledge, which is an intellectual capital considered a valuable resource in a knowledge-based organization, it will move up to group level and other units within and outside the organization. Consequentially, it gives sense to the real purpose of HEIs.

Because research is a core function of the faculty, research knowledge, which include but is not limited to research ideas, proposal, design, methodology, and result, is a valuable knowledge in the higher education context. Ismail [4] noted that if knowledge sharing, including the sharing of knowledge in research is managed properly, it can greatly improve work-quality,

decision-making skills, problem-solving efficiency and competency, a significant resource for competitive advantage and the key to enhancing innovation. Besides, nowadays, as we are in the so-called knowledge-based economy, knowledge, and innovation are widely acknowledged as key drivers of growth and economic development [5].

A review of 64 articles published from 2010 to 2015 on the possible antecedents and factors that facilitate or impede knowledge management and knowledge sharing in organizations found out that communication has been studied as a knowledge-sharing variable, as an enabler of knowledge sharing and transfer [6]. It was elaborated that previous studies found out that communication promotes voluntary knowledge-sharing behavior, that communication increases the transfer of knowledge from one subsidiary to another, that communication is an essential variable concerning knowledge transfer in a high turbulent environment, as well as in the context of cross-functional teams, and that communication is closely linked with the workspace structure, as knowledge-sharing practices of employees rely on the proximity which subsequently affects the communication of the employees [6]. Knowledge sharing being studied mostly in developed countries and little evidence of research on knowledge sharing in the education sector and a need for further investigation on the individual characteristics of knowledge sharer and receiver resonate a call to study the interplay of individual communicative disposition and the importance of knowledge sharing among the researcher-faculty members in the Philippines as a developing country.

This study posited that knowledge, whether implicit or tacit, when shared, or simply knowledge sharing could be viewed as a form of communication because it is a process by which individuals express knowledge via written or oral means, accompanied by verbal and non-verbal cues, and facilitated by media technologies; interact with different audiences who may be a technical reviewer in a journal publication, a fellow presenter in a conference, or someone he/she may be having a conversation with during a coffee break; and influence others as they are experts who hold tacit and implicit knowledge that can persuade others to move to action or accept an idea, thereby producing a range of cognitive, emotional, and behavioral effects.

Knowledge sharing as communication is a process by which individuals express, interact, and influence others. According to the discussion of Craig [7] about communication under the socio-psychological tradition of communication theory, knowledge sharing as communication occurs face-to-face or through technological media and flows from one to one, one to many, or many to many, but in all formats, it involves elements that mediate between individuals. As hypothesized in this research study, these elements are the psychological predispositions that mediate the individual process of sharing knowledge between and among the researcher-faculty members themselves and other users of knowledge. In this respect, the study problematized that the interplay of academics' communicative disposition and their perception on the importance of knowledge sharing will yield a causal explanation on an individual's participation in knowledge sharing activities.

Individual communicative disposition or ICD, taken as a psychological predisposition, pertains to aspects of an individual's tendency to act in a communication situation such as communication self-efficacy (CSE), the perceived value of message (PVM), and anticipated reciprocal relationship (ARR). CSE is defined as the confidence level in one's ability to share research knowledge. As an aspect of individual communicative disposition, it determines one's decision to share knowledge. PVM is conceptualized as the worth an individual assigns to his or her message while in the act of sharing knowledge, where the usefulness of knowledge is the dimension that was studied. ARR is the researchers' desire to maintain ongoing relationships with others, specifically about knowledge provision and reception. Several studies confirm its influence in attitude towards knowledge sharing.

This study explored knowledge sharing among the researcher-faculty members to describe the relationship between communicative disposition and perceived importance of knowledge sharing to arrive at a causal explanation on the nature of a context-specific knowledge sharing.

METHODS

Research Design

Aligned with the positivist paradigm that assumes an objective reality of knowledge sharing in the academic setting, a set of hypotheses was developed and tested to investigate the variables and their relationships. This study employed a survey research design to make inferences about some characteristics,

e.g., the individual communicative disposition and their perceived importance of knowledge sharing.

Research Participants

A population or a total of 39 faculty members who were teaching personnel of a state-run institution of higher education in the Philippines actively performing not only instruction but also research functions participated in the study. The characteristic that the researcher sought to study was research experience covering the research proposal preparation to research output presentation of faculty members who had research output from 2014 to 2018 and who were working full-time in the institution for the school year 2018- 2019.

Research Instrument

An instrument that is based on existing and previously validated instruments was developed for this study. It underwent two stages of validation: expert panel, where the experts rated the content validity of the items, and field survey to test the questionnaire using a smaller sample compared to the planned sample size. The experts agreed on the validity of the content based on a score of 1.0 on I-CVI or the content validity index score for each item in the constructs.

The questionnaire has three parts wherein Part I Individual Communicative Disposition (ICD) – Communication Self-Efficacy (CSE) had four items developed based on a paper [8] on enhancing knowledge sharing and research collaboration among academics; Individual Communicative Disposition – Perceived Value of Message (PVM), four items were derived based on a work [9] that originally introduced perceived value of knowledge or PVK where PVM was derived; and Individual Communicative Disposition – Anticipated Reciprocal Relationship (ARR), four items were also developed based on a particular work[8]. The respondents rated each construct's items about individual communicative disposition based on a 7-point Likert-type scale with options ranging from 1 'Strongly disagree' to 7 'Strongly agree.'

In Part II Importance of Knowledge Sharing (IKS), two significant constructs suggest one's thought to share and not to share knowledge: "I uphold the belief that 'education is sharing' because of factors like…" with four items developed based on a work [1] on faculty perception of openness and attitude to open sharing; and "I tend to withhold research knowledge because of" with four items was developed based on the studies done by various authors [10] –[16] on knowledge sharing in higher education. The respondents rated the items based on a 7-point Likert-type scale with options ranging from 1 'Not at all important' to 7' Extremely important.'

Upon approval of the head of the institution to conduct the study, an Informed Consent Form was developed and used to secure the voluntary agreement of the faculty to participate in the study. The form also guaranteed the ethical gesture of protecting the privacy of the respondents and the confidentiality of their responses. The survey questionnaire was personally handed over to and retrieved from the participants. The responses were then collated and organized in tabular form as basis in preparing the textual analysis of data.

Data Analyses

Items in the IKS were analyzed using descriptive statistics, explicitly computing for the weighted mean. Then, correlation analysis was done to determine the strength of the relationship between ICD and IKS. Scatter plots were used to gain information on the possible linear relationship between the components of the ICD in terms of CSE, PVM, and ARR against IKS. The patterns displayed on scatterplots reveal the various types of correlation like positive or values increase together and negative or one value decreases as the other increases, null or no correlation. It could also be linear, exponential, and U-shaped. The strength of the correlation can be identified by how close the points are to each other on the graph, based from The Data Visualization Catalogue [17].

The study computed for Pearson's Correlation Coefficient *r* with a two-tailed test of significance for each case: CSE and IKS, PVM and IKS, and ARR and IKS. The strength of the relationship was determined by the computed Pearson's Correlation Coefficient *r* with its corresponding interpretation for each case.

RESULTS AND DISCUSSION

Sharing of knowledge is a natural activity of academic institutions as many of the conferences and publications are organized and managed by academics in higher education institutions. In addition to this are informal activities of sharing knowledge with others like a personal conversation or online chat during coffee breaks. This study mainly depicted the nature of context-specific knowledge sharing experience of the researchers who were mostly in their senior age of 51 to 60 or 31 percent, followed by middle age groups of 31 to 40 or 26 percent and 41 to 50 or 11 percent, then young age group of 30 and below or 10 percent, and

with the least number of five (5) percent is the group who were more than 60 years old.

Personnel with 11 to 20 years were the highest in the number of years in service with 14 or 36 percent, followed by 12 or 31 percent of those with 5 to 10 years. There were 6 or 15 percent who have been in service for 21 to 30 years, 5 or 13 percent for less than 5 years, and only 2 or 5 percent for more than 30 years. In terms of academic rank, 14 or 36% percent or the most number are Instructors, while 13 or 33 percent are Assistant Professors, 8 or 21 percent are Associate Professors, and only 4 or 10 percent are Professors. When it comes to educational background, 22 or 56 percent have a Master's degree, 15 or 38 percent have a Doctorate degree, and only 2 or 5 percent have a Bachelor's degree (Table 1).

Table 1. Demographic profile of the academics

Profile	N=39	%
Age		
> 60	2	5
51 to 60	12	31
41 to 50	11	28
31 to 40	10	26
30 and below	4	10
Years in Service		
> 30	2	5
21 to 30	6	15
11 to 20	14	36
5 to 10	12	31
< 5	5	13
Academic Rank		
Professor	4	10
Associate Professor	8	21
Assistant Professor	13	33
Instructor	14	36
Highest Degree Attained		
Doctorate	15	38
Master's	22	56
Bachelor's	2	5

Young, middle, and senior-age groups of researchers in the subject tertiary educational institution engaged in research and knowledge sharing activities such as conference presentation, journal publication, academic meetings, coffee break conversations, and the like. Their employment with the institution was already for a relative time. Yet, their academic rank is at entry-level, which can possibly be attributed to the level of educational attainment.

Communicative Disposition on Knowledge Sharing

The researchers' communicative disposition or the tendency to communicate while on a situation to share knowledge showed they strongly agree on the usefulness of the research knowledge they share with others (AWM 6.17). Then, they agree they have the confidence in their ability to communicate research knowledge (AWM 5.67) and that the desire to maintain ongoing relationships with others is possible through knowledge sharing, as depicted in Table 2.

Table 2. Communicative Disposition on Knowledge Sharing

Communication Self-Efficacy	Perceived Value of Message	Anticipated Reciprocal Relationship
5.67 Agree	6.17 Strongly Agree	5.72 Agree

The researchers recognized the value of knowledge they have and it is because of research knowledge that they were able to "meet my task objectives," "help meet the challenge of my job," "work more efficiently," and be "better at what I do." As members of the academic community where the value of openness in education and the practice of sharing knowledge is embraced, they fully recognize that their research knowledge is useful in their work.

In a general sense, the more research knowledge a faculty member possesses, combined with the desire to maintain ongoing relationship with others and a positive innate ability to communicate, equates to enhanced ability to perform research function, which is a mandated function among higher education institutions. Practically, the faculty tend to become more engaged in research and in research knowledge sharing activities like presenting a research paper in a local, national or international conference, publishing a research article in a peer-reviewed journal, discussing the research knowledge to his/her colleagues during a faculty meeting or just conversing with an individual who is interested about the knowledge, which bring forth greater contribution to the organizational targets in terms of research. In turn, all of these prompt career opportunities for the faculty-researcher such as advancement of a faculty rank, expanding research networks and partners, as well as the entitlement to financial incentives.

A recent study found that self-efficacy has a substantial effect on attitude on knowledge sharing [18]. Meanwhile, Ford and Staples [9] found that PVK is directly related to the intention of knowledge sharing when the sharer does not lose, partially or totally, the

value of a particular knowledge sharing it. Castañeda's [19] findings support the study [9] that PVK influences the intention to share knowledge. PVK, according to Ford and Staples [20], implies high communication and low protection of knowledge. On the other hand, Chennamaneni et al.[21]found out that an individual's contribution will result in reciprocal returns, such that it was found to influence attitude towards knowledge sharing. Then Kolekofski and Heminger's [22] study revealed that as a salient motivator for individuals' willingness to share information

In other words, the researchers' communicative disposition is reflective of a tendency to engage in sharing research knowledge; that is, they are likely to communicate research knowledge.

Importance of Knowledge Sharing

Knowledge sharing allows better job performance of employees that leads to improved performance of the organization, in general. Henttonen et al. [23] and Obeidat et al. [24] revealed in their study that individual-level knowledge sharing in a public sector organization has a positive effect on individual work performance and organizational performance. Practically, this transmission of knowledge is critical to social and economic development. However, through the performance of colleges and universities in research, the advancement of knowledge can be further intensified. Thus, a work environment embracing a culture of knowledge sharing, particularly of sharing research knowledge, is necessary to enable greater engagement of academics in research. To promote knowledge sharing, people in academic organizations need to understand how individuals view knowledge sharing and what aspects of the disposition from a communication viewpoint are crucial.

Table 3. *Importance of Knowledge Sharing*

Cognition A *"I uphold the belief that education is sharing."*	Cognition B *"I tend to withhold research knowledge."*	Average Weighted Mean (AWM) of A & B
6.13 Very important	5.4 Somewhat important	5.77 Somewhat important

The concept of openness and sharing as well as the propensity to keep the knowledge, summarize the researchers' understanding of the value of knowledge sharing. For them, the cognition "I uphold the belief that education is sharing" is very important (6.13). The cognition "I tend to withhold research knowledge" is somewhat important (5.4), where the cognitions about knowledge sharing are generally somewhat important (5.77), as reflected in Table 3.

Of all the factors cited under Cognition A, they find the belief "education is sharing" as extremely important in reaching a wider audience through the use of communication technologies, in using collaborative pedagogical approaches in teaching and learning, then because of the idea of knowledge as a public good, and in providing learning resources freely and openly (6.41, 6.23, then both at 5.95 AWM).

From here, it surfaces that the researchers recognize the idea that knowledge is a public good in as much as it can be shared to others and that it can be used by others. Furthermore, when one is a member of the academic community, then providing learning resources freely and openly is expected. This can be traced from the fact that the researchers themselves used knowledge that are readily available as they engage in research. In turn, this afforded them the ability to generate new knowledge that can also be shared to others and that can be used by others. Result is also suggestive that faculty members acknowledge the importance of knowledge because they can do more as they use collaborative pedagogical approaches in teaching and learning, in as much as this allows them to reach a wider audience through the use of communication technologies. These "very important" thoughts are also consistent with the belief that education is sharing because it practically allows the creation of more new knowledge.

Current research by Nosenko, Shyshkina, & Oleksiuk[25] confirms that broader use of emerging information and communication technology tools and network technologies in the scientific and educational practice improves learning and research environment of higher education institutions. On the other hand, scientific collaboration, as found out by Coccia and Wang [26], is a contributing factor that supports the evolution of new scientific fields.

Meanwhile, "I tend to withhold research knowledge" or Cognition B is somewhat important primarily because of work culture (5.51 AWM), time and trust (both at 5.50 AWM), and rewards and incentives (5.08 AWM). Culture, as confirmed by various authors [27], [10], [11] remains a relevant factor when it comes to knowledge sharing.

It is not surprising that the researchers tend to have second thoughts whether to share knowledge to others because of factors related to time, trust, rewards and

incentives, and work culture. In a practical sense, the researchers may have beliefs of losing some power when they share their knowledge to others, or that may be because their current context do not encourage them to share knowledge to others. But still, it clearly shows that despite such apprehension, they place affirmative value on knowledge sharing.

The findings reveal that researchers rationalize the decision of engaging in knowledge sharing based on the value they attached to it.

Relationship between Individual Communicative Disposition and the Importance of Knowledge Sharing

Communication Self-Efficacy (CSE) is the first of the three aspects of ICD that was tested, hence the hypothesis:

H.4.1: There is no relationship between communication self-efficacy and the perceived importance of knowledge sharing.

A mathematical diagram called a scatter plot was used to determine the relationship between CSE and IKS. Every point in a scatter plot is defined by an ordered pair (x, y), which corresponds to the responses of a respondent, as shown in Figure 1. Hence, 1 point on the graph, one respondent. The first element (x) in the ordered pair is the average of the responses in the questions under CSE, while the second element (y) is the average of the responses in the questions under IKS. Graphing all the average responses of the respondents produce the scatter plot, which becomes the basis of the correlation analysis.

The scatter plot indicates a positive linear relationship between CSE and IKS, which rejects the null hypothesis. Further correlation analysis verifies a moderate positive linear relationship since the computed Pearson correlation coefficient rho is 0.57. It means that a high score in CSE is associated with high IKS.

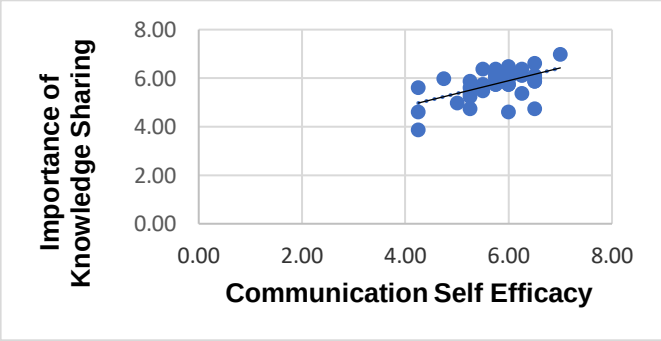

Figure 1. Scatter Plot of Communication Self-Efficacy vs. Importance of Knowledge Sharing

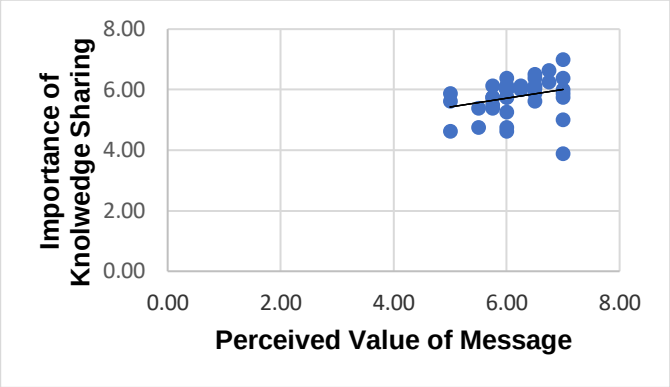

Figure 2. Scatter Plot of Perceived Value of Message vs. Importance of Knowledge Sharing

The researchers' communication self-efficacy, or their confidence in "written and oral communication ability to share knowledge," having the "expertise required to communicate valuable knowledge," the belief that "it does make a difference when I communicate knowledge with other academics and thinking that "I can communicate more valuable knowledge than most of the academics in my school" presumably explain the value they place on knowledge sharing. That is, because of their innate ability to communicate knowledge, they tended to perceive knowledge sharing as important.

Also tested against IKS is the Perceived Value of Message (PVM), hence the hypothesis:

H.4.2: There is no relationship between the perceived value of the message and the perceived importance of knowledge sharing.

The scatter plot in Figure 2 shows a positive linear relationship between PVM and IKS, rejecting the null hypothesis. However, correlation analysis verifies only weak positive linear relationship since the computed Pearson correlation coefficient rho is 0.27. Still, this means that a high score in PVM is associated with high IKS.

The researchers recognize that because of their research knowledge they were able to “meet my task objectives,” “help meet the challenge of my job,” “work more efficiently,” and be “better at what I do,” leading them to believe that knowledge sharing among academics is valuable. From here, one can infer the propensity to regard knowledge sharing as crucial because of the worth assigned to research knowledge.

Anticipated Reciprocal Relationship (ARR) is the third aspect of ICD tested against IKS, the hypothesis is stated as:

H.4.3: There is no relationship between anticipated reciprocal relationship and the perceived importance of knowledge sharing.

Figure 3 illustrates the relationship between ARR and IKS. The scatter plot shows a positive linear relationship between ARR and IKS, which rejects the null hypothesis. Correlation analysis confirms a moderate positive linear relationship since the computed Pearson correlation coefficient rho is 0.51. It also means a correlation between the high scores in ARR and IKS.

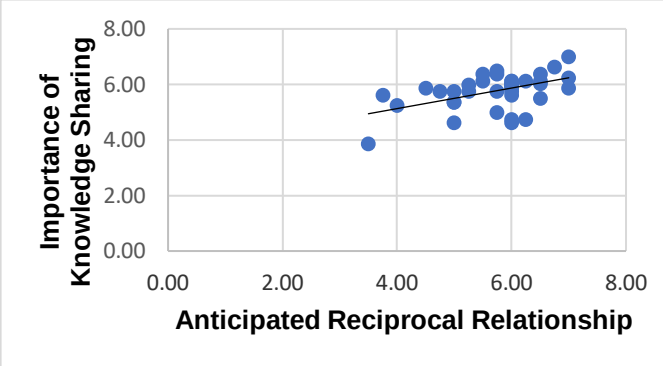

Figure 3. Scatter Plot of Anticipated Reciprocal Relationship vs. Importance of Knowledge Sharing

The researchers desire to maintain ongoing relationships with others when they communicate research knowledge because, as they've agreed, "I strengthen ties between them and myself," "I expand the scope of my association," "I expect to receive knowledge in return," and "I believe that my future requests for knowledge will be answered," which convinced them to weigh in knowledge sharing as imperative in the academe. They perceive knowledge sharing as crucial because it helps them maintain their desired ongoing relationships with others.

Summarized in Table 4 and Table 5 are the correlation and the statistical significance of the correlation between ICD dimensions and IKS, where it shows that the moderate correlation between CSE and IKS is statistically significant (*r*=0.57; p=0.001); the moderate correlation between ARR and CD is also statistically significant (*r*=0.51; p=0.001). Between PVM and CD, however, there is a weak correlation and a not statistically significant relationship was revealed (*r*=0.27; and p=0.095).

The study revealed a positive association between the Individual Communicative Disposition manifested in the researchers' CSE, PVM, and ARR, and the Importance of Knowledge Sharing. When individuals have a positive communicative disposition, they regard knowledge sharing as important. Alternatively, in other words, characterized by a favorable tendency to communicate knowledge, the academics value knowledge sharing.

Researchers have the innate ability to communicate knowledge, so they tended to perceive knowledge sharing as important. Runhaar and Sanders [28] offered the same explanation on the role of self-efficacy in promoting teacher's knowledge sharing in addition to the many pieces of research which confirm the substantial effect of self-efficacy on attitude on knowledge sharing [29]-[31].

Table 4. Summary of Correlations between Individual Communicative Disposition and Importance of Knowledge Sharing

Variables	Direction and Form of Relationship	Pearson correlation coefficient rho	Strength of Correlation
CSE and IKS	Positive Linear	0.57	Moderate
PVM and IKS	Positive Linear	0.27	Weak
ARR and IKS	Positive Linear	0.51	Moderate

Table 5. Summary of Statistical Significance of Correlation between Individual Communicative Disposition and Importance of Knowledge Sharing

Individual Communicative Disposition	Importance of Knowledge Sharing			
	r	r^2	p-value	S/NS
Communication Self-Efficacy	0.57	0.32	0.001	Significant
Perceived Value of Message	0.27	0.07	0.095	Not Significant
Anticipated Reciprocal Relationship	0.51	0.26	0.001	Significant

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

About the perceived value of the message, or knowledge as referred to in this study, knowledge sharing is essential because of the worth that the researchers assigned to their research knowledge. As members of the academic community who embrace the value of openness in education and the practice of sharing knowledge, they fully recognize that the research knowledge they possess is useful in their work. The data supports the findings [9] about the usefulness of knowledge as a determinant of value by knowledge workers. Klein's [32] findings provided support in asserting that useful knowledge is an effective and efficient tool in decision-making.

A discussion on what constitutes the value of knowledge highlighted that employees' knowledge could be valued in terms of its influence on the employees' abilities to perform their jobs and for the organization to achieve its goals [9]. The usefulness dimension of PVM was found to have a weak association with IKS. It suggests [9] that other dimensions such as benefits from having the knowledge, uniqueness vs. commonness, accessibility by others, and the source of the knowledge should be integral when relating PVM to IKS. Taking the usefulness dimension in isolation tended to overlook the value of the message in its entirety, which possibly resulted in its weak relationship with IKS.

The researchers have a strong desire to maintain ongoing relationships with others through knowledge sharing, but work culture, time, trust, and rewards and incentives tend to constrain them. Van den Hooff and Huysman [33] elucidated that a knowledge-sharing culture in academia allows relevant knowledge to be found, eases active interaction between members, increases awareness, and develops an environment of trust, reciprocity, and even self-efficacy. Studies confirm [8] [33] that organizational culture has a positive effect on attitudes towards knowledge sharing. In other words, strengthening organizational culture through knowledge sharing encourages academics to have a strong desire to maintain healthy relationships. Generally, as the researchers are characterized by a favorable tendency to communicate knowledge, they place significant value on knowledge sharing.

Other theoretical perspectives support the statistically significant relationships between (1) communication self-efficacy and the importance of knowledge sharing, (2) the anticipated reciprocal relationship and the importance of knowledge sharing, and (3) the importance of knowledge sharing and knowledge sharing attitude. The theory of self-efficacy of Albert Bandura [34] explains that one's belief in one's ability to communicate, or to share knowledge, results in realizing one's desire for professional growth and in contributing to organizational performance. The theory of social exchange by George Homans [35] elucidates that the researchers' knowledge sharing behavior is a result of an exchange process. Such that actions reciprocate ones sharing of research knowledge and or relationships between and among fellow researchers and other knowledge users that are approximately equal in value, and so the rewards outweigh the risks. Hence, they continue the desire to maintain ongoing social relationships.

Profoundly, it affirms that an individual communicator as a socialized entity is in the center of knowledge sharing as a communication phenomenon. The researchers, who have the belief in one's ability to accomplish a task through communication, is a social being regularly interacting with others. These interactions in sharing research knowledge result in relationships that facilitate the provision of other needs. Side by side with the socio-psychological communication tradition's most real sense, the academics as individuals, are a social being. While they are a part of a network of people – being a member of an organization, they are independent in their actions.

The researcher himself/herself assigns the worth to his or her knowledge. However, knowledge is the message that they communicate. What explains the not significant relationship between the perceived value of the message and the importance of knowledge sharing is the fact that message is the content of the communication and not a communicator. At the same time, the researcher as the communicator, is a social being who can accomplish tasks and build and maintain relationships through communication.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that communicative disposition is a crucial factor in understanding knowledge sharing. It can bring about socio-psychological effects such as perceiving knowledge sharing as important. However, this is true to some dimensions of communicative disposition only such as self-efficacy and perception of knowledge which, according to a review and directions for future research on knowledge sharing [36], were topics needing future research. One's tendency to act in a communication situation can lead to a work environment that actively encourages knowledge sharing. For when one shares knowledge without the belief in one's ability to communicate knowledge, and if actions and relationships are not reciprocated, one's perception of

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the value of knowledge sharing and the desire to be consistent with this belief appears impossible.

In this light, the study recommends fostering a knowledge-sharing culture or a culture that empowers the employees to communicate knowledge, whether written or oral, and through the use of traditional and new media to see the many potential benefits when one engages in sharing research knowledge. It will make the individual put more value on the idea of knowledge sharing, so just in case a member of an organization would have conflicting beliefs and actions about knowledge sharing, one would have the motivation to be consistent with the value of knowledge sharing.

Studying other dimensions of communicative disposition as an element of knowledge sharing as communication and the profile or the demographic information, which were not covered in this study, are variables that can be investigated through a structural equation modeling (SEM) to advance the current empirical researches on knowledge sharing. The following may also be considered in the model: personality, evaluation apprehension, and impression management, consistent with findings [36] that these individual factors are topics needing research. Furthermore, a study on the communication perspective as integral part of the planning, design, implementation, and evaluation of knowledge management system, particularly the knowledge sharing strategies can be an interesting area for future research. Despite the study's locale being a small college, it has a very high response rate and this allowed the research to reach its aims. It is also very clear that this contributed to the body of knowledge in the field of knowledge management, particularly on knowledge sharing in the academic context.

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