

Organizational Commitment And Academics' Knowledge Sharing: A Review And Directions For Future Research

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Abstract: The aim of this paper is to provide a comprehensive review of studies conducted on the relationship between organizational commitment and knowledge sharing among academics. A number of 100 research articles carried out on the research topic and published only in English were included in this review paper. Articles reviewed in this paper were retrieved from electronic scientific databases such as Scopus, and Web of Science. The results of the review indicate that previous studies have empirically confirmed the existence of the relationship between organizational commitment and knowledge sharing. Based on the review, the paper offers a conceptual framework that links the two concepts of organizational commitment and knowledge sharing and provides recommendations for future research in this area. Further investigation is needed on how organizational commitment influences knowledge sharing especially in the higher education sector. Academics also need to focus on enhancing the level of organizational commitment in order to be able to enhance their knowledge sharing behavior as well as workplace spirituality, which, in turn, will increase the effectiveness and performance of universities.

Index Terms: knowledge sharing, organizational commitment, higher education, academics

1. INTRODUCTION

1.1. Knowledge sharing in higher education

Davenport and Cronin (2000) refer to university as the most ideal place to gain and create knowledge. Universities represent top educational institutions that act as the main source of knowledge creation (da Rosa Pires, Rodrigues, & de Castro, 2002) and provide a context for implementing knowledge management. Hence, universities are the most expected place where knowledge among its members more specifically academics can be freely shared. Furthermore, knowledge sharing within universities occurs as a result of academics' awareness and recognition of the importance of knowledge and its overall outcome. Ridzuan, Sam, and Adanan (2008). Seonghee and Boryung (2008) argue that knowledge-sharing is the process of awareness of the needs of knowledge and making it available to others and providing systematic and technical infrastructure. According to Wu and Zhu (2012), knowledge sharing plays an important role in enabling the continuity of organizations. While Charband and Jafari Navimipour (2018) conceptualize knowledge sharing as an essential tool for spreading knowledge and learning because it occurs among individuals through collaboration and willingness to share their knowledge to each other. In addition, knowledge sharing is an important resource to achieve competitive advantage and increase innovation not only among individuals but also among organizations. The same authors point out that sharing knowledge assists in building efficient performance of environments for higher education and plays a significant role in making universities

competitive'. In an empirical study, Ramayah, Yeap, and Ignatius (2013) define knowledge sharing as a process of knowledge exchange between a minimum number of two parties. They also describe it as a reciprocal process that allows knowledge re-shaping and re-using in the same or in totally new contexts. Muhammad Sabbir Rahman, Daud, and Hassan (2017) in addition, empathize the importance of knowledge sharing and consider it as a culture that is claimed to help the institutions to overcome the twenty-first century's challenges when it is effectively implemented. Recently, Annansingh, Howell, Liu, and Baptista Nunes (2018) have placed an emphasis on the role of higher education institutions in disseminating, sharing and exchanging knowledge controlled by relationships among people, technologies and processes. Such relationships and interactions enable people to develop practices, collect and share knowledge. This often leads to improving services and achieving the expected outcomes.

1.2. Research Problem and Objective

Ministries of Higher Education have to put more pressure on universities' management, which, in turn, raises more challenges for academics (Zahari, Mustapa, Nasser, Dahlan, & Ibrahim, 2018). Globally, higher Educational institutes (HEIs) in the new millennium are facing even more challenging issues. For instance, besides academic work, academics are required to excel in research (Zhang, Fu, Li, & He, 2019), administrative work (Huang, 2015) and academic consultation or supervision of undergraduates and postgraduates (Pullan & Abendstern, 2018). This is to meet the demands of their faculty or university. These daunting tasks can be considered as academics' commitment to their work and institutions (Jais & Mohamad, 2017; Lama & Joullié, 2015), which enables them to contribute to their universities' and country's overall development and increase the ranks of their educational institutions in the world's top university ranking. In order to contribute to the achievement of worldwide high rankings of their universities, academics have to concentrate not only on the organizational obligations, but also other actions that can contribute to such ranking. Universities are represented by human resource departments which can be considered as implanters of policies have to

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utilize the high potentials of their academics to improve their positions in global ranking. This can be partially achieved by improving knowledge sharing among academics which will result into creating new knowledge (Manafi & Subramaniam, 2015). Despite the importance of knowledge sharing, many academics still do not share their knowledge (Goh & Sandhu, 2012). HEIs need to hire future academics who have records of involvement in knowledge sharing activities. Moreover, genuine thoughts ought to be considered by human resources of universities into employing a suitable mechanism for the purpose of enhancing and promoting knowledge sharing among academics, which can be implemented by adding scores for promotion and annual performance assessment (Fauzi, Tan, & Ramayah, 2018). For improving knowledge-sharing activities, institutions need to focus on the opportunity for promoting a culture of knowledge sharing in order to improve its performance (Shabrina & Silvianita, 2015). Yet, there is still a gap in knowledge sharing that exists among academics in HEIs. Such gap can be filled by motivating knowledge sharing behavior and promoting it among academics. Therefore, the top management of universities need to introduce more initiatives in this regard (Arun Kumar & Shekhar, 2017). Human resource and top management of universities need to encourage staff to share their knowledge, and to have an open mind towards knowledge sharing, because such behavior will increase the productivity. Most employees still view knowledge sharing as additional work (Alsharo, 2013) that consumes much time. For academics, they need to be self-motivated to share their knowledge with colleagues. This is because some of them do not believe in the reciprocal benefits of sharing their knowledge (Tan, 2016). Universities' authority and human resources need to empower more knowledge sharing among academic staff as a regular practice for sharing knowledge vertically and horizontally (Mosconi & Roy, 2013; M. S. Rahman, Osmangani, Daud, & AbdelFattah, 2016). According to some researchers Gloet (2006); (Hislop, 2003), knowledge sharing needs to be fostered and implemented by policies and practices. In addition, human behavior and managing the social resources are considered as the core of human resource development. In the same regard, (M. S. Rahman, Osmangani, Daud, Chowdhury, & Hassan, 2015) place an emphasis on the important role of HEIs in fostering knowledge sharing as they indicate that human resources management can be used for the purpose of increasing and promoting knowledge sharing behavior and spiritual work among academics. This is simply because the results of sharing knowledge will contribute to a greater effect, reputation and productivity of universities as well as academics' overall performance (Mansor & Saparudin, 2015). The objective of this study, therefore, is to understand and examine the relationship between the relationships between organizational commitment and knowledge sharing among academic staff.

1.3. Significance of the Study

As previously discussed, there is a relatively demanding need for higher education institutes to adapt more methods to enhance and promote the behavior of knowledge-sharing among academics. Thus, the significance of the current study is characterized by its useful and worthy implications. The potential contributions of the current review can be highlighted as follows: this study is significant to any university which

aims to create higher organizational effectiveness through academics' knowledge sharing promotion. Furthermore, the findings of this review can provide insights into the role of organizational commitment on academics' knowledge sharing, and how such behavior can be promoted in order to increase the overall performance of universities. Additionally, recommendations, and implications of this study will assist human resource departments of universities to generate plans for promoting the behavior of knowledge sharing. Finally, the review can offer useful recommendations for future research on this interesting research topic.

2. LITERATURE REVIEW

2.1 Organizational Commitment

According to Mowday, Steers, and Porter (1979) organizational commitment considered as The strength of an individual's identification to be involved in a particular organization. the concept of commitment refers to the employees' attitude through which they identify and recognize the organizational goals and capitalize themselves in the organization for the purpose of staying in the organization (Bhabha, 1988). Meyer and Allen (1991) define commitment as the employee's attachment to the organization, and his desire to remain with the organization. When the employee aligns with the organization goals and commits to it, normally they will develop a tendency to stay with the organization for a longer period. Employees who have higher commitment are likely influencing their peers within the same organization and by developing such sense they productivity will be increased Slack, Orife, and Anderson (2010). Moreover, employees who show more affective commitment have more positive attitude and constantly assist others which will lead to increasing performance Slack et al. (2010). On the other hand, Organizational commitment defined by Meyer, Stanley, Herscovitch, and Topolnytsky (2002) psychological linking between individuals and organizations, represented by strong identification with their organization and contribute to the achievement of organization goals. Additionally, (Allen & Meyer, 1990) (N. J. Allen & Meyer, 1990) categorized organizational commitment into three commitment to (a) affective commitment (obedience of the organization's values and mission), (b) symbolizes the perceived costs related to leaving the organization referred to as normative commitment, and (c) a strong desire to remain working in the same organization, which is called continuance commitment.

2.2 Knowledge Sharing Among Academics

Wu and Zhu (2012) has considered knowledge sharing as the positive vigor that keeps organizations going on. While Charband and Jafari Navimipour (2018) refers to knowledge sharing as an essential tool for spreading knowledge and learning, because it occurs during individuals collaboration and willingness to share knowledge. Besides, knowledge sharing is an important resource to achieve competitive advantage and increase innovation, and sharing knowledge help in building efficient performance of environments of higher education and it plays a significant role in universities. Ramayah et al. (2013) in an empirical study concluded that knowledge sharing can be referred to as the process of knowledge exchange between minimum two parties in a process described as reciprocal, such process allow

reshaping and reusing knowledge in the same or totally new context. According to Bartol and Srivastava (2002) academics' knowledge sharing includes (1) written contributing knowledge such as publishing scholarly or books articles, (2) sharing knowledge in organizational interactions such as in workshops, (3) sharing knowledge in informal or personal interactions, and (4) within communities of practice. Muhammad Sabbir Rahman et al. (2017) empathized the importance of knowledge sharing and considered it as a culture, claiming that implementing such culture may help the institutions to overcome the twenty-first century's challenges. Recently, Annansingh et al. (2018) refer to Higher education institutions as the place of creating disseminating, sharing and exchanging knowledge controlled by relationships among people, technologies and processes, Knowledge sharing in Higher education institutions. Such relationships and interaction enable people to develop practices, collect and share knowledge (Fullwood & Rowley, 2017). This often leads to improved services and outcomes (Zain et al., 2019).

2.3 The Relationship Between Organizational Commitment and Knowledge Sharing

Organizational commitment are crucial for predicting and facilitating knowledge sharing Rosen, Furst, and Blackburn (2007). As Baumann et al. (2001) stated, people are willing to share their knowledge with others if they are certain that doing so is useful. Hinds and Pfeffer (2003) sum up factors affecting knowledge sharing, one of which is the organizational commitment. Likewise, (Mei, Lee, & Al-Hawamdeh, 2004) considered Organizational commitment as an effective enabler for employees communication as result of that knowledge sharing can take place smoothly. (C. Lin, 2007) proved that employees who are empowered to involve in the process of decision-making are more likely to share their knowledge such behavior can be considered as an organizational commitment. (Chiang, Han, & Chuang, 2011) stated that sharing knowledge can be encouraged and increased via organizational commitment. Accordingly, previous studies support the evidence that OC and KS are positively related to each other, for example van den Hooff and de Leeuw van Weenen (2004) conducted a case study on two Netherlands consultancy firms employees. The study investigated the influence of organizational commitment on knowledge sharing. The results of regression analysis reported that commitment positively related to knowledge sharing. Subsequently, In the same context, Van Den Hooff and Ridder (2004) divided the process of knowledge sharing into (knowledge donating and knowledge collection). Further, the researchers set out another six case studies to explore the effect of organizational commitment on the processes of knowledge collecting and donating. The overall results demonstrated that individuals' commitment to their organization positively influences knowledge donating and knowledge collecting. Additionally, the study pointed out that knowledge collecting positively affect knowledge donating. In other words, when person collect more shared knowledge, such person tends to share his own knowledge more. While, Cabrera, Collins, and Salgado (2006) argued that organizational variables such as commitment control individual participation in knowledge sharing. Hence, the authors carried out a research on 372 employees of a Netherlands large multinational IT companies. The results demonstrated that organizational commitment associated with

knowledge sharing, and significantly predicted employees' engagement in exchanging knowledge. Accordingly, In the Pakistani context, Fatima, Imran, Shahab, and Zulfiqar (2015) explored the effect of organizational commitment on knowledge sharing. The researchers analyzed Responses of 439 IT specialist using structural equation modeling. The results pointed out a significant association between both affective, normative commitment and knowledge sharing. Respectively, Jacobs and Roodt (2007) assumed that organizational commitment positively associated with nurses' knowledge sharing, also assumed that knowledge sharing can predict nurses turnover intention. Hence, the authors conduct an empirical study using survey questionnaire among South African registered nurses, the study used responses from 530 nurses. The study results revealed a positively strong association between organizational commitment and knowledge sharing. Furthermore, relationship between knowledge sharing and turnover intentions found to be negatively associated. Consistently, C. Lin (2007) argued that employees who are empowered to involve in the process of decision-making are more likely to share their knowledge such behavior can be considered as an organizational commitment. In order to support the argument, the author conducted an empirical study on Taiwan IT companies' employees. The study analyzed responses of 318 employees. The results of structural equation modeling revealed that congruence of co-worker influences knowledge sharing. Further, involvement in process of decision-making increases employee's willingness to share their knowledge as an act of his/her commitment to the organization. In the same vein, (Tsai & Cheng, 2012) carried out a study applying both social cognitive and social exchange theory. The study aimed to explore the relationship between organizational commitment. Justice and trust among other social exchange theory constructs, and cognition of knowledge sharing. A survey questionnaire used with 250 Taiwanese IT specialists. The collected data analyzed using Structural equation modelling. The results revealed that organizational commitment increase s individuals' intention to share his/her knowledge. Also, C. P. Lin (2007) conducted another study in which he proposed mediating role of organizational commitment in the relationship between organizational justice and employees' willingness to share tacit knowledge. The study carried out on verity companies' employees. The results reported that the indirect relationship between organizational justice and tacit knowledge sharing not significant, however organizational commitment directly affect tacit knowledge sharing. Similarly, in the Taiwanese context. T. S. Han, Chiang, and Chang (2010) carried out another study. The purpose of the study was exploring the impact of involving the employees in decision making on knowledge-sharing behavior. The analysis of responses of 260 employees in Taiwanese companies revealed that organizational commitment had a positive effect on knowledge sharing. While, Organizational commitment the mediate the relationship between psychological ownership and knowledge-sharing behavior. Further, Chiang et al. (2011) investigated the relationship between perceived organizational support, trust, organizational commitment and knowledge-sharing. The study conducted on employees from different eight Taiwanese companies. The study used self-reported questioner to collect 236 valid responses. The results of structural equation modeling indicated that organizational

commitment had a positive effect on knowledge-sharing, while perceived organizational support found to be associated with both trust and organizational commitment. Hence, the study concluded that the behavior of sharing knowledge could be encouraged and increased via organizational commitment perceived and organizational support. Chiang et al. (2011) In the Chinese IT companies Context (Wang & Zhang, 2012) considered the lack of organizational commitment and motivation, as the main cause that lead to lack of sharing tacit knowledge among people in general. The proposed model was validated and tested on software company employees in Shandong province China. Similarly, in the USA context, Borges (2013) examined the organizational factors that influence knowledge sharing. The researcher applied partial least square to analyze 143 questionnaire responses of IT professionals. The results indicate that employees who had high organizational commitment tend to share their tacit knowledge. Also, in the Chinese context also Li, Zhang, Zhang, and Zhou (2017) carried out an empirical study, aimed to identify predictors to share knowledge. The results indicated that justice positively associated with knowledge sharing, and organizational commitment has a mediating role in the relationship. Additionally, Howell (2008) published a review article summarized some results of a doctoral dissertation. The aim of the review was to examine the relationship between knowledge sharing and the different levels of organizational commitment. The results found statistically significant and positive association between Knowledge sharing and Normative and Affective Commitment. Respectively, Rosen et al. (2007) conducted interviews as well as used a questionnaires on virtual teams, to identify the barriers of knowledge sharing among virtual teams. The study concludes that both team leaders and members' organizational commitment are crucial for predicting and facilitating knowledge sharing. Accordingly, Wong, Tong, and Mula (2009) considered organizational commitment and Knowledge sharing having the same characteristics in terms of organizational level. The authors conducted an empirical study to investigate the effect of research examined the effect of knowledge sharing practices on organizational commitment in Hong Kong. The analyzes of 310 completed responses of employees working in the industrial sector, pointed out that organizational commitment have a significant and positive influence on knowledge sharing. Another research related to the Chinese context by Xie (2009) aimed to explore knowledge sharing determinations, by applying Theory of Planned Behavior. The researcher surveyed a total of 322 employees from 13 Chinese industries, the results identified organizational commitment, organizational climate, and, motivation are the most significant knowledge sharing determinations. Regardless, such important determinants the research found motivators such as extrinsic rewards (monetary) almost don't have any significant effect on individual attitude to share knowledge. Nevertheless, an empirical study by Zheng, Bao, and Qian (2009) carried out on auditors of public Chinese accounting firms to examine the influence of organizational commitment on knowledge sharing. The data was collected from 949 auditors showed that employees' commitment to their organization had a significant and positive effect on knowledge sharing. Similarly, in the USA context, Curtis and Taylor (2018) the study conducted among a range of accounting firms employees. The study aimed to examine

employee's organizational commitment effect on knowledge sharing. The findings revealed that organizational commitment associated positively with knowledge sharing. On the other hand, Chiri and Klobas (2010) argued that sharing of tacit knowledge is a voluntary behavior. Moreover, it is possible to foster sharing tacit knowledge if right means are used to encourage the willingness to share such behavior can be fostered. The authors conducted a study among 500 employees of an Australian organizations. The study aimed to explore the organizational factors that can enhance knowledge sharing. Factors resulted from the study such as organizational commitment, trust, incentives and rewards, and learning orientation are considered as the most factors affect employees' knowledge sharing. Accordingly, Vong, Zo, and Ciganek (2014) in the Cambodian context argued that one of the modern organizations success characteristics is sharing knowledge. The researchers conducted a study using a questionnaire on 500 public and private organizations employees who work in food industry and security. The study results indicated that top management and support organizational commitment influence knowledge sharing within the public sector greater than private. In the Turkish context, Yeşil (2014) hypothesized that Organizational commitment has a positive effect on knowledge sharing. The results from a survey of 90 practitioners of public organizations, indicated that of all dimensions of commitment only affective commitment found to be strongly affect knowledge sharing. Furthermore, Jo and Joo (2011) explored the effect of organizational commitment, organizational citizenship behavior and employees' intention to share knowledge. The data was collected from 452 Korean employees using survey questionnaire. Structural equation modeling results indicated that Organizational citizenship behavior found to be mediating the relationship between organizational commitment and knowledge sharing. Subsequently, In the Portuguese context, Costa and Monteiro (2012) hypothesized that organizational commitment is linked to knowledge sharing. The researchers adapted scale for Portuguese context for this purpose. The study used quantitative approach to get academics' responses of different colleges in a Portuguese university. The results of exploratory investigation to examine the model of the study, the model revealed a strong correlation between affective commitment and knowledge sharing. However, the study suggested a larger scale for generalizing such results. Nevertheless, in the Australian context, Casimir, Lee, and Loon (2012) aimed to examine the effect the relationship between effective commitment and knowledge sharing through trust. The researchers carried out a study on a total 496 employees of 15 Australian industrial organizations surveyed using a questionnaire. The regression analysis results indicated that knowledge sharing is a result of high commitment, such behavior can be considered as mutual social exchanges. Accordingly, Ramayah, Yeap, and Ignatius (2014) validated an instrument for measuring knowledge sharing instrument among academics in the Malaysian context. The authors used responses to a survey from 447 academics of science and art schools in 10 Malaysian public universities. The results revealed that all four dimensions of knowledge sharing correlated with organizational commitment. In the same sector, but different context In the same vein Bibi and Ali (2017) confirmed that both trust and commitment are considered essential for knowledge sharing

among Pakistani academics. Consistently, in the south Korean context, S. H. Han, Seo, Yoon, and Yoon (2016) carried out an empirical study on 420 employees from a range of South Korean companies. The study reported that organizational commitment was not significantly associated with knowledge sharing. Similarly, in Korean context, C. W. Jeung, H. J. Yoon, and M. Choi (2017) reported that the relationship between perceived organizational support and knowledge sharing is mediated by organizational commitment. Also, organizational commitment directly affect knowledge sharing. Moreover, in the Indonesian context, hotel sector (Sihombing, Supartha, Subudi, & Dewi, 2017) argued that employees' innovation can be improved by increasing the behavior of sharing knowledge among employees. The study conducted on 117 staff of Indonesian four stars hotels using a quantitative approach. The result indicated that there is an association between job satisfaction and the organizational commitment as well as knowledge sharing. Borges, Bernardi, and Petrin (2018) carried out a study on information technology specialists in 86 Indonesian and 115 Brazilian. The study used survey method and partial least squares analysis was applied to examine the structural and confirmatory models as well testing the hypotheses. The results revealed that, in both Indonesian and Brazilian context, IT professionals with more commitment to his/her organization tend to engage in sharing knowledge more. Recently, in the Canadian context, Ouakouak and Ouedraogo (2018) conducted an empirical quantitative study on 307 staff working in different organizations. The study aimed to investigate the impact of trust and organizational commitment on knowledge sharing. The results indicate that both trust and commitment have positive affect on knowledge sharing and knowledge utilization. On the contrary, Mogotsi, Boon, and Fletcher (2011) argued that knowledge sharing behavior is a type of organizational citizenship behavior considering both variables positively correlated. The authors claimed that literature identified organizational commitment and job

satisfaction as predictors of organizational citizenship behavior. The researchers empirically investigated such relationship using data collected from Botswana high school teachers. The results revealed strong and positive correlation between organizational citizenship behavior and knowledge sharing. Furthermore, organizational commitment found to be unrelated to knowledge sharing. Similarly, The and Sun (2012) investigated the effect of organizational commitment, and organizational citizenship behavior on employees' knowledge sharing. The study is based on a survey of 117 Malaysian Information Systems employees. The results of Structural equation modelling show that organizational commitment relationship with knowledge sharing found to be negative. Moreover, most recent studies also confirmed the positive effect of Organizational commitment on knowledge sharing in the Pakistani context such as : (Rafique, Hameed, & Agha, 2019) conducted on pharmaceutical companies' employees and (Naeem, Mirza, Ayyub, & Lodhi, 2019) academics as well as in the Australian context among it professionals conducted by (Fehrenbacher & Wiener, 2019).

3. PROPOSED CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

The previous discussion has confirmed the existence of the relationship between organizational commitment and knowledge sharing. Nevertheless, almost all the conclusions and findings have been generalized on the sample obtained from non-educational sectors. Based on that we can argue that, there is lack of evidence about how organizational commitment influence knowledge sharing in the higher education context specifically in the Malaysian higher education context. Thus, the following hypothesis is proposed:

Hypothesis 1: There is a positive relationship between organizational commitment and knowledge sharing.

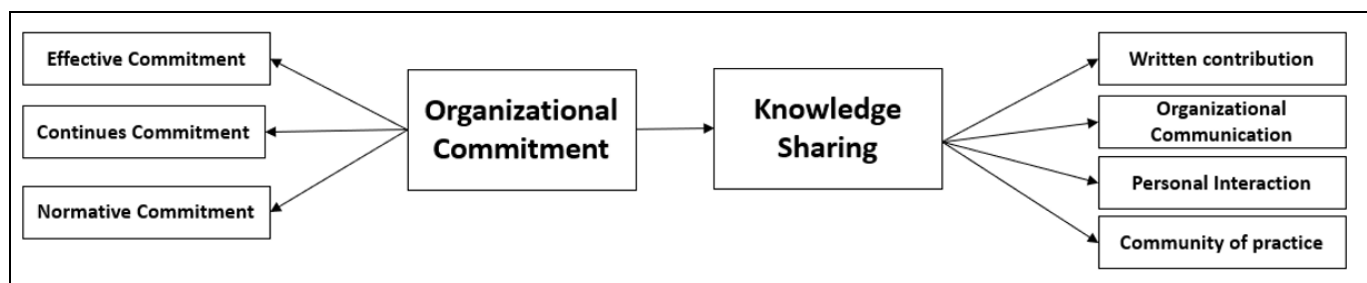


Fig. 1. The Proposed Conceptual Framework for the Study

4. DISCUSSION

The revision of the existing literature revealed that relationship between organizational commitment and knowledge sharing has been tested mostly in the non-educational sectors such as: IT sector (Borges, 2013; Borges et al., 2018; Teh & Sun, 2012) private sector employees (private sector), (Chiri & Klobas, 2010; C.-W. Jeung, H. J. Yoon, & M. Choi, 2017; Jo & Joo, 2011; Ouakouak & Ouedraogo, 2018; Wong et al., 2009; Xie, 2009), hotels staff (Sihombing et al., 2017), School teachers (Mogotsi et al., 2011). However, in higher education sector especially among academics handful of research investigated such relationship (Bibi & Ali, 2017; Costa & Monteiro, 2012; Naeem et al., 2019;

Ramayah et al., 2014) the later conducted in Malaysian context among academics. The followings table reflects both sectors and contexts respectively of the reviewed studies included in this article of the full text 36 articles reviewed. The following charts depicts the studied sectors as well as contexts that have been investigated.

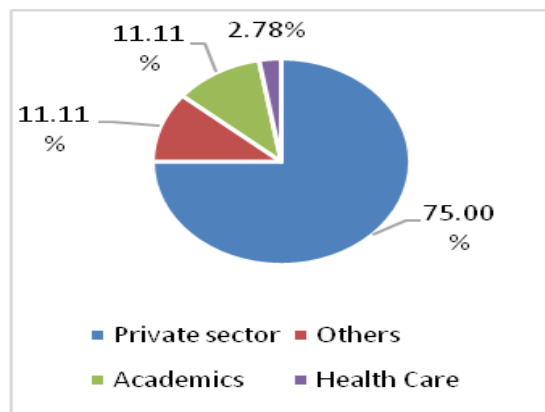


Fig.2. Sectors of Reviewed 36 Articles

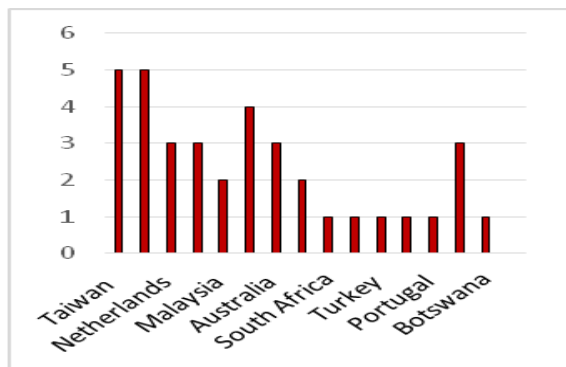


Fig .3. No of Studies by Context

Additionally, most of the studies 94.44% confirmed the existence of positive effect of organizational commitment and knowledge sharing. Therefore, the relationship between organizational commitment is worthy investigating. Furthermore, the percentage of the investigated sectors in which the relationship between organizational commitment and knowledge sharing studies respectively (private sector 75 %, academics 11.11, others such as online communities 11.11% and health care 2.78 %). This indicate that further studies should conducted on academics and all others unexplored sectors that will be mentioned in the future research direction section The current model conceptualize the dimensions of organizational commitment introduced by (N. J. Allen & Meyer, 1990), with Bartol and Srivastava (2002) model. Allen & Meyer, (1990) categorized organizational commitment into three dimensions (a) affective commitment (b) normative commitment, and (c) continuance commitment. Bartol and Srivastava (2002) categorized academics' knowledge sharing into (1) written contributing knowledge, (2) sharing knowledge in organizational interactions, (3) sharing knowledge in informal or personal interactions, and (4) within communities of practice. Such conceptualization would motivate academics to share their knowledge more. This effort will further enrich the understanding of such relationship in the university's context. Also, it is reasonable to expect that academics who are highly committed to their universities will engaged more in sharing knowledge. The proposed framework will help to link organizational commitment with knowledge sharing that seem to enhance such behavior especially among academics.

5. RECOMMENDATIONS AND DIRECTIONS FOR FUTURE RESEARCH

This review has attempted to provide a research conceptual model that can be tested among academics as well as other unexplored sectors to further investigate the impact of dimensions of organizational commitment on each dimension of knowledge sharing (i.e. written contribution, personal interaction, organizational communication, and community of practice). The model provided by this study has extended the current research of knowledge sharing from the prospective of organizational commitment. The deeper investigation of the dimensions will provide better understanding on such organizational factor affecting knowledge sharing in order to enhance such behavior within the university context, which has not been investigated in depth yet especially among Malaysian academics. Furthermore, this current model can be considered as an influential implication for research in knowledge sharing fields because it proposes that organizational commitment of academics is positively associated with knowledge sharing behavior. The conceptual model will enrich the literature in organizational commitment and knowledge sharing in many aspects as, it defines a gap in the literature by linking organizational commitment with knowledge sharing among academics considering the limited number of the studies in this aspect globally. Hence investigating such relationship in other remaining context will provide wider prospective. Furthermore, many other sectors globally have not been investigated yet such as (gas and mining, tourism and hospitality, aviation) recommended to be explored. On the other hand, future research should focus on comparing the effect of organizational commitment on knowledge sharing between different sectors between developing and developed countries. Besides previous studies confirmed the effect organizational commitment on knowledge sharing however, the mechanism which explain the nature of the relationship remains unclear. Hence, future researches should investigate the role of other mediating variables to clear the ambiguity in such relationship. On the other hand, based on the previous evidence universities should create an atmosphere that help academic to exhibit more organizational commitment which will encourage academics share their ideas and thoughts with their fellow academics. Hence, from a practical point of view, the proposed model could be beneficial for universities, since it highlights the importance of organizational commitment facilitating knowledge sharing, that is, necessary to achieve the desired level of knowledge sharing.

6. CONCLUSION

The review provide the top managements and human resources at universities insights into organizational commitment effect on academics' knowledge sharing. University human resources might also make policies that aim at enhancing organizational commitment among academics in order to engage them actively in knowledge sharing. Thus, universities should encourage and enhance higher levels of organizational commitment that increases knowledge sharing among academics. There might be other organizational factors that can influence academics knowledge sharing other than the organizational commitment. This review, however, did not take into consideration all the other organizational factors that are crucial for knowledge sharing. Thus, in future research other organizational factors can be reviewed further

independently or through mediating or moderator variable. Moreover, since most studies identified in literature was conducted in many other sectors and only quite few were among academic, the models of such studies can be investigated in the academic sector. Additionally, the majority of the studies were cross-sectional studies, hence future studies can use longitudinal method for deeper understanding of the nature of the relationship between these two variables in the academic sector. Finally, most of the studies conducted on knowledge sharing as behavior or intention, thus, further exploration type of knowledge shared either explicit or tacit knowledge vein is worthy to be explored and investigated.

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