

The Effects Of Person-Job Fit On Knowledge Sharing Behavior Among Lecturers In Higher Education Institutions

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ABSTRACT

Managing knowledge well is one of the key competitive advantages of a higher educational institution. In many themes discussing knowledge management, knowledge sharing is one of the most important themes, knowledge management occurs only when knowledge is shared and flows between members within an organization. The importance of knowledge sharing makes the importance of knowledge-sharing behavior in organizational members. This study aims to examine the effects of person-job fit on knowledge sharing behavior among lectures at higher education institutions. The populations in this study were all lecturers of higher education institutions in the Province of West Kalimantan, Indonesia, amounting to 2,686 people. The number of research samples was 160. The hypothesis test used was linear regression. Based on the results of regression test, it can be concluded that there is an effect of person-job fit on knowledge sharing behavior. From the result of T test, it can be concluded that there are significant differences in person-job fit and knowledge sharing behavior between public higher education lecturers and private higher education lecturers.

Keywords: knowledge sharing behavior, person-job fit, higher education, lecturer, west kalimantan

INTRODUCTION

Lecturers are one of the elements that determines the success of the educational process and is the spearhead of a higher educational institution. In the hands of qualified lecturers, students can be prepared to become intelligent human beings who serve as an element that improves the quality of human resources.

Managing knowledge well is one of the key competitive advantages of a higher educational institution. Effective higher educational institutions are able to consistently generate new knowledge, disseminate it and implement it in new technologies or knowledge. Created knowledge will mean nothing if it is not shared, but the phenomenon that exists in higher education in the province of West Kalimantan, Indonesia, that many lecturers who do not have the willingness and action to share knowledge possessed in the form of written and oral.

The phenomenon is explained by the development of different learning methods between universities due to differences in mastery of learning methods and the ability to respond to the issues of learning method development, low learning material updates by faculty, the ability of classroom management by different teaching staff, faculty, differences in research opportunities (competition grants), and less intensive lecturer interaction. This is also explained by information showing the publication of articles in Indonesia which is still lower than some other countries such as Singapore, Malaysia and Thailand (Scopus, 2017).

In many themes discussing knowledge management, knowledge sharing is one of the most important themes, knowledge management occurs only when knowledge is shared and flows between members within an organization (Costa and Monteiro, 2012).

The knowledge of the members of the organization will mean nothing if the knowledge is only kept in mind. Knowledge will be useful if shared with other members of the organization. Knowledge shared will complement each other so that will create a synergy to create innovation.

The importance of knowledge sharing makes the importance of knowledge-sharing behavior in organizational members. Knowledge sharing consists of the behavior of giving and receiving knowledge. However, not all members of the organization are willing or familiar with knowledge-sharing behavior.

According to the theory of person job fit, the conformity between the characteristics of the job and the individual's ability to perform the task, will strengthen the employee's commitment to his work (Allen & Meyer, 1997). Person-job fit is defined as the suitability of labor required in doing a job. Referring to self-concept job fit (Scroggins, 2008) workers tend to try to adapt themselves to fit the requirements of workers.

Robbins (2013) states that the theory of person-job fit is based on the idea of conformity between individual characteristics and work environment. The conformity to be achieved is the appropriateness of individual knowledge, skills and skills with work; and suitability between the individual personality, for example, his needs, interests, and values he /she embraces with the firm's climate.

A lecturer should be an educator who has passed various selection that ensures the compatibility of knowledge, skills and abilities with his work. The phenomenon that occurs in higher educational institutions in the province of West Kalimantan, especially at private higher educational institution is less attention to the suitability between individuals and the job. This is due to the lack of interest of individuals to be lecturers at private higher educational institutions, thereby minimizing the opportunities of higher educational institutions to recruit appropriate lecturers. Many lecturers who teach in the field of science that is not actually mastered, which is important to have a post graduate qualification, college would accept to be a lecturer without prioritizing the field of science and other capabilities that should be owned by a lecturer. In addition, many lecturers, especially in private higher educational institutions who doubt their competence for not passing certification of professional lecturers.

LITERATURE REVIEW

Person-Job Fit

According to Holland as cited by Robbins (2013) the theory of person-job fit is based on the idea of the fit between the characteristics of an individual with his work environment. Furthermore, Holland presented six types of individual characteristics and suggested that the satisfaction and tendency to leave a job depends on a work environment. While Chatman (1989) stated that the person-job fit is a fit between the norms and values of the organization with the values adopted by someone. Different individual characters have different types of job fit (Sims & Galen Kroeck, 1994).

Person-job fit can be interpreted as the fit of the individual's ability with the demand of a job (Edwards, 1991). Kristof-Brown (2007) defined person-job fit as the fit between individuals and the work they do in the workplace which includes the fit based on the employee's needs and job equipment available to meet those needs, as well as job demand and the ability of employees to meet the demand. So person-job fit is the fit between the knowledge, expertise and skills of the employee with a particular job or task. With the fit, it is expected that the human resources can carry out their work well without significant constraints.

Cable and DeRue (2002) explained that there are two dimensional approaches to Person-job fit, namely Supply-Value Fit (S-V fit) and Demand-Abilities Fit (D-A fit). In the supply-value fit (S-V fit) the individual determines for themselves which environment or work is perceived to fit their needs or motifs. According to Boon (2016) individuals want the fit of values, goals and interests. The value is the fit to each given job. The goal is the understanding of the goal of the given job. Physiological needs are the physical needs of a person needed for working on a job which consists of the level of security of the working environment. Interest is how an employee can focus on the work being done and enjoy the work and understand the tasks and consequences of work done. While demand-abilities fit (D-A fit) is the extent to which individual skills meet the demand for work. In the D-A fit approach, it requires knowledge, skills, expertise, and other personalities to see how well the individual is able to accomplish the task for their job.

Knowledge Sharing Behavior

Knowledge is an important asset for the company to win the competition. While other resources easily imitated by competitors, not so with the knowledge resources, as outlined in innovation. Knowledge is conceptualized as codified information, including insight, interpretation, context, experience, and wisdom (Davenport & Volpel, 2001) that increases the value of the company and support the achievement of goals, mission and vision of the organization. Job-related knowledge is an important element that determines the success of an employee's career, in addition to the skills and abilities (Fong, 2011).

Knowledge Management has four main processes: capturing, storing, sharing and using knowledge (Lee, 2001). Sharing knowledge is a major barrier to transform individual knowledge into organizational knowledge (Xue et al., 2012; Shanshan, 2014). Knowledge sharing is a process that allows the knowledge possessed by individuals and groups will be transferred to the level of the organization, which can be applied to the development of new products, services and processes (Van den Hooff & Ridder 2004). Knowledge sharing is important for new knowledge creation and innovation, core capability, and competitive advantage (Nonaka, et al., 2000; God et al., 2001; Wu & Cavusgil, 2006).

Correlation between Person-job fit and Knowledge Sharing Behavior

Person-Job fit is defined as the relationship between individual characteristics and tasks at work (Kristof-Brown, et. al., 2005). The two basic assumptions of person-job fit are demand-abilities and need-supplies (Edwards, 1991; Kristof-Brown, et. al., 2005).

Demand-abilities occur when the knowledge, skills, and abilities of employees fit the needs of doing the job. While need-supplies occur when the needs, desires and preferences of employees are met by the work they do (Kristof-Brown et al., 2005). These two basic assumptions contribute to predicting employee-related employee behavior.

Studies on the impact of person-job fit on knowledge-sharing behavior are limited. Guan (2010) conducted a study on the Asian context, some organizations in Beijing, China. The study concluded that person-job fit had a significant effect on work attitude and behavior. The relationship is relatively stronger than previous studies in the western context (Cable & DeRue, 2002).

Knowledge-sharing behavior is a work-related positive attitude, which will improve the performance of human resources (Ram, 2011). Previous studies mentioned the positive and significant effect of person-job fit on positive work behaviors that can improve the performance of human resources (Farzaneh, et. al., 2014; Lu, et. al., 2014; Afsar, et. al., 2015; Tzu, et. al, 2015; June & Mahmood, 2011).

Difference between public higher education institutions and private higher education institutions in Province of West Kalimantan.

Higher education institutions in Indonesia are generally divided into two categories, namely public higher education institutions and private higher education institutions. Public higher education institutions receive funding from the government while private higher education institutions rely on consumers and stockholders for their funding.

In West Kalimantan province there are 8 public higher education institutions and 66 private higher education institutions, where public higher education institutions are more developed compared to private higher education institutions. With a poor economy in this province it is not possible for private higher education institutions to charge high tuition fees to students, whereas the costs incurred in lecturing are quite high. It has an impact on the low chance of private college management choosing qualified lecturers to teach at the institution due to the low compensation that can be provided. Thus, the lecturers employed tend to have less person-job fit. Based on the previous discussion, the hypotheses in this study are:

- Hypothesis 1: Person-Job fit affects knowledge sharing behavior.
- Hypothesis 2: There is a significant difference between knowledge sharing behavior of public higher education institution lecturers and private higher education institution lecturers.
- Hypothesis 3: There is a significant difference between person-job fit of public higher education institution lecturers and private higher education institution lecturers.

The theoretical framework of this research is described in figure 1. The dependent variable is knowledge sharing behavior, while the independent variable is person-job fit.

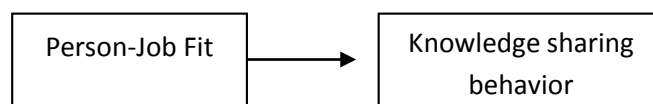


Figure 1: Theoretical framework

METHODOLOGY

Data collection

The populations in this research were all lecturers of Higher Education Institutions in the Province of West Kalimantan, Indonesia, amounting to 2,686 people. The number of research sample is 160, with the composition of 80 lecturers of state higher education institutions and 80 lecturers of private higher education institutions. The sample criteria are the lecturers who have the national lecturer number and have worked for at least 3 years at a higher education institution.

Measurement

The indicator of the research variables is measured with the Likert scale of 5 points; namely 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree. The indicators of the variables used to measure job-person fit are: fit of job demands and worker's abilities, fit of worker's ability with job requirements, fit of work discipline, fit of skill with job requirements, ability to use talent, skills, and competence in working, fit between what is obtained from the job and the needs of the workers and the fulfillment of worker satisfaction in carrying out the work. While the indicators used to measure knowledge sharing behavior are: knowledge donating and knowledge collecting.

Data Analysis Method

Data Analysis Technique used Regression Analysis. T-test is used to examine the differences between public higher education institutions and private higher education institutions.

RESULTS

Characteristics of Respondents

The respondents consisted of lecturers of several different higher education institutions in West Kalimantan Province, Indonesia, with composition of 50% from state higher education institutions and 50% from private higher education institutions. The average age of the respondents was 41 years old. and 80% of respondents had a master's degree, 15% had a doctoral degree , and 5% had a undergraduate degree.

Validity test

To determine the validity of the question items used in the research implementation, the validity test is used. Corrected Item-Total Correlation value compared with r table value with significance of 5%, that is 0.3610. If the coefficient of Corrected Item-Total Correlation > 0.3610 then the instrument is regarded as valid. Based on the validity test results conducted, all questions in the questionnaire are valid. The validity test of all research variables are as follows:

Table 1. Validity Test

Variables	Indicators	Corrected Item-Total Correlation	Standard	
1. Person-Job Fit (X)	PJF 1	0,7812	0,3610	Valid
	PJF 2	0,8241	0,3610	Valid
	PJF 3	0,8053	0,3610	Valid
	PJF 4	0,6581	0,3610	Valid
	PJF 5	0,7346	0,3610	Valid
	PJF 6	0,8044	0,3610	Valid
	PJF 7	0,6905	0,3610	Valid
2. Knowledge Sharing Behavior (Y)	KSB 1	0,7583	0,3610	Valid
	KSB 2	0,7958	0,3610	Valid
	KSB 3	0,7767	0,3610	Valid
	KSB 4	0,4788	0,3610	Valid
	KSB 5	0,7360	0,3610	Valid
	KSB 6	0,7479	0,3610	Valid
	KSB 7	0,7859	0,3610	Valid
	KSB 8	0,7583	0,3610	Valid
	KSB 9	0,7957	0,3610	Valid

Reliability Test

Reliability test was conducted with Cronbach coefficient alpha test on both variables. This is done to determine the consistency of test instruments used. The value of Cronbach alpha coefficient is described in table 2. All Cronbach alpha values are greater than 0.7, so it can be concluded that the test instruments are reliable (Hair et al., 2006).

Table 2. Reliability Tests

Variables	Cronbach Alpha Values
Person-Job Fit	0.8177
Knowledge Sharing Behavior	0.9388

Descriptive Statistics and Analysis

Table 3 shows the mean values, standard deviations and correlations between both dependent and independent variables. The results of descriptive statistics generally indicate that the person-job fit and knowledge sharing behavior among lecturers in West Kalimantan province are positive. The correlation value of 0.9899 shows a strong correlation between person-job fit and knowledge sharing behavior.

Table 3. Descriptive Statistics

Variabel	Mean	SD	Correlate
1 Person-Job Fit	3,7625	0,6322	
2 Knowledge sharing behavior	3,7528	0,6084	0.9899

Regression Analysis

To test the hypotheses 1, a regression analysis was performed. While T-test analysis is used to test the hypotheses 2 and 3. Regression analysis test results are presented in Table 4.

Table 4: Regression result on the effects of Person-Job Fit and Knowledge Sharing Behavior

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	0.1682	0.041413701	4.0605	7.68552E-05
Person Job Fit	0.9527	0.010855735	87.7621	5.768E-136
R ² =0,9799, F=77,02, Sig=0,0000; ** ρ <0,05, (N=160)				

Based on the results of regression test in table 4, it can be concluded that there is an effect of person-job fit on Knowledge Sharing Behavior. This answers hypothesis 1. R² value is 0.9799 which shows that 97% variation of Knowledge Sharing Behavior is explained by person-job fit, while the rest equal to 3% affected by other factors.

T-Test

T-test is used to examine the differences between public higher education institutions and private higher education institutions. Based on table 5, $p < 0.05$, it means there are significant differences in person-job fit and knowledge sharing behavior between lecturers of public and private higher education institution lecturers. This supports hypothesis 2 and hypothesis 3.

Table 5. T-Test

Variabel	Education Sector	Mean	ρ - value
Person Job Fit	Public	4.266071429	0.000**
	Private	3.258928571	
Knowledge sharing behavior	Public	4.226388889	0.000**
	Private	3.279166667	

MANAGERIAL IMPLICATION

This research aims to examine the effects of person-job fit on knowledge sharing behavior among lecturers at higher education institutions in West Kalimantan province, Indonesia. Furthermore, it also examine whether there are differences between lecturers working in public higher education institutions and lecturers working in private higher education institutions in terms of person-job fit and knowledge sharing behavior. In general, lecturers at higher education institutions in the Province of West Kalimantan, Indonesia, have a fit with their job, as well as knowledge sharing behavior in high category. However, both person-job fit and knowledge sharing behavior between public higher education institution lecturers and private education institution lecturers have significant differences.

Person-job fit level of public higher education lecturers is higher than person-job fit lecturers of private higher education. This is because the recruitment and selection process

of lecturers in public higher education institution is more strict than the recruitment and selection process in private higher education institution. Selection processes of most organizations have traditionally focused on achieving person-job fit (Werbel & Gilliland, 1999). In addition, the limited ability of private higher education institution to perform human resource maintenance functions, including compensation and career development, leads to competent applicants not wishing to become lecturers in private higher education institution. According to Sekiguchi (2004), applicant self-selection and employee selection practices are the major antecedent of person-job fit.

Knowledge sharing behavior of public higher education institution is higher than knowledge sharing behavior of private higher education institution. Public higher education institution lecturers do more publications, research, community service and exchange information among lecturers than private higher education institution.

This study has several limitation. The research object is limited to public and private higher education institutions in West Kalimantan province, where the education sector is still less advanced than some other provinces in Indonesia, so it can not generalize the conclusions about the influence of person-job fit on knowledge sharing behavior of lecturers in Indonesia. In addition, to measuring the influence of person-job fit on knowledge sharing behavior, does not distinguish between public and private university lecturers. Future research is expected to expand the research object and add other variables that are expected to affect knowledge sharing behavior, such as human resource management function and lecturer personality factor.

CONCLUSION

In general, lecturers at higher education institutions in the Province of West Kalimantan, Indonesia, have a fit with their job, as well as knowledge sharing behavior in high category. Person-job fit and knowledge sharing behavior between public higher education institution lecturers and private education institution lecturers have significant differences. Future research is expected to expand the research object and add other variables that are expected to affect knowledge sharing behavior, such as human resource management function and lecturer personality factor.

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